



RESEARCH ARTICLE

The Predictive Ability of Mindfulness and Organisational Integrity among Secondary School Principals in Teachers' Hardiness in Al-Ramtha District from The Teachers' Perspective

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ARTICLE INFO	ABSTRACT
Received: Aug 16, 2024	The current study aimed to investigate the impact of secondary school principals' mindfulness and organisational integrity on teachers' hardiness. The predictive, descriptive approach was employed, which describes the phenomenon to be studied, analyses its data, and demonstrates the relationships between its components. A total of (383) male and female teachers, who were selected randomly, were recruited in this study. Findings revealed that the level of organisational integrity among secondary school principals in the Ramtha District from the teachers' perspective was high and that the level of mindfulness among secondary school principals in the Ramtha District from the teachers' perspective was high, too. From the teachers' viewpoint, the level of hardiness among teachers in secondary schools in the Ramtha district was also high.
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Keywords	Furthermore, a statistically significant effect at the significance level ($\alpha \leq 0.05$) was observed for the impact of mindfulness and organisational integrity on teachers' hardiness. The study results recommended that the school principal be given new and continuous opportunities to improve staff performance and that school principals pay more attention to mindfulness, organisational integrity, and hardiness. Moreover, the study suggests focusing on behaviours related to emotional control, resolving conflicts without violence, and controlling the feelings of others.
Predictive ability	
Mindfulness	
Organisational integrity	
Hardiness	
Secondary school principals	
Ramtha District	
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INTRODUCTION

Mindfulness refers to a state of awareness that makes the individual open and sensitive to everything around him in an attempt to refine and distinguish expectations based on his prior experiences. Through this, he understands events, produces a more accurate appreciation of the context and ways to deal with them, and identifies their various dimensions to improve performance since this skill enables him to realise the different needs of the environment and meet them through organisational innovations and new ideas (Bakr, 2016).

Al-Kalabi and Al-Hadrawi (2018) described mindfulness as a set of concepts pertaining to anticipation, observation, and attention. Many believe this concept represents a practical, intentional approach to the ongoing pursuit of knowledge and information to improve the institution's capacity and accomplish goals by observing ongoing environmental changes and seizing opportunities to meet all educational objectives. The school principal's mindfulness manifests in his ability to practice careful appreciation, critical thinking, ethics, and integrity. These qualities allow the school to remain

in a state of caution and continuous monitoring of the environment in which it operates (Rodriquez, 2016).

Practising organisational integrity is one of the most essential administrative and ethical practices leaders must adopt when dealing with organisational integrity issues because they influence their followers. Leadership within educational institutions is fundamental to the administrative process because it represents school leaders' model of integrity in school management and ways to promote ethics by dealing with teachers, students, and other staff (Zeng, 2018). They are considered the judges who measure and determine the integrity and actions of good leadership through direct relationships between the administrative staff and the school leadership, as they all are responsible for achieving educational goals successfully and developing students' academic performance. Therefore, the school principal must possess essential leadership qualities, such as honesty and integrity, which can increase employees' confidence and trigger them to achieve the school's societal role (Al-Mutairi, 2022).

The importance of school leaders adopting organisational integrity is highlighted in providing a suitable environment for achieving educational goals. Not practising this type of management wastes the necessary efforts to control transactions in exchange for what the modern era requires: flexibility and opportunities for creativity. It also requires the availability of organisational gains, Such as mutual trust, integrity, optimism, tolerance, and trust between all organisational departments within the educational institution. Therefore, this study is about organisational integrity and its relationship to the level of morale in schools.

The concept of organisational integrity is considered one of the modern administrative concepts that has recently entered the Arabic language. Kim Cameron was one of the first pioneers at the University of Michigan Business School to study organisational integrity, one of the basic concepts of positive psychology, in 2003. It can be referred to through organisational processes, cultural characteristics, individual activities, and teamwork. Personal influence and improved social relations represent professional ethics and other attributes of organisational integrity (Ghaly, 2015).

According to Magnier-Watanabe, Uchida, Orsini, and Benton (2017), organisational integrity has become a crucial sign of the fact that certain institutions are currently unregulated because of incorrect methods of handling individuals and undesirable behavioural patterns. The term "organisational integrity" refers to a set of traits, customs, and procedures that principals and staff uphold. Respect and gratitude for others and pride in one's employment are fostered. Additionally, it gives workers a sense of identification and organisational resemblance, which promotes success and the development of work processes and procedures inside the organisation. Eventually, goals and objectives are accomplished with excellence and quality (Zeng, 2018).

It is also a manifestation of the organisational health of the institution, which is based on discovering, disseminating, encouraging, protecting and enriching human behaviour, establishing noble customs, practices and attitudes in institutions, achieving individual and group affiliation and loyalty, and increasing their commitment to the organisation to achieve its goals and taking the correct action and appropriate approach at the ideal time. It is carried out by those who have experience, competence, and superior skills (Ravaji, 2016).

According to Hamrahi, Reza, Morteza, Karamallah and Ali et al. (2017), organisational integrity is centred on the following: courage and merit in putting initiatives and innovations into practice; fairness among employees, particularly in duties, responsibilities, incentives, and rewards; moderation; stability; impulsiveness; excellence; originality; merit; excellence in work; etc.

Hardiness is regarded as one of the cornerstones of success since it results in tasks being completed accurately, on schedule, and deeply involved in work. Regarding the drawbacks, this relies on the work environment, the actions of the individual and group work teams, the culture within the team,

and the depth of the team's comprehension. The drawbacks depend on the work environment, individual and group work, team behaviours, team culture, and team communication. In many organisations, undesirable individual behaviour can significantly impact the group and vice versa, so it's essential to cognise the reality and the needs of the work environment (Al-Khafaji, 2016).

Hardiness represents the behavioural aspect of the employee that reflects his positive performance of work tasks, and the essence of this approach is reflected in his commitment to achieving organisational goals. Those who take their work seriously can deal effectively with work stress and manage their emotions in a way that builds positive relationships.

Three components comprise hardiness at work: challenge, control, and commitment. Hardiness at work is the personal conduct of an individual who adheres to it without coercion from anyone in the organisation (Al-Helou, 2009). The function of the school principal should be highly valued due to the significant and profound spiritual energy he carries, which is seen as a catalyst for others' advancement and growth. There is a hidden and latent strength within leadership that is immune to collapse in situations with their diverse transformations and outcomes. It is an intangible quality that cannot be generated or destroyed. It encourages teachers to work with fulfilment, a sense of purpose, and hardiness.

It also appears in critical situations and is the key to the most profound and sustainable reform, as an individual characterised by narcissistic leadership may be highly focused, present-minded, energetic, energetic, and effective in his school. From this standpoint came the researcher's idea of revealing the predictive ability of organisational integrity and mindfulness in hardiness.

PREVIOUS STUDIES

Al-Jaraydh (2022) aimed to determine the degree of availability of strategic mindfulness dimensions among school principals in the Sultanate of Oman using a questionnaire of (64) items distributed over (6) main domains. After verifying the validity and reliability of the instrument, it was administered to (206) school principals. The study reached a set of results, the most important of which are: The degree of availability of strategic mindfulness dimensions among school principals in the Sultanate of Oman is moderate. No statistically significant differences in the degree of availability of strategic mindfulness dimensions among school principals in the Sultanate of Oman were found due to gender and years of experience. In light of the study's results, the study presented a set of recommendations, most notably the necessity of using electronic evaluation programs to evaluate the performance of employees, constantly accessing the latest international educational resources, and using advanced communication programs to communicate with parents.

Al-Atawneh's (2023) study aimed to identify self-management as a mediating variable in the relationship between mindfulness and job commitment among teachers in public schools in Hebron Governorate. The researcher employed the predictive descriptive approach. The study population consisted of all teachers in public schools in the Hebron Governorate, which has four directorates: Hebron, North Hebron, South Hebron, and Yatta. The study recruited (370) male and female teachers. The results showed that the level of Self-management, mindfulness, and job commitment was high. Self-management as a mediating variable impacts the relationship between mindfulness and job commitment. The effect value of the mediating variable was (0.725). Thus, the mediating variable partially affects the relationship between the independent variable (mindfulness) and the dependent variable (job commitment).

Using the correlational description approach, Al-Mutairi (2020) conducted a study that aimed to determine the degree of mindfulness among secondary school principals in Kuwait and its relationship to the morale of teachers. The study sample consisted of (242) male and female teachers who were selected using a convenient method from general secondary schools in the Farwaniya Educational District.

The findings demonstrated that secondary school principals exhibited an average level of mindfulness overall, with statistically significant differences in mindfulness resulting from years of experience favouring the category (more than five) and academic qualifications favouring the category (postgraduate). However, no gender differences were observed. The findings indicated that secondary school teachers' morale was average and that there were statistically significant differences in morale based on years of experience (more than five years) and academic qualifications (postgraduate). However, there were no discernible statistical changes based on the gender factor. The results revealed a positive, statistically significant correlation between the degree of mindfulness among secondary school principals and the degree of morale of teachers. The study recommended that the Kuwaiti Ministry of Education adopt development training programs encouraging school principals to practice mindfulness in schoolwork.

In Russia, Zotova (2019) conducted a study to identify the hardiness level and its relationship to teachers' professional and personal development using the descriptive, correlational approach by designing a tool distributed to (118) male and female teachers. The study results showed a high degree of hardiness and job satisfaction among teachers and that there were no statistically significant differences in the level of hardiness due to (gender, years of experience, and educational qualification). The results also showed a close relationship between hardiness and work satisfaction. Hardiness is the foundation for overcoming difficulties in teachers' professional activity.

In the Sultanate of Oman, Al-Muqbali (2020) did a study to identify the level of hardiness among teachers of students with learning difficulties. The study sample consisted of (88) teachers. The results of the study showed that the level of hardiness among teachers of students with learning difficulties was average. The results also showed a significant difference in the level of hardiness among teachers of students with learning difficulties due to specialisation in favour of the first field. At the same time, there was no significant difference in the hardiness level due to experience.

Ahmed's (2020) study aims to identify the correlation between occupational bullying and hardiness among early childhood teachers. The research sample consisted of (110) early childhood teachers in Minya Governorate in the Arab Republic of Egypt. A questionnaire was used. The findings revealed an inverse correlation between job bullying and hardiness among early childhood teachers. It was also revealed that online job bullying is the most contributing dimension of job bullying in predicting hardiness among early childhood teachers. The results also showed direct and indirect effects of the job bullying dimensions on hardiness among early childhood teachers. They are ranked as follows: electronic job bullying and non-verbal bullying.

In Pakistan, Malak & Nasir (2020) researched the level of hardiness and its relationship to job satisfaction among public and private secondary school teachers. The descriptive approach was used. The study sample consisted of (200) male and female teachers. The questionnaire was used as a tool for the study. The results showed that the hardiness level and job satisfaction were high. It also showed a correlation between hardiness and job satisfaction.

Al-Ayasrah (2020) aimed to investigate the degree of commitment of faculty members in Jordanian universities to the values of integrity from the students' point of view. A descriptive survey was used, and a questionnaire was built. A stratified random sample of (2,345) male and female students was recruited from Jordanian universities (Science and Technology, Yarmouk, and Al-Balqa Applied Sciences). It was found that the degree of commitment of faculty members in Jordanian universities to the values of integrity, from the student's point of view, was high, and the order of the values was as follows (values of justice, honesty, sincerity, virtue, and reform).

Al-Mutairi (2022) conducted a study to identify the degree of organisational integrity among principals of general secondary schools for girls in Unayzah Governorate in the Qassim region from

the teachers' point of view. The questionnaire was designed as a research tool, and the study sample consisted of (130) female secondary school teachers using the descriptive approach. The findings yielded a high degree of practising organisational integrity among the principals of general secondary schools. Organisational trust came in first place, followed by organisational integrity, then organisational tolerance, and optimism in fourth place. However, in fifth place was organisational empathy. As for the obstacles that prevent female school principals from practising, the dimensions of organisational integrity obtained a moderate degree, and all of the sub-obstacles came to a moderate degree. Obstacles came in first place, followed by social obstacles.

To the best of the researcher's knowledge, this study is regarded as necessary, given the present circumstances and variables it examined in the educational sector. The study reviewed previous literature and research on its topic and investigated the correlation between some variables.

PROBLEM STATEMENT

This research was consistent with earlier educational literature and studies that suggested more research on mindfulness, organisational integrity, and hardiness was needed. As a result, it's critical to acknowledge and accept reality, and the current study aims to address the following questions:

1. What is the level of organisational integrity among secondary school principals in Ramtha district from the teachers' point of view?
2. What is the level of mindfulness among secondary school principals in Ramtha district from the teachers' point of view?
3. What is the level of hardiness among teachers in secondary schools in Ramtha District from the teachers' point of view?
4. What is the predictive ability of mindfulness and organisational integrity among secondary school principals on the hardiness among teachers in the Ramtha district?

Study Importance

The study stems its importance from being one of the few studies that dealt with this topic, and the importance of the study stems from the following points:

1. The current study presents a clear vision for those in charge of the Ministry of Education curricula about the reality of mindfulness, hardiness, and organisational integrity in secondary schools.
2. The study is hoped to enrich previous literature related to the study variables.
3. The current study paves the way for future studies related to the topic.
4. The current study will benefit those responsible for development and training in the future and provide training programs capable of keeping pace with developments in the administrative field.

OBJECTIVES

This study aims to:

1. Identify the level of organisational integrity among secondary school principals in the Ramtha District from the teachers' point of view.
2. Identify the level of mindfulness among secondary school principals in the Ramtha district from the teachers' point of view.
3. Identify the level of hardiness among teachers in secondary schools in the Ramtha district from the teachers' point of view.

4. Detect the predictive ability of mindfulness and organisational integrity in the hardiness of teachers among secondary school principals in the Ramtha district.

METHODS AND PROCEDURES

This section presents a description of the study methodology, population, sample, the method for selecting the sample, the instrument used, methods for verifying its validity and reliability, study procedures and variables, and the statistical analysis used to reach the study results.

Approach:

The descriptive-conceptual approach was used in this study, as it is most appropriate for describing the phenomenon to be studied, analysing its data, and explaining the relationships between its components.

Population and Sample

The study population consists of all secondary school teachers in the schools of the Directorate of Education in the Ramtha District, counting (854) teachers working in secondary schools according to the statistics of the Ministry of Education for the academic year 2023-2024.

The sample was selected by a simple random method representing the study population during the academic year (2023-2024), where the sample counted (383) male and female teachers. Table (1) presents details about the distribution of the study sample by the independent variables.

Table 1: Distribution of study sample by variables

Variables	Category	N	%
Gender	Male	140	36.6
	Female	243	63.4
	Total	383	100.0
Academic qualifications	Bachelor's	185	48.3
	Master's	129	33.7
	PhD	69	18.0
	Total	383	100.0
Years of experience	< 5 years	74	19.3
	5-15 years	206	53.8
	>15 years	103	26.9
	Total	383	100.0

Instruments:

To build the study instrument, the researcher reviewed prior research on organisational integrity, hardiness, mindfulness, and educational literature. The researcher mostly used the standards from earlier research, including Al-Jaraydh (2022), Zotova's study (2019), and Al-Mutairi's study (2022), when creating the tool. On a five-point grading scale (very high, high, medium, low, very low), respondents were asked to tick the box next to each item in each domain. The grades were given the following weights (5, 4, 3, 2, 1) to correct the tool. Additionally, the tool's validity and reliability were verified.

Instrument validity:

Two methods were used to verify the validity of the questionnaire. The first method is the test-retest, and the second is calculating the Cronbach coefficient for the questionnaire items. The questionnaire was first applied to a pilot sample (30 teachers) twice, and there were two weeks between the two applications. The Pearson correlation coefficient (reliability coefficient) was calculated between the two applications. The second method used Cronbach's alpha to calculate the internal consistency reliability coefficient. Table (2) presents the results.

Table 2: Results of reliability coefficient and internal consistency Cronbach Alpha for the study instrument

Domains	internal consistency	Test-retest reliability
organizational optimism	0.891	0.921
organizational trust	0.912	0.901
organizational integrity	0.871	0.897
organizational tolerance	0.856	0.872
Organizational integrity	0.921	0.931
Hardiness	0.912	0.901
Mindfulness	0.872	0.901

The results in Table (2) showed that the Pearson correlation coefficient between the scores of the subjects on the tool at the two applications was higher than (0.70) and that the internal consistency reliability coefficients (Cronbach's Alpha) for all axes were higher than (0.70) indicating a high-reliability factor. Accordingly, these values were acceptable for this study.

Correction of the study instrument

Five alternatives were developed to calculate the total score for the tool. The respondent chooses one of the given alternatives to express his opinion. Grades (5, 4, 3, 2, 1) were given to the five alternatives for the items. A score of (5) represents a very high degree, (4) high, (3) moderate, (2) low, and (1) is given to the level very low. To determine the level of arithmetic means for the items, fields, and the tool as a whole, the statistical standard was adopted using the following equation:

Category range = (highest value - lowest value) divided by the number of alternatives. Category range = $5 - 1 = 4 \div 5 = 0.8$. Table (3) shows more details.

Table 3: Statistical criterion for determining the level of arithmetic means

Means	Level
1.00- 1.80	Very low
1.80 -2.60	low
2.60 - 3.40	moderate
3.40 -4.20	high
5.00 - 4.20	Very high

Statistical analysis:

Descriptive analysis (mean, standard deviation) was calculated to answer the first three questions, and arithmetic means and standard deviations were used. For the fourth question, regression analysis was used.

RESULTS AND DISCUSSION

This study aimed to reveal the predictive ability of mindfulness and organisational integrity in the hardiness among secondary school principals in the Ramtha District. To achieve this, its questions were answered according to their sequence, and the following is a presentation of that:

Results of the first question: What is the level of organisational integrity among secondary school principals in Ramtha district from the teachers' viewpoint? Descriptive analysis was calculated to determine the level of organisational integrity among secondary school principals.

Table 4: Results of descriptive Analysis for Organisational Integrity among Secondary School Principals Domain

N	Domain	Mean*	Std,	Rank	Level
1	organisational optimism	3.61	.471	1	High
2	organisational trust	3.45	.547	2	High
4	organisational tolerance	3.38	.807	3	moderate
3	organisational integrity	3.29	.702	4	moderate
	Organisational integrity	3.43	.564		High

Table (4) presents the means and standard deviation of the domain of organisational integrity; as shown, teachers believe that secondary school principals generally practice organisational integrity to a high degree. The most practised domain is organisational optimism (mean=3.61) at a high degree of practice, followed by organisational trust (mean= 3.45). In contrast, organisational integrity was the least practised (mean=3.29).

The researcher explains the overall result by the fact that subjects believe that school principals realise the importance of practising organisational integrity when dealings with teachers. Principals can effectively manage both personal and professional responsibilities by maintaining organisational integrity. This allows them to make the appropriate plans and use them to further the education objectives. School principals do not consider the administrative structure, organisational plans, and procedures as an end in themselves. Instead, they must be accompanied by an increase in the effectiveness of coordinating the efforts of school employees and directing the facilities available to serve the educational process at the specified time, which helps school principals properly organise the school.

Furthermore, this result can be attributed to the fact that school principals believe that school organisational integrity and the application of its fields works to avoid chaos, remove obstacles, and strengthen and develop links between various work units in light of the administrative architecture followed. This is also due to organisational effectiveness in schools, perhaps due to management. The centralisation practised and the continuous modernisation and development in administrative organisations in a way that reassures teachers in the school of the existence of administrative awareness and an appropriate focus on improving educational outcomes, considering students as the focus of the school vision, and the highest goal among the school's goals. The arithmetic means, and standard deviations were calculated for the items in all areas of the measure as follows:

Organisational optimism:**Table 5: Means and standard deviations of the subjects' estimates of the domain of organisational optimism**

N	Items	Mean*	Std.	Rank	Level
4	The school principal has an optimistic insight.	3.93	.918	1	high
1	The school principal has a positive vision of the school environment.	3.75	.734	2	high
5	The school principal's scientific specialisation contributes effectively to achieving organisational optimism within the institution.	3.64	.687	3	high
3	The school principal creates an attractive work environment that makes me feel optimistic.	3.55	.657	4	high
2	The school principal enhances organisational optimism among teachers, ensuring positive feedback.	3.52	.775	5	high
6	The school principal's years of experience play a clear and influential role in achieving organisational optimism within the institution.	3.48	1.116	6	high
7	The optimistic principal succeeds, even when faced with significant challenges.	3.38	1.081	7	high
	Organisational optimism	3.61	.471		high

Means in Table (5) ranged from (3.38) to (3.93), which are all high. Item (4), which read, " The school principal has an optimistic insight." topped the items (mean, 3.93). In contrast, item (7), which stated, " The optimistic principal succeeds, even when faced with significant challenges." ranked last (mean, 3.38). The overall mean is (3.61). The subjects' response to the field of organisational optimism was moderate. This can be attributed to the fact that school principals are keen to uphold moral principles and concentrate on the needs and desires of the staff. This is positively reflected in providing a safe school environment, as it fosters a comfortable atmosphere for staff members and increases their interest in regularly following up on organisational matters based on the principals' support for the school's overall interests. The investigator further ascribes this outcome to the teachers' acceptance of the moral principles taught by our authentic religion and the revered Sunnah of the prophets.

Organisational trust**Table 6: Means and standard deviations of the subjects' estimates on the field items (organisational trust)**

N	Item	Mean*	Std,	Rank	Level
4	The school principal can justify any notices or complaints.	3.81	.865	1	high
2	The school principal seeks to enhance my self-confidence by learning from failures as learning opportunities.	3.70	.856	2	high

1	The school principal adapts the latest work strategies and conditions to enhance the confidence of his affiliates.	3.62	.880	3	high
7	The specialisation of the school principal achieves a clear and influential role in achieving organisational confidence within the institution.	3.51	1.013	4	high
3	The school principal seeks to have knowledge and awareness of the general goals of the school.	3.23	.938	5	moderate
6	The school principal uses the open-door strategy and accepts other opinions and criticism.	3.20	.964	6	moderate
5	The school principal has good behaviour and wisdom in managing operational budgets.	3.05	1.025	7	moderate
	Organisational trust	3.45	.547		high

It is noted from Table (6) that the means of the items ranged from (3.05) to (3.81). Item (4) read, "The school principal can justify any notices or complaints." came in first place (mean 3.81). Item (5) stated, "The school principal has good behaviour and wisdom in managing operational budgets", ranked last (mean 3.05). The general mean reached (3.45). The moderate level of organisational trust can be attributed to the fact that school principals are keen to strengthen social communication and meet the needs of school staff since trust between people is a crucial factor in building a good relationship between people and a healthy work environment. Thus, no organisational leader can neglect the impact of trust in achieving high work performance.

Organisational integrity

Table 7: Means and standard deviations of the subjects' estimates on the field (organisational integrity)

N	Items	Mean*	Std.	Rank	Level
4	The school principal credits individuals for their educational practices and ideas.	3.50	.957	1	high
3	The principal considers the complaints of school teachers, students and parents and acts with integrity.	3.40	1.005	2	high
5	The principal aligns the goals and performance measures in the teachers' achievement records.	3.40	1.003	3	high
1	The school principal relies on a formal mechanism that is clear to all when distributing tasks and works to all teachers.	3.33	1.115	4	moderate
7	The years of experience of the school principal contribute to a clear and influential role in achieving organisational integrity within the institution.	3.31	1.026	5	moderate

6	The scientific specialisation of the school principal plays a clear and influential role in achieving organisational integrity within the institution.	3.27	.859	6	moderate
2	The school principal continuously raises the standards of individual and group job performance clearly and precisely.	2.82	1.122	7	moderate
	Organisational integrity	3.29	.702		moderate

It is noted from Table (7) that the arithmetic means of the field items ranged between (2.82) and (3.50), where Item (4) stated, "The school principal credits individuals for their educational practices and ideas, whether proposed or practised inside or outside the school" came in first place with a mean of (3.50). In contrast, Item (2), which stated, "The school principal continuously raises the standards of individual and group job performance clearly and precisely." came in last place with a mean of (2.82). The overall mean was (3.29). The researcher attributes this result to the fact that principals are aware of all aspects of positive behaviour in all its ethical meanings that are spread among staff within the internal environment of the institution to reflect the state of individual understanding and awareness of operating controls and aim to achieve integration and consistency between principals and teachers.

Organisational tolerance

Table 8: Means and standard deviations of the subjects' estimates on organisational tolerance

N	Items	Mean*	Std.	Rank	Level
2	The school principal asks for justification when I make mistakes.	3.53	.923	1	high
5	The school principal tries to instil values of social tolerance among teachers.	3.48	1.065	2	high
6	The school principal creates a climate of tolerance for the teacher.	3.43	.850	3	high
7	The school principal rejects fanaticism among teachers in all its forms.	3.38	1.198	4	moderate
4	The school principal encourages teachers to resolve conflicts without violence.	3.34	1.029	5	moderate
3	The experience of the school principal plays a clear and compelling role in achieving organisational tolerance within the institution.	3.33	1.102	6	moderate
1	The school principal provides continuous opportunities to improve performance.	3.17	1.154	7	moderate
	Organisational tolerance	3.38	.807		moderate

Table (8) presents the means of the field items, which range between (3.17) and (3.53). Item (2), "The school principal asks for justification when I make mistakes." ranked first with a mean of (3.53). Item (1), "The school principal provides continuous opportunities to improve performance", came in last place with a mean of (3.17). The overall mean was (3.38). The researcher explains that the

field of organisational tolerance obtained first place and with a moderate level in all its items except for item 3, which received a high level because the study subjects believe that principles should be tolerant as it is an intentional process driven by the individual's decision.

Results of the second question: What is the level of mindfulness among secondary school principals in Ramtha district from the teachers' point of view?

Means and standard deviation were computed to determine the level of mindfulness among secondary school principals. Results are presented in Table (9).

Table 9: Means and standard deviation of subjects' responses on mindfulness among secondary school principals

N	Items	Means*	Std.	Rank	Level
4	I take my time before making judgments.	3.98	.904	4	high
2	Crises do not disrupt my workflow.	3.93	.648	2	high
15	I reorganise and integrate new information into my cognitive framework.	3.81	1.001	15	high
13	I can handle multiple stimuli simultaneously.	3.79	1.092	13	high
16	I integrate knowledge and concepts effectively.	3.74	.954	16	high
8	I use unconventional methods to solve problems.	3.73	.992	8	high
10	I have enough experience to manage school-related situations.	3.71	.900	10	high
12	I process information at an advanced level.	3.71	.964	12	high
6	I spend considerable time managing situations during crises.	3.62	.851	6	high
11	I often brainstorm to find the best solution.	3.62	1.121	11	high
17	I quickly identify my mistakes.	3.61	.951	17	high
3	I examine all dimensions when confronting a problem.	3.56	1.037	3	high
5	I avoid limiting myself to a single framework when solving problems.	3.56	1.095	5	high
7	I anticipate problems before they occur.	3.53	1.125	7	high
1	I think deeply about educational situations.	3.52	.785	1	high
9	I accept challenges, regardless of their difficulty.	3.52	1.043	9	high
14	I can derive new ideas from existing ones.	3.44	1.103	14	high
18	I discuss school issues with others.	3.27	1.097	18	moderate
	Mindfulness	3.65	.700		high

The items in this domain have mean scores ranging from 3.27 to 3.98, as Table 9 illustrates. With a mean score of 3.98, item 4 was the highest-ranked item, saying, " I take my time before making judgments." Item 18, on the other hand, came in last place with a mean score of 3.27. It said, "I discuss school issues with others." The average score was 3.65 overall. According to the researcher, school principals' high degree of mindfulness can be attributed to their acute attention to detail and capacity for focused attention. This includes their complete awareness of their environment, ability to pick up on minute details, and prompt reaction in an emergency. Mindfulness helps individuals make wiser decisions, deal with obstacles head-on, and create a supportive learning atmosphere for teachers and students.

Results for the third question: What is the level of hardiness among teachers in secondary schools in Ramtha District from the teachers' viewpoint? Means and standard deviation were calculated to answer this question. Table (10) presents more details.

Table 10: Means and standard deviation for the subjects' responses on the items of hardiness domain

N	Items	Mean	Std.	Rank	Level
13	I meticulously plan out my time.	3.91	.796	1	High
14	I handle disagreements well.	3.68	1.055	2	High
4	I enjoy taking on the problems I have at school.	3.62	1.039	3	High
1	I proactively offer solutions to issues at school before they arise.	3.58	.951	4	High
3	I adore how schoolwork has an adventurous vibe about it.	3.52	.929	5	High
2	My goal is to improve the current state of affairs in schools.	3.48	1.155	6	High
7	I take part in every activity at school.	3.47	.986	7	High
10	I incorporate my pupils in the upkeep of the classroom.	3.47	.852	8	High
8	I respect the start and finish of the designated school day.	3.46	1.042	9	High
6	I include my pupils in the process of making decisions that affect them.	3.30	1.178	10	Moderate
9	In certain instructional classes, I collaborate with my peers.	3.28	1.134	11	Moderate
5	I usually apply a variety of instructional tactics.	3.22	1.041	12	Moderate
12	I have rational, emotional control.	3.01	.886	13	Moderate
11	My emotions are under my control.	3.00	1.178	14	Moderate
	Hardiness	3.43	.613		High

It is noted from Table (10) that the mean scores of the domain items are between (3.00) and (3.91). Item (13) reads, " I meticulously plan out my time", topped the items with a mean of (3.91). In contrast, item (11), which stated, " My emotions are under my control ", came in last place with an arithmetic mean of (3.00), while the overall average was (3.43). This result is attributed to teachers

having the professional and personal competencies to manage the classroom, engaging students in curricular and extracurricular activities and classroom management. This result can also be attributed to the fact that teachers typically practice their ultimate duties, such as planning, implementing and participating in school activities. They also involve all parties within the school communities in the teaching and learning process. They also adhere to rules issued by the Ministry of Education related to discipline within the school regarding attendance and departure, whether for teachers, students or administration.

Results of the fourth question: What is the predictive ability of mindfulness and organisational integrity among secondary school principals on the hardiness among teachers in the Ramtha district?

To answer this question, regression analysis was used to show the effect of mindfulness and organisational integrity on hardiness, as shown in Table (11) below:

Table 11: Regression analysis of the impact of mindfulness and organisational integrity on hardiness

Model	non-standardised coefficients		Beta	T value	Sig	(R)	R ²
	regression coefficient	Standard error					
(Constant)	.246	.098		2.514	.012	.868(a)	.753
Organisational integrity	.443	.042	.407	10.645	.000		
Mindfulness	.456	.033	.521	13.611	.000		
Calculated F-value = 577.950 Significant at 0.000 significance level							

Dependent variable: Hardiness

Table (11) demonstrates that there is a statistically significant effect at the significance level ($\alpha \leq 0.05$) for the impact of mindfulness and organisational integrity on hardiness from the point of view of the study subjects, as the correlation coefficient (R) reached (0.868). In contrast, the coefficient of determination (R²) indicates that mindfulness and organisational integrity (as an independent variable) explain (75.3%) of the variance occurring in the hardiness variable (as a dependent variable). At the same time, the rest of the percentage means that other independent variables were not included in the study model - or may be due to random error. The researcher attributes this result to the fact that when individuals are in total awareness and focus, they are more able to perform their tasks efficiently and effectively. This helps reduce errors and increase productivity. Also, integrity, honesty, and acting ethically at all times. When individuals are mentally honest, they tend to act with greater responsibility and commitment towards their work. When these two elements, mindfulness and mental integrity, come together, they enhance the level of hardiness of individuals at work. These individuals are more attentive and dedicated and strive to achieve goals with high efficiency and strong work ethics, leading to better work results.

RECOMMENDATIONS

In light of the study results, the researcher recommended the following:

- Giving the school principal new and continuous opportunities to improve the performance of employees

- Strengthening school principals' interest in mindfulness, organisational integrity, and hardiness and activating all of its principles.
- Encouraging school principals to focus on behaviours related to controlling emotions and resolving conflicts without violence.
- Enhancing the school principal ability to manage the surrounding environment by enhancing qualitative responses to confront -pressures
- Enhancing the school principal's commitment to good behaviour and wisdom in managing all operational budgets
- Promoting the school principal's focus on the standards of individual and group job performance in a clear and specific manner

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