



The Role of Self-Awareness in Predicting the Level of Emotional Regulation Difficulties among Faculty Members

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Abstract

University faculty members seek to regulate emotions to achieve professional and social goals in the work environment. The process of emotion regulation is influenced by self-awareness, as self-awareness is an important predictor of self-regulation, and the outcomes of the self-regulation process depend, in part, on the level of self-awareness. The purpose of the present paper was to examine whether or not self-awareness is used to predict emotional regulation difficulties among faculty members. The current quantitative study was designed using a survey research design. The participants comprised 172 faculty members from Philadelphia University in Jordan, the Arab Open University in Jordan, and Al Falah University in the U.A.E. Data were collected using the Self-Awareness Scale (SAS) and Emotional Regulation Difficulties Scale (ERDS). The researchers revealed that increasing the self-awareness subscale (self-critical) decreases the non-acceptance of emotional responses. The researchers also found that when there is an increase in the self-awareness subscale (desire for realistic awareness), there is a tendency toward lower levels of non-acceptance of emotional responses and difficulties engaging in goal-directed. Researchers also came to that an increase in the self-awareness subscale (self-reflection) decreases the non-acceptance of emotional responses, difficulties engaging in goal-directed and impulse control difficulties. The researchers concluded there is a need to work on university faculties' self-awareness and emotional regulation to balance realistic awareness and emotional responses related to task engagement and control difficulties. Based on the findings, it is concluded that it is necessary to pay attention to enhancing self-awareness and emotion regulation among faculty members in general and conduct more scientific studies on emotional regulation difficulties to examine their relationship with other variables.

Keywords:

Self-Awareness;
Emotion-Regulation Difficulties;
Emotion-Regulation;
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1- Introduction

Psychological adaptation depends mainly on emotion regulation [1]. Most mental disorders are identified as emotional disorders, and they are related to the failure to perform the function of emotion regulation [2]. Emotions and emotional experiences determine an individual's health status [3], so there has been a focus in psychological research in the past decades on the role of emotions and emotion regulation in psychological adaptation. Emotions can be adaptive in many respects and non-adaptive. Experiences of positive emotions and emotional intelligence positively affect mental health [4]. Suppressing emotions or difficulty understanding and communicating about those emotions, and exposure to exaggerated emotional experiences may affect mental health [5]. The educational and psychological literature has noted the functional role of emotions in mental health and well-being [6]. The degree to which individuals can manage their emotional experiences and the extent to which they achieve adaptation to mental life are addressed. Several findings are associated with a lack of understanding of emotion and communication about emotion and emotion regulation and their impact on mental health and subjective well-being [7, 8].

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In professional life, a faculty member has an inevitable experience of negative emotions, and there is no doubt that there are emotional regulation difficulties in everyday situations [9]. Emotional regulation difficulties can be one of the factors causing psychological problems [10]. The faculty members show various processes for emotion regulation. Some of these processes may be related to protection from stress, increasing participation, and performing adaptive behaviors, but suppression of negative emotions reduces job satisfaction, and emotion regulation has a direct impact on several variables, such as job satisfaction and performance in the work environment [11, 12].

Self-awareness is a process of dealing with feelings and behavior that includes a more accurate understanding of how various factors affect the emotional state of individuals and their behavior and the mechanisms of their influence in return on the behavior and emotional state of others [13]. Self-awareness helps the faculty members identify behaviors that contribute to their professional and personal development and identify behaviors that hinder their progress and development [14].

Self-awareness consists of various aspects, such as awareness of thoughts, behaviors, and emotions, which is the cornerstone of developing emotional intelligence and emotional competence [15]. That competence appears through the faculty member's ability to perceive their emotions, with the need to have the desire to be aware of and know feelings and an accurate understanding of emotions when they appear, to regulate anger, and to manage the emotional state [16]. This provides an opportunity to understand the messages behind emotions and regulate the tone of voice and gestures with attention to dimensions that affect emotional intelligence, Such as perception of the situation, assumptions, and patterns [17].

With self-awareness, faculty members become more aware of their feelings and how those feelings lead to behavior, and they become more aware of their beliefs, assumptions, and values formed early in life; they are influential forces in how events are interpreted and the degree of choice they feel they have [18]. Knowing what they are thinking and feeling when they are thinking helps them in the decision-making process and in acting. Without self-awareness, thoughts, feelings, and perceptions are automated. Achieving self-awareness moves the individual from the mechanical form to deliberation and awareness [19].

Many researchers investigated the relationship between self-awareness and self-regulation; most of the studies considered the relationship between self-awareness and self-regulation in general [20–27], in addition to studies focused on the relationship between self-awareness and emotional self-regulation [28, 29], and the results of those studies showed the importance of the role of self-awareness in self-regulation, where self-awareness leads individuals to focus on their current state, have awareness of the psychological and physical changes associated with the emotional state, focus on goals, and monitor the pursuit of those goals. Many studies have also considered the impact of various intervention programs to develop self-awareness and mindfulness on increasing the level of self-regulation among the respondents [30, 31]. Thus, the picture is not clear about the relationship between self-awareness and the difficulties in emotional regulation when trying to identify the effect of self-awareness on reducing the level of difficulties in regulating emotions. Also, no study was conducted that examined the relationship between self-awareness and levels of emotional regulation difficulties among university faculty members. Also, Arab studies on the relationship between self-awareness and emotional regulation difficulties are not available. Based on all these determinants, the current study aimed to study the predictive ability of a high level of self-awareness in reducing emotional regulation difficulties among a sample of faculty members in universities.

2- Literature Review

Many researchers have provided a variety of definitions of emotion regulation [32]. Emotional regulation, as most people understand it, consists of being conscious of, processing, and accepting one's feelings, as well as being able to regulate one's actions in response to negative emotions in accordance with one's values and goals. Emotional regulation refers to a person's ability to control their feelings and adapt their reactions in a way that helps them meet their objectives and meet the needs of those around them [16]. Distinctions between the creation and control of emotion are made in various definitions of emotion regulation, whether interpersonal or intrapersonal processes are highlighted, and if an emphasis is placed on emotion regulation's explicit or implicit nature [33]. To reach one's objectives, it is necessary to be able to keep tabs on, evaluate, and alter one's emotional responses. Acceptance of reactions, testing and discriminating feelings, and behavioral control in the face of emotional stress are all examples of emotion regulation [10].

Gratz and Roemer [34] define emotion regulation as "the process through which an individual increases his or her capacity to recognize, name, and control his or her emotional responses". Self-regulation in the face of negative emotions, the ability to delay gratification, and the resilience to persevere when faced with challenges are adaptable methods of controlling one's emotions in reaction to shifting circumstances, allowing one to pursue one's personal goals more effectively. The emotion regulation process is the process that faculty members use to modify the type of emotion, the intensity of emotion, the temporal feature of emotion, and the expression of emotion [35]. Faculty members experience certain emotions when they evaluate events related to their goals, values, and well-being; emotion regulation is the ability to be aware of one's own emotions and understand the classification and labeling of those emotions accurately [36].

The emotion regulation process plays a fundamental role in psychological function and can significantly affect academic success and social-emotional function [37]. Gillespie and Beech [38] suggested a set of emotion regulation strategies. They categorized these strategies into antecedent-focused strategies, which refer to the things the faculty members do before the emotional response tendencies become fully active and change in their behavioral responses; response-focused strategies refer to the things the faculty members do while the emotion is in action after the emotional response tendencies have been generated. Gross [39] added that the faculty member tries to reduce negative emotions and increase, maintain, or even reduce positive emotions. The process of regulating may be conscious, such as deciding to change the subject, or without conscious awareness, such as when faculty members direct their attention away from the stimulus that causes them frustration [40]. Emotion regulation may be helpful if effective strategies are used in regulating emotions, but it may be considered harmful when using inappropriate strategies such as suppression or rumination [41].

Lavender et al. [33] illustrate aspects of emotion regulation with the flexible use of adaptive strategies to modulate the intensity and temporal features of an emotional response, the ability to resist impulsive behaviors and engage in goal-oriented behaviors, awareness of emotion, and the pursuit of meaningful activities to reduce the experience of emotional stress. A deficiency in one or more of these dimensions indicates a lack of emotion regulation [42]. Emotional regulation difficulties include difficulties in awareness, understanding, and acceptance of emotions; the ability to control impulsive behaviors and regulate behavior based on desired goals when experiencing negative emotions, poor ability to use appropriate strategies for emotion regulation in situations, and a lack of flexibility to modify emotional responses as desired to achieve the objectives and requirements of the situation [13]. Emotional regulation difficulties include a biological aspect and a social environment factor [43]. Faculty members who show high emotional sensitivity and intensity in their emotional responses will likely appear in a situation and last longer [44]. These faculty members have difficulty modulating and transforming their emotional responses and returning to their original emotional state. They usually engage in chronic suppression of those emotions and have difficulty controlling attention in the presence of the stimulus [45]. The social environment has an effect, such as that of the caregiver, peers, school, and siblings have a role. Suppose the faculty member has emotional sensitivity. In that case, they are more likely to develop patterns of emotional regulation difficulties; they do not have the opportunity to learn and understand the meanings of adaptability with emotional experiences and may distrust their emotional responses [46]. Those emotional responses are extreme when they fulfill their needs [47].

Self-awareness helps faculty members to understand their values, what they want to achieve, their needs, tendencies, strengths, and weaknesses in their behavior, and thus identify the behaviors that need to be modified and changed; then, they have more options than reflecting their assumptions, and this helps them build effective relationships with others [48]. Self-awareness generates inner capacity and self-confidence and helps with self-acceptance and taking responsibility for actions and choices. It builds on strengths and reduces weaknesses [49]. The faculty member who has self-awareness is more connected with others and better equipped to make effective social relationships; when the self-awareness of the faculty member appears, the professional competencies appear from the inside out, and these competencies include listening, self-expression, appreciation, and evaluation [19, 50]. According to Žydzūnaitė & Daugėla [51], the term "self-awareness" encompasses a wide range of related concepts, such as "self-esteem," "self-control," "self-evaluation," "self-presentation," and "self-knowledge." Understanding oneself analytically, noticing social cues, and interacting effectively with others are all aspects of self-awareness. Gaining insight into how others perceive us through feedback is essential for maturing self-awareness.

Self-awareness accurately assesses one's identity (strengths, weaknesses, qualities, values, beliefs, and motives). Doing so necessitates concentrating on dependability, accountability, and communication skills [52]. Values, opinions, assumptions, abilities, emotions, personal motivations, needs, and competencies are only some of the aspects of self-awareness that Cook [53] outlines. In his theory of consciousness and unconsciousness [54], Freud emphasized the challenge of accurately assessing one's motivations. He put out the concept of self-deception, in which a person utilizes psychological defense mechanisms to conceal potentially harmful or embarrassing information about themselves, including lying to themselves about their genuine feelings, desires, and wishes. According to Adler [55], self-awareness is a constant learning process and a transition from ambiguity to precise knowledge. Therefore, he argued that it must involve the transfer and movement of ideas from the unconscious, or subconscious, to the conscious [56].

The Johari model, created by Luft & Ingham [57], is a helpful tool for psychological understanding. Self-awareness is a model of communication with others that aids in comprehending how to give and receive information and is a critical component in developing positive connections with others [58]. The model consists of four areas representing windows through which the individual overlooks himself or herself and others, and the areas of the windows differ in each of us from the other [57]. Self-awareness in this model is defined as information and behaviors about the self that are known to the individual and not known to others or may be known based on the open and hidden windows in the model, and self-awareness may be associated with analysis, judgment, and evaluation [59]. Self-awareness has been addressed in the psychological literature related to emotional intelligence, where Goleman [60] defined self-awareness as the

individual's self-knowledge and awareness of their emotions when they appear. Self-awareness was approached in a new way by Goukens et al. [61], who defined it as "self-centered attention" and split it into two types: public and private. Understanding one's inner workings, including sentiments, goals, aspirations, and hopes, while keeping them hidden from the eyes of others is a psychological state known as "private self-awareness."

The faculty members develop a sense of self-awareness when they become conscious of their own internal emotional and psychological states, such as happiness and hunger, when they consider their inner fears and wishes, and when they attempt to understand the motivations behind their actions in the external world [62]. When we talk about someone's "public self-awareness," we are referring to the psychological state in which they are aware of their aspects as they are perceived by others [63]. Things like outward appearance, everyday language, behavior, and the showing of feelings manifest when the faculty members consider how others see them, when they look at a mirror or a video of themselves, or when they follow the actions of the characters in the video [50]. Duval & Wicklund [64] offered a model of self-awareness where they assumed a series of cognitive steps that appear when the individual directs their attention to a specific dimension of themselves, so the comparison is made between the self and a standard or example set by the individual, and the comparison leads to a conflict between the current self and the standard or ideal aspect. When a faculty member is aware of a deficiency, it causes negative emotions and discomfort [65]. The desire to lessen unpleasant emotions drives the answers that surface. Clarification of the model is as follows: self-reflection, self-evaluation, recognition of some conflict, unpleasant emotions, and attempts to lessen or prevent conflict. Another model put forth by Morin [66] assumed that there are three sources of information about the self: the social environment (which includes face-to-face interaction with others, feedback, and social comparison mechanisms), contact with objects and structures in the physical environment (self-focus and reflective stimuli like mirrors and videos), and internal sensory stimuli (self-talk, fantasies).

The few studies that have addressed the role of self-awareness in emotion regulation have focused on rumination [67], self-distancing [68, 69], and mindfulness-based stress reduction [70]. These studies indicate that the rumination strategy contributes to self-thought through the repetition of useless thoughts about negative emotions. This strategy is positively associated with depression and stress [71]. On the other hand, research on mindfulness has found that mindfulness and moving away from self-focus effectively reduce negative emotional responses [72]. These results are consistent with the idea that reducing reliance on self-focused cognition helps lessen the intensity of emotional responses. Draghici [73] examined the effect of self-focused cognition on emotion regulation, specifically cognitive emotion regulation strategies. Through three studies, the researcher examined the impact of self-distancing, not engaging in self-focused cognition, and changing the content of self-centered ideas on several measures of emotion regulation success and the scale of emotional regulation difficulties. The results revealed that not engaging in self-focused cognition contributes to emotional self-regulation independently of affecting emotional reactions. Other-focused cognition led to successful self-regulation and fewer emotional regulation difficulties.

Kross & Ayduk [69] conducted a pair of psychological research on the mechanisms of adaptive emotional analysis. Participants in the first study recalled a depressive episode and were asked to examine their emotions using an immersive or distancing analysis (remote analysis). Depressive symptoms were reduced in the distance analysis group because members spent less time remembering and more time relating their experiences. When the self-immersed group's results were compared to those of the distraction group, the results showed that remote analysis was as beneficial as distraction at minimizing the impact of depression. The results were replicated in the second study. After one day and seven days later, participants in the self-distancing group remained immune to depression. They reported having fewer recurrent thoughts about experiencing depression over time compared to both the immersed analysis and the distraction group.

All these previous studies focused on external self-awareness and its impact on increasing the intensity of emotions. In contrast, the study of Verhaeghen & Mirabito [25] on a sample of 433 adults indicated a positive relationship between self-awareness and self-control (260 university students and 173 Turkish mechanical workers). Self-awareness and its impact on self-regulation (the ability to regulate one's behavior) were investigated (self-preoccupation, self-compassion, wisdom, and moral foundations of individualizing and binding). The results showed that self-awareness was more closely associated with self-regulation [74]. Beerten-Duijkers et al. [75] pointed out that patients with Dual Diagnoses reported a lower ability to recognize, express, and interpret emotions (a lower self-awareness level) than the healthy control group. The sample members reported that when exposed to emotional arousal, they had a lower level of cognitive control over these emotions and a more significant number of negative emotions than the healthy control group, which did not suffer from dual diagnosis.

Riley et al. [76] studied the correlation between teenagers' level of emotional competence and their risk of being overtly victimized by their peers in the Southeast (92%) of the United States. They were asked to self-assess their self-

awareness, vulnerability to peer abuse, and level of emotion regulation. The high level of emotional awareness among the sample members was associated with increased caregiver and adolescent-centered emotion regulation. Subic-Wrana et al. [77] found that those in the study sample with implicit emotion awareness were likelier to use the emotion suppression technique. In contrast, those with explicit emotional understanding were more likely to use the reappraisal method and report lower levels of depression.

The current study focused on self-awareness, considering that awareness of the emotion regulation process, feelings, knowledge of strengths and weaknesses in behavior based on internal and external standards, the desire for realistic self-awareness by seeking feedback and realistic criticism, and self-reflection, by meditation and reflection on daily events to achieve a better self-understanding and detect gaps in behavior, personality, and progress in achieving the goal, can contribute to lowering the level of emotional regulation difficulties with an orientation towards achieving the goal, maintaining focus, and controlling behavior. The present study examined the relationship between self-awareness and emotional regulation difficulties among the faculty members of Philadelphia University, the Arab Open University, Jordan Branch, and Al Falah University, Dubai. In our study, we hypothesized that self-awareness is positively associated with a lower level of emotional regulation difficulties among university faculty members.

2-1-Research Object

The main objective of the current research is to investigate the ability of self-awareness to predict emotional regulation difficulties among a sample of faculty members at Philadelphia University in Amman, the Arab Open University- Jordan Branch, and Al Falah University- Dubai.

2-2-Research Question

What is the relationship between self-awareness and emotional regulation difficulties among the faculty members of Philadelphia University, the Arab Open University (Jordan Branch), and Al Falah University (Dubai)?

3- Research Methodology

3-1-Procedure and Ethical Consideration

The present study was conducted to determine the impact of self-awareness in predicting the degree of emotional regulation difficulties among university faculty members in Jordan and the UAE. The researchers followed a positivistic research philosophy. They used a quantitative research approach to investigate the impact of self-awareness on the emotional regulation difficulties of university faculty members.

Difficulties scale (ERDS) to Philadelphia University, Arab Open University, and Al Falah University via the faculty's university email. Before administration, formal permission was obtained from the universities' authorities. Informed consent was taken from faculties, and they were briefed about the confidentiality and anonymity of their responses. Participants were assured that any information they provided would only be used for research (Appendix II).

Researchers invited all the faculty members to participate in the translated Arabic version of the scales. The data was collected by distributing a link to the scale items and demographic information, as this link was sent to faculty members via their official e-mail at the university. Of the 312 faculty members invited, 172 responded to the scale, representing 55% of the study population. Furthermore, the criteria were applied in the selection of faculty members that they must have teaching experience in universities and academic rank.

3-2-Research Design

In the current quantitative study, the researchers employed a survey research design to explore the impact of the self-awareness variable on the level of emotional regulation difficulties of university faculty members in the UAE and Jordan. The survey research design is very useful for collecting data from many participants to explore the current status of a phenomenon.

3-3-Participants

Based on data collected from each institution's Human Resources office in the spring semester of the academic year (2021/2022), a total of 312 faculty members from Philadelphia University, the Arab Open University, Jordan Branch, and Al Falah University, Dubai, were included in the study. The study sample included (172) faculty members. Taken from Philadelphia University (n = 127, 74%), the Arab Open University, Jordan Branch (n = 28, 16%), and Al Falah University, Dubai (n = 17, 10%). The sample was chosen by a simple random method. Demographic information of participants is provided in Table 1.

Table 1. Demographic Characteristics of the Faculty Members (N=172)

Variable	Sub-Variables	Numbers	Percentage
Gender	Male	102	59.3
	Female	70	40.7
Faculties' Age (years)	25-35	1	0.6
	35-45	125	72.7
	36-55	40	23.2
	56-75	6	3.5
Years of Experience	1-5	50	29.1
	6-10	45	26.2
	11-19	50	26.2
	20 \geq	27	15.6
Qualification	MA.	135	78.5
	PhD	37	21.5
Faculties' Rank	Instructor	135	78.5
	Assistant Prof	20	11.6
	Associate Prof	10	5.8
	Professor	7	4.1
Specialization	Social sciences	90	52.3
	Non-social sciences	82	47.7
	Total	172	100

In Table 1, the researchers revealed that the majority of the respondents were men (102), and most of the faculty members (125) were in the age group of 35–45. It was also found that most of them (135) had a master's degree as their highest degree, and most (135) were working as instructors.

3-4- Research Instruments

To collect data from the respondents, the researchers adopted both scales. After obtaining informed consent, the researchers shared the self-awareness and emotional regulation difficulties scales via e-mail. Faculty members who speak Arabic were selected because the scale items have been translated into Arabic.

3-4-1- Self-Awareness Scale (SAS)

The self-awareness measure designed by Ashley [78] was used in the study. The self-awareness scale contains 62 items broken down into four factors: self-critical, desire for realistic awareness, indifference to external cues, and self-reflection. The scale was developed on a five-point Likert scale with options ranging from never to always (Appendix I).

3-4-1-1- Validation of Arabic Version

Psychology experts reviewed the Arabic versions to ensure they were appropriately translated and to determine their content validity. The researchers sent an Arabic scale version to four professors from the Hashemite Kingdom of Jordan and the United Arab Emirates for pilot testing. After collecting data, Cronbach's alpha values were determined, and the scale's reliability, coefficient, and factor-wise analysis are provided in Table 2.

Table 2. Cronbach Alpha Internal Consistency Coefficient

Factors	Reliability coefficient
1. Self-Critical	0.84
2. Desire for Realistic-Awareness	0.84
3. Indifference to External Cues	0.61
4. Self-Reflection	0.84
Total	0.87

Table 2 indicates factor-wise values of Cronbach alpha and shows that overall; the internal consistency coefficient of the scale was 0.87, which was greater than 0.70. Hence, acceptable for social sciences.

3-4-2- Emotional Regulation Difficulties Scale (ERDS)

Gratz & Roemer [34] created a scale to assess issues with emotional regulation. The scale consists of 36 items with six factors; non-acceptance of emotional responses (NONACCEPT), difficulties engaging in goal-directed (GOALS), Impulse control difficulties (IMPULSE), lack of emotional awareness (AWARE), limited access to emotion regulation strategies (STRATEGIES), and lack of emotional clarity (CLARITY).

3-4-2-1- Validation of its Arabic Version

Psychology experts reviewed the Arabic versions to ensure they were appropriately translated and to determine their content validity. After collecting data from the pilot study, the researchers measured Cronbach's alpha values to assess the scale's reliability, and the results are provided in Table 3.

Table 3. Cronbach's Alpha Internal Consistency Coefficient

Factors	Reliability Coefficient
1. Non-acceptance of Emotional Responses	0.90
2. Difficulties Engaging in Goal-Directed	0.92
3. Impulse Control Difficulties	0.93
4. Lack of Emotional Awareness	0.76
5. Limited Access to Emotion Regulation Strategies	0.90
6. Lack of Emotional Clarity	0.62
Total score	0.96

Table 3 reveals that the scale's internal consistency coefficient was 0.96, which was also highly acceptable for social sciences.

4- Results

After collecting the data, it was analyzed using the Statistical Package for the Social Sciences (SPSS) version 26. Initially, the researchers went with data for the data cleaning process, and missing values were excluded from the data. Then the researchers tested the assumptions of parametric statistics: normality, linearity, and homogeneity of variance. The data set fulfilled the assumptions of parametric statistics. Then the authors deployed simple linear and multiple regression to explore the level of relationship between self-awareness factors and emotional regulation difficulty. To measure the effect of self-awareness on emotional regulation, the researchers used simple linear regression, and the results are provided in Table 4.

Table 4. Examining the Impact of Self-Awareness Subscales on Emotional Regulation

Subscale	β	Standard Error	Beta (B)	t	Sig
1. Desire for realistic-awareness	0.83	0.09	0.63	9.31	*0.00
2. Self-reflection	-0.84	0.12	-0.48	-7.19	*0.00
3. Self-critical	-0.40	0.13	-0.19	3.12	*0.00
4. Indifference to external cues	-0.07	0.08	-0.05	-0.85	0.40

* Statistically significant at the significance level ($\alpha \leq 0.05$), tabular (t) value = (± 1.96)

Table 4 shows that the beta coefficient (β) for the subscales ranged from -0.07 to -0.84: (indifference to external cues, self-critical, desire for realistic-awareness, self-reflection). The values of the statistic (t) achieved (3.12, -7.19, 9.31) for the first, fourth, and second subscales in order, and these values are statistically significant at the level of 0.05. This indicates the effect of self-critical, self-reflection, and the desire for realistic awareness on the level of emotional regulation difficulties. For the third factor, the t statistic was -0.85, which is not statistically significant at the 0.05 level. The results of the multiple regression analysis of the self-awareness score are provided in Table 5.

Table 5. Multiple Regression Analysis of the Subscales

Emotional regulation difficulties	Self-awareness	R	R ²	F	Sig
1. Non-acceptance of Emotional Responses	Self-Critical	0.55 ^a	0.30	71.927	*0.00
2. Non-acceptance of Emotional Responses + Difficulties Engaging in Goal-Directed	Desire for Realistic-Awareness	0.70 ^b	0.49	82.299	*0.00
3. Non-acceptance of Emotional Responses + Difficulties Engaging in Goal-Directed + Impulse Control Difficulties	Self-Reflection	0.72 ^c	0.52	60.410	*0.00

* Significant at the 5% level of probability.

Table 5 shows that the self-critical subscale is predictive of the severity of faculty members' problems with emotional regulation, as it explains 30% of the variance in the non-acceptance of emotional responses. Furthermore, the subscale desire for realistic awareness also explained 49.3% of the variance in non-acceptance of emotional responses and difficulties in goal-directed. Self-reflection was predicted by the Table, which accounted for 51% of the variation in problems with rejecting emotional reactions, goal-directedness, and impulsive control. Moreover, the value of R ranges from 0.50 to 0.72 for different aspects of emotional regulation difficulties, and it shows that there is a strong relationship between self-awareness and emotional regulation difficulties among the faculty members of Philadelphia University, the Arab Open University, Jordan Branch, and Al Falah University, Dubai. Figure 1 shows the stepwise multiple regression.

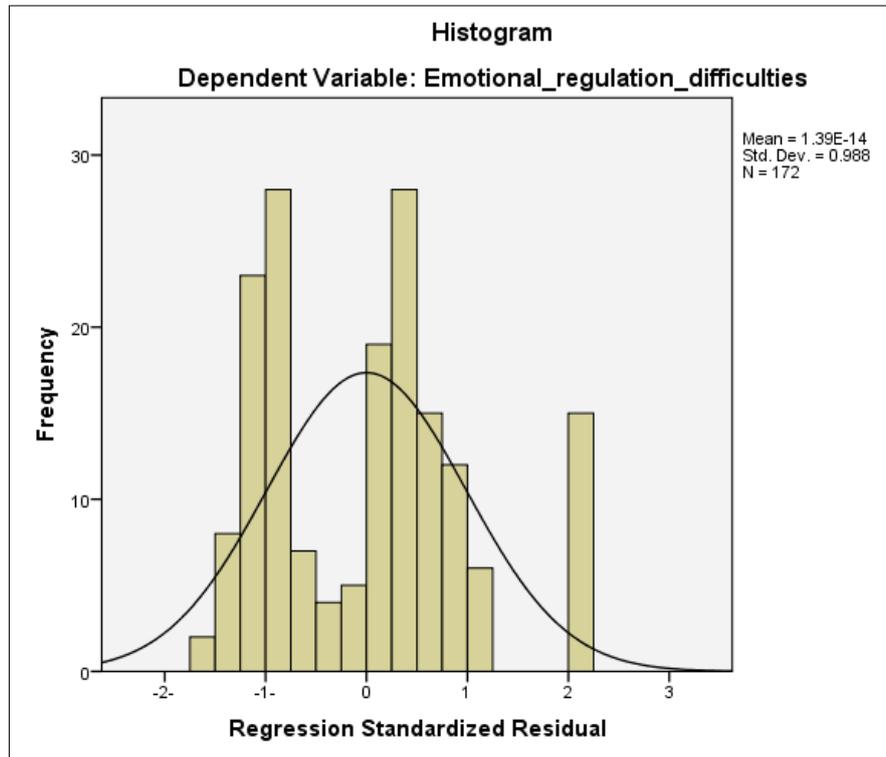


Figure 1. The Stepwise Multiple Regression

5- Discussion

The study results indicated that the increase in self-critical of the sample members was accompanied by a decrease in the level of non-acceptance of emotional responses as well as knowledge of strengths and weaknesses based on internal and external standards. The faculty member must be aware of shyness, embarrassment, anger, and weakness and work to reduce those feelings and accept emotions [34]. Hippe [79] believes that self-awareness includes the individual's knowledge of their strengths, their knowledge of some areas that represent a challenge to them, their acceptance of reality, and work on future possibilities; the faculty members who possesses a clear self-awareness takes advantage of their strengths and views them as tools that help them and others. Whoever possesses self-awareness has a level of goal awareness, events, thoughts, and beliefs that make them happy or sad; their strengths, weaknesses, values, beliefs, philosophy in life, and their achievements; their experiences of failure and how they were exposed to this failure; how to protect themselves from returning to this failure; and the nature of their relationships with others.

Self-awareness and self-management are critical to emotion regulation. Having the skill of recognizing emotions, developing strengths, ability to manage emotions, building short- and long-term goals, and working to achieve them helps in seeing strengths and knowing biases and blind spots in perception, which serves effectiveness in relationships with others and a deeper understanding of the personal aspect [18]. Obtaining realistic feedback, getting that feedback, and benefiting from it in self-development while accepting frank, fair, objective, and logical criticism. Ashley [78] provides an opportunity for the individual to accept emotions and feelings of anger, shame, embarrassment, and weakness while maintaining focus and orientation towards completing the required work [34].

With self-awareness, the faculty members become more aware of their feelings and how those feelings lead to behavior, and more aware of their beliefs, assumptions, and values that were formed early in life, as they are influential forces in how to interpret events and the degree of choice that they feel they have [18], and knowing what they think and what they feel when they think, and this helps them in the decision-making process and take appropriate action [15]. It was also found that participants' acceptance of emotional responses, as well as their ability to regulate their behavior in

the face of negative emotions and keep their focus on achieving a goal, improved as their levels of self-reflection did. Reflection on daily events, the detection of gaps in behavior and personality, and the extent of progress toward achieving the goal [78] allow the faculty member to accept different emotions and feelings and maintain focus and orientation toward the completion of the required work while controlling emotions and behavior [34].

Furthermore, because emotions depend on evaluations of the relationships between events and goals, one of the meanings of reducing negative emotion is that the individual modifies and changes their assessment of the association with their goals. Emotion regulation is a modification of any process in the system that generates emotion or its manifestation in behavior. The regulation process occurs at all levels of emotion whenever emotion is aroused [37]. Without self-awareness, thoughts, feelings, and perceptions are automated, as achieving self-awareness moves the individual from the mechanical form to awareness. Self-awareness appears through the ability to perceive emotions, know feelings, accurately understand emotions when they occur, avoid anger, and manage emotional states, and this provides an opportunity to understand the messages behind the emotions by organizing the tone of voice and gestures with attention to the dimensions that affect emotional intelligence, such as the perception of the situation, assumptions, and patterns [15].

Self-awareness helps you recognize and name emotions and know the causes of those emotions. It includes paying attention to the internal state and the thoughts and feelings associated with that state, and thus responses and behaviors are more likely to be appropriate, rational, and perceptible. Self-awareness also helps express feelings verbally through vocabulary and the ability to articulate demands, express needs, and ask about aspects of interest, all of which are socially acceptable [80]. With self-awareness, the individual can separate the self from stress and focus on and develop the self [81]. Draghici [73] showed that other-focused cognition had a greater impact on emotion regulation than self-focused cognition and that emotional regulation difficulties were associated with private self-awareness. This result differs from the results of the present study, which showed that some areas of self-awareness were negatively correlated with other aspects of emotional regulation difficulties. Therefore, emotional regulation difficulties were less associated with increased self-awareness. At the same time, Kross & Ayduk [69] showed different results from the current study.

Kross & Ayduk's [69] study also focused on public self-awareness. The participants in the self-distancing group showed a lower level of depression when recounting and clarifying a previous painful experience compared to the self-immersed group, where the results showed that this analysis was less effective in reducing the effect of depression. The findings of the current study support the findings of the study of Subic-Wrana et al. [77] that there is a negative relationship between a high level of explicit self-awareness (feeling) and negative feelings, while implicit emotion awareness and emotion suppression strategies were associated with a higher level of depression and anxiety. This study also agrees with the results of studies [74–76] that increased self-awareness is accompanied by an increase in the level of emotion regulation.

The results of the present study may have some benefits in drawing attention to the importance of a faculty member's objective view of their capabilities, potentials, strengths, and weaknesses based on internal and external criteria and the impact of this on accepting their emotional responses and trying to regulate them. The study results indicate the importance of including topics such as self-awareness and emotion regulation within the training programs for faculty members in these academics' continuing professional development programs. This may also be important in pre-service programs to prepare students well.

The place where the study was conducted determined the results of this study: the scale of self-awareness and the Emotional Regulation Difficulties Scale were distributed to professors at Jordan's Philadelphia University, Dubai's Al Falah University, and Amman Arab Open University. The temporal limits that the study was conducted in the second semester of the academic year (2021-2022), the human limitations that the sample members are faculty members from scientific disciplines, social specializations, education, and humanities at the universities mentioned above, holders of doctorate and master's degrees, and the characteristics of the psychometric study instruments, which are the Self-awareness scale prepared by Ashley [78], and the emotional regulation difficulties Scale designed by Gratz & Roemer [34].

6- Conclusion and Recommendations

Faculty members experience many negative emotions in their professional lives, and emotional regulation difficulties are one of the factors causing psychological problems. Therefore, the faculty members usually demonstrate various strategies of emotion regulation to control them. The current study showed that self-awareness, based on knowledge of strengths and weaknesses, is positively associated with criticism of guilt, shame, anger, self-embarrassment, and acceptance of negative emotions. The study also showed that realistic awareness through obtaining realistic feedback and benefiting from fair, constructive, and objective criticism in self-development was positively reflected in accepting negative emotions and an orientation towards completing the work and tasks required with sufficient focus and follow-up. Moreover, as a sub-field of self-awareness, self-reflection allowed the study sample members to reflect on daily events, reveal gaps in behavior and personality, and follow up on progress towards achieving the goal. As a result, it was

positively associated with controlling emotions and behavior, maintaining focus to achieve a goal, completing the required work, and accepting negative emotions.

Through the study results, it can be recommended to pay attention to enhancing self-awareness and emotional regulation among faculty members in general and conducting more scientific studies on emotional regulation difficulties to examine their relationship with other variables. Future researchers are also recommended to conduct a more detailed study using qualitative methods to gain deeper insight into the phenomenon under study. The researchers also recommended replicating the study's findings with the same variables using different samples, universities, and countries.

Few studies have been conducted in this area, generally in the Arab world and specifically in the UAE and Jordan. The study's findings possess the potential to offer profound enlightenment for upcoming research inquiries about the interplay of self-awareness and emotion regulation among faculty members. Said investigation, additionally, can pinpoint specific voids in existing research and necessitate further exploration into certain domains. There may be a need for primary interventions to focus on reducing the emotional regulation difficulties of faculty members and developing self-regulation, emotion regulation, and self-awareness.

7- Declarations

7-1-Author Contributions

Conceptualization, S.A. and M.G.; methodology, S.A. and M.G.; formal analysis, M.G.; data curation, S.A.; writing—original draft preparation, S.A. and M.G.; writing—review and editing, S.A. and M.G. All authors have read and agreed to the published version of the manuscript.

7-2-Data Availability Statement

The data presented in this study are available on request from the corresponding author.

7-3-Funding

The authors received no financial support for the research, authorship, and/or publication of this article.

7-4-Institutional Review Board Statement

The study obtained ethical approval from the participating universities in Jordan and the U.A.E.

7-5-Informed Consent Statement

All the study participants signed an informed consent agreeing to provide data and availability for the survey.

7-6-Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this manuscript. In addition, the ethical issues, including plagiarism, informed consent, misconduct, data fabrication and/or falsification, double publication and/or submission, and redundancies have been completely observed by the authors.

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Appendix I

The Self-Awareness Scale (SAS)

DIRECTIONS: Please answer the following questions by circling the number on the numerical scales that best expresses your opinion.

1. Do you prefer friends who are honest with you even when it's difficult?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
2. When you make a mistake to what extent has it tended to disrupt your day?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
3. To what extent have you used feedback from your professor or boss to improve your performance?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
4. To what extent have you found yourself dwelling over minor social mistakes?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
5. To what extent do you view yourself the same as others view you?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
6. To what extent do you select to participate in activities based on whether you will be successful?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
7. To what extent do you reflect on your strengths?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
8. To what extent do you prefer to work on a project with someone that's better than you so you can improve?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
9. To what extent do you listen to your teacher/boss even when you think they are wrong?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
10. To what extent do you like instructors or bosses to provide feedback?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent
11. To what extent do you enjoy participating in activities that are challenging?

0	1	2	3	4
Not At All	Slight	Moderate	Large	To a Great
	Extent	Extent	Extent	Extent

12. To what extent are you aware of your own values and beliefs?
- | | | | | |
|------------|--------|----------|--------|------------|
| 0 | 1 | 2 | 3 | 4 |
| Not At All | Slight | Moderate | Large | To a Great |
| | Extent | Extent | Extent | Extent |
13. How difficult has it been for you to accept the fact that you were not as good at something as you thought you were?
- | | | | | |
|------------|-----------|------------|-----------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Not At All | Slightly | Moderately | Somewhat | Extremely |
| Difficult | Difficult | Difficult | Difficult | Difficult |
14. How difficult has it been for you to cope with situations that forced you to see yourself in a different way?
- | | | | | |
|------------|-----------|------------|-----------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Not At All | Slightly | Moderately | Somewhat | Extremely |
| Difficult | Difficult | Difficult | Difficult | Difficult |
15. How difficult has it been for you to criticize your own performance?
- | | | | | |
|------------|-----------|------------|-----------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Not At All | Slightly | Moderately | Somewhat | Extremely |
| Difficult | Difficult | Difficult | Difficult | Difficult |
16. How important has it been for you to receive praise from others? *
- | | | | | |
|------------|-----------|------------|-----------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Not At All | Slightly | Moderately | Somewhat | Extremely |
| Important | Important | Important | Important | Important |
17. How important is it for you to know when your work has improved?
- | | | | | |
|------------|-----------|------------|-----------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Not At All | Slightly | Moderately | Somewhat | Extremely |
| Important | Important | Important | Important | Important |
18. How likely are you to accurately tell if your work will meet the standards for yoursupervisor?
- | | | | | |
|-----------|----------|----------------|--------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Extremely | Unlikely | Neither Likely | Likely | Extremely |
| Unlikely | | nor Unlikely | | Likely |
19. How likely are you to continue participating in an activity that you are not good at?
- | | | | | |
|-----------|----------|----------------|--------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Extremely | Unlikely | Neither Likely | Likely | Extremely |
| Unlikely | | nor Unlikely | | Likely |
20. How likely are your friends to describe you as introspective?
- | | | | | |
|-----------|----------|----------------|--------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Extremely | Unlikely | Neither Likely | Likely | Extremely |
| Unlikely | | nor Unlikely | | Likely |
21. After a major accomplishment how likely are you to sit back and enjoy the moment?
- | | | | | |
|-----------|----------|----------------|--------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Extremely | Unlikely | Neither Likely | Likely | Extremely |
| Unlikely | | nor Unlikely | | Likely |
22. How likely are your friends to say that you know yourself well?
- | | | | | |
|-----------|----------|----------------|--------|-----------|
| 0 | 1 | 2 | 3 | 4 |
| Extremely | Unlikely | Neither Likely | Likely | Extremely |
| Unlikely | | nor Unlikely | | Likely |
23. How many self-help books have you read in the last year?
- | | | | | |
|------|---|---|---|-----------|
| None | 1 | 2 | 3 | 4 or More |
|------|---|---|---|-----------|
24. How often are your standards for work higher than the standards others have foryou?
- | | | | | |
|-------|--------|-----------|-------|------------|
| 0 | 1 | 2 | 3 | 4 |
| Never | Seldom | Sometimes | Often | Very Often |

25. How often did you spend time alone in high school so you could have time to think?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
26. How often do you base your standards for performance on what you know you are capable of doing?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
27. How often do you change your goals?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
28. How often do you check with someone (advisor, teacher) to see if you're on the right track?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
29. How often do you compare your standards to those of others?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
30. How often do you criticize your own work?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
31. How often do you decrease the difficulty of your goals to make them more attainable?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
32. How often do you exceed your performance expectations?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
33. How often do you fail to meet performance expectations?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
34. How often do you feel guilty when you have not performed to standards?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
35. How often do you find other's minimize or maximize your accomplishments?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
36. How often do you go back and pick up your final papers?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
37. How often do you know what qualities you bring to a relationship?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
38. How often do you modify your standards in order to improve performance?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
39. How often do you question your abilities?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
40. How often do you recognize that you need help from others to complete some tasks?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often

41. How often do you reflect on your performance standards after a failure?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
42. How often do you seek feedback regarding the quality of your work?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
43. How often do you set personal goals?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
44. When working on a project, how often can you tell in advance what part would be the easiest for you?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
45. When working on a project how often do you try to work around your weaknesses?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
46. When entering new situations, have you often found yourself worrying about your qualifications?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
47. In school, when assigned a project, how often do you put in only enough effort to get a passing grade?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
48. How often were the standards that you set for yourself unrealistic?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
49. How often were you surprised by a grade you received in a course?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
50. How often have you kept a daily journal as an adult?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
51. How often have you found yourself putting more effort into activities simply to prove something to yourself?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
52. How often have you found that you work better when you set your own goals and standards?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
53. How often have you been surprised when people criticized your work?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
54. How often have you been surprised by requests for help from friends?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
55. How often has criticism resulted in a significant improvement in your performance?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often
56. How often do you write down your goals and track your progress towards them?	0	1	2	3	4
	Never	Seldom	Sometimes	Often	Very Often

57. How often do you turn down a project because it is beyond your abilities?
- | | | | | |
|-------|--------|-----------|-------|------------|
| 0 | 1 | 2 | 3 | 4 |
| Never | Seldom | Sometimes | Often | Very Often |
58. How often do you take on assignments that are more than you can handle?
- | | | | | |
|-------|--------|-----------|-------|------------|
| 0 | 1 | 2 | 3 | 4 |
| Never | Seldom | Sometimes | Often | Very Often |
59. How often do you set time aside to reflect on your day?
- | | | | | |
|-------|--------|-----------|-------|------------|
| 0 | 1 | 2 | 3 | 4 |
| Never | Seldom | Sometimes | Often | Very Often |
60. When you are upset, how long does it take you to figure out what caused it?
- | | | | | |
|---------------------|------------------|--------------|----------------|---------------------|
| 0 | 1 | 2 | 3 | 4 |
| Very Little
Time | A Little
Time | Some
Time | A Long
Time | A Very
Long Time |
61. Relative to your friends, how much time do you spend trying to understand yourself?
- | | | | | |
|---|--|--|--|---|
| 0 | 1 | 2 | 3 | 4 |
| Much Less Time
Relative to
My Friends | Less Time
Relative to
My Friends | Same Time
Relative to
My Friends | More Time
Relative to
My Friends | Much More Time
Relative to
My Friends |
62. How surprised are you at the criticisms or compliments you have received?
- | | | | | |
|-------------------------|-----------------------|-----------|-------------------|------------------------|
| 0 | 1 | 2 | 3 | 4 |
| Not At All
Surprised | Somewhat
Surprised | Surprised | Very
Surprised | Extremely
Surprised |

Appendix II

The Emotional Regulation Difficulties Scale (ERDS)

Please indicate how often the following statements apply to you by writing the appropriate number from the scale below on the line beside each item.

1	2	3	4	5
almost never (0-10%)	sometimes (11-35%)	about half the time (36-65%)	most of the time (66-90%)	almost always (91-100%)
_____	1) I am clear about my feelings.			
_____	2) I pay attention to how I feel.			
_____	3) I experience my emotions as overwhelming and out of control.			
_____	4) I have no idea how I am feeling.			
_____	5) I have difficulty making sense out of my feelings.			
_____	6) I am attentive to my feelings.			
_____	7) I know exactly how I am feeling.			
_____	8) I care about what I am feeling.			
_____	9) I am confused about how I feel.			
_____	10) When I'm upset, I acknowledge my emotions.			
_____	11) When I'm upset, I become angry with myself for feeling that way.			
_____	12) When I'm upset, I become embarrassed for feeling that way.			
_____	13) When I'm upset, I have difficulty getting work done.			
_____	14) When I'm upset, I become out of control.			
_____	15) When I'm upset, I believe that I will remain that way for a long time.			
_____	16) When I'm upset, I believe that I will end up feeling very depressed.			
_____	17) When I'm upset, I believe that my feelings are valid and important.			
_____	18) When I'm upset, I have difficulty focusing on other things.			
_____	19) When I'm upset, I feel out of control.			
_____	20) When I'm upset, I can still get things done.			
_____	21) When I'm upset, I feel ashamed at myself for feeling that way.			
_____	22) When I'm upset, I know that I can find a way to eventually feel better.			
_____	23) When I'm upset, I feel like I am weak.			
_____	24) When I'm upset, I feel like I can remain in control of my behaviors.			
_____	25) When I'm upset, I feel guilty for feeling that way.			
_____	26) When I'm upset, I have difficulty concentrating.			
_____	27) When I'm upset, I have difficulty controlling my behaviors.			
_____	28) When I'm upset, I believe there is nothing I can do to make myself feel better.			
_____	29) When I'm upset, I become irritated at myself for feeling that way.			
_____	30) When I'm upset, I start to feel very bad about myself.			
_____	31) When I'm upset, I believe that wallowing in it is all I can do.			
_____	32) When I'm upset, I lose control over my behavior.			
_____	33) When I'm upset, I have difficulty thinking about anything else.			
_____	34) When I'm upset, I take time to figure out what I'm really feeling.			
_____	35) When I'm upset, it takes me a long time to feel better.			
_____	36) When I'm upset, my emotions feel overwhelming.			