

Emotional Regulation Difficulties Among Faculty Members: Investigating the Effect of Gender, Teaching Experience, Academic Certificate

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The current study investigated the effect of gender, teaching experience, academic certificate, and specialization on emotional regulation difficulties. Participants were 172 faculty members at three private universities in Jordan and the United Arab Emirates (UAE). The difficulties in emotion regulation scale (DERS) was applied. The study showed that female faculty members had more limited access to emotion regulation strategies than their male counterparts did. The results also showed that experienced faculty members were more likely to accept emotional responses, but have difficulties with goal-directed activity, impulse control, and lack of emotional awareness. The findings suggest that effective use of emotion regulation strategies is affected by gender, moderate teaching experience affects faculty members' impulse control, emotional responses acceptance, and goal-directed activity, and doctorate holders from different specializations are more aware of their emotions.

Keywords: emotional regulation difficulties, gender differences, emotion-regulation, self-regulation, social-emotional competence

INTRODUCTION

Emotion regulation is awareness and acceptance of emotions, the ability to control impulsive behavior, and regulation of behavior based on the goals that an individual seeks to achieve when going through a negative emotional experience and the extent to which he/she uses appropriate strategies for regulating emotions and modifying emotional responses flexibly, as expected to achieve goals and demands (Gross, 2014). Contemporary research emphasizes the importance of emotional awareness, emotional acceptance, and the ability to control behavior and reaction (Lavender, Tull, Dillillo, Messman-Moore & Gratz, 2017; Gratz & Roemer, 2004). It emphasizes the importance of using flexible emotion regulation strategies that regulate emotional responses according to standards and the situation requirements (Gross, 2014). An adaptive response to emotional stress requires the flexible use of emotion regulation strategies to modify the intensity or temporal feature of an emotional response, control impulsive behaviors, goal-oriented

behaviors, emotional awareness, and carry out meaningful activities to reduce the experience of emotional stress (Lavender et al., 2017; Gratz & Roemer, 2004).

Emotional regulation difficulties are difficulties in awareness, understanding, and acceptance of emotions. The ability to control impulsivity and regulate behavior based on desired goals when experiencing negative emotions, weak ability to use appropriate strategies to regulate emotions in situations, and lack of flexibility in modifying emotional responses to achieve goals and the requirements of the situation (Saxena, Dubey & Pandey, 2011). The high level of emotional sensitivity, sensitivity and overreaction to tense feelings that last for a long period (Hall, 2014), is usually associated with an emotional response's intensity and temporal feature and the difficulty of returning to a stable emotional state with difficulty in modifying and transforming the emotional response, control impulsive behaviors, goal-oriented behaviors, emotional awareness, and carry out meaningful activities to reduce the experience of emotional stress (Lavender et al., 2017; Gratz & Roemer, 2004).

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LITERATURE REVIEW

The university faculty members go through multiple emotional states when evaluating various events related to their goals and values. To reduce negative emotion, a faculty member may need to adjust the appraisal of the association with goals and may resort to reappraising the impact of an emotional event or the outcomes of that event. The process of emotion regulation plays an essential role in the psychological function of academics. It can significantly affect academic success and social-emotional functioning (Mehdi Nejad, 2020; Weymeis, Van Leeuwen, & Braet, 2019; Edossa et al., 2018; Gestsdottir et al., 2014; Pouw, Rieffe, Stockmann, & Gadow, 2013; Davis & Levine, 2013; Singh & Singh, 2013; Pin Chang, 2008). During emotion regulation, faculty member tries to increase, maintain, or reduce negative or positive emotions; emotion regulation may occur consciously when the faculty member decides to change or modify the subject when feeling frustrated. It may occur unconsciously when the faculty member directs his/her attention away from the stimulus that causes frustration; Emotion regulation may be beneficial when employing effective regulating strategies, while using inappropriate emotion regulation strategies may lead to negative outcomes (Gross, 2002).

Emotion regulation is defined as the internal and external processes that the individual uses effectively to monitor, evaluate and modify his/her emotional reactions, which helps him/her to reach his/her goals; emotion regulation is an adaptive way of responding to emotions, including accepting responses, the ability to experience and distinguishing emotions, and controlling behavior during emotional stress (Neumann et al., 2020). Lotfali, Moradi, and Ekhtiari (2017) indicate that emotion regulation is the individual's functional ability to monitor, evaluate, understand, and modify his/her emotional reactions.

The definition of Emotion regulation depends on whether it is considered an interpersonal or an intrapersonal activity, whether it is considered explicit or implicit, and whether or not it is emphasized in

the context of emotion creation (Lavender et al., 2017). Individuals use a variety of emotion regulation strategies, some of which are positively related to adaptive behaviors, reduced chances of exposure to psychological problems, and an increase in social and professional participation; Emotion regulation is positively associated with job satisfaction and effective performance at work (Salvarani et al., 2019; Lisbona et al., 2018; Rodríguez-Mantilla & Fernández-Díaz, 2017; Castellano et al., 2013). The emotion regulation process determines how an individual's emotions are experienced and how they are expressed after regulating and modifying the spontaneous emergence of those emotions or re-control of them (Castellano et al., 2019).

Gross (1998) divided techniques for controlling one's feelings into two categories: In the first place, there are antecedent-focused emotion control methods, which an individual employ before the behavioral responses shift and the emotional response inclinations become active. The second type of emotion regulation tactic is known as "response-focused" since they are implemented after an individual has identified their emotional reaction patterns. The emotion here is in the implementation process. Antecedent-focused emotion regulation strategies vary according to several forms, including the "Situation selection" confronting or avoiding specific individuals, places, or things. "Changing the subject, intended development and enhancement" is choosing which of the multiple dimensions of the situation to focus on and the efforts required to focus on a specific topic or task or researching the depth of the problem. "Cognitive change" is choosing which of the possible meanings the individual can associate with the field, such as the individual reminding himself/herself that it is just an exam instead of seeing that the exam aims to evaluate him/her as a human being. This strategy is usually used to reduce the emotional response and change the emotion itself. "Response modulation" is an attempt to influence the propensity for emotional response (Gillespie & Beech, 2017; Gross, 2002).

The current study focused on the role of gender, teaching experience, academic qualification, and specialization in determining the level of emotional regulation difficulties. Increasing teaching experience and obtaining a higher academic qualification, specialization, and gender are all variables that can contribute to the development of adaptive emotion regulation strategies, which leads to reducing the difficulties that an individual may face in regulating emotions, with an orientation towards achieving the goal, emotion awareness, maintaining focus, and controlling behavior. Thus, the current study examined the effect of gender, teaching experience, academic certificate: Master's or doctorate, and specialization on the level of faculty members' emotional regulation difficulties. The research that examined the role of several variables in emotion regulation showed the diversity and different emotion regulation strategies among the sample members and the differences in emotion regulation.

Kaur et al. (2022) studied gender differences in emotional regulation difficulties, where the study sample consisted of 60 male and female individuals in a care center, with no cases of mental or physical illness among the sample members at present or in the past. The emotional regulation difficulties scale (ERD) examined emotion regulation between study samples. The results showed that males have more difficulty accepting emotions and impulse control than females. In comparison, females have a higher level of lack of emotional clarity compared to males. Delhom, Melendez, and Stories (2021) examined gender differences in the level of emotion regulation. The study sample consisted of 851 healthy elderly males and females, 299 males, and 554 females in elderly entertainment centers in Valencia, Spain. The study concluded that females have a higher level of impulse regulation than males. Statistically significant differences in self-regulation were found between faculty members, as reported by Alhady and Adnan (2018). Faculty members with doctoral and master's degrees (both male and female) from Abu Dhabi University in the United Arab Emirates made up the study's sample of 99 participants. The study found considerable gender and academic qualification gaps among faculty members, with the gender gap narrowing and the academic qualification gap widening favoring those with doctoral degrees and women. There were no discernible disparities in the outcomes amongst faculty members based on teaching experience or area of expertise.

Esmaeilinasab, Khoshk, and Makhmali (2016) examined gender differences in nine cognitive emotion regulation strategies and the role of these strategies in predicting satisfaction with life. The study sample consisted of (302) male and female students (202 females and 100 males) selected through cluster sampling;

the satisfaction with life scale (SWLS) and the cognitive emotion regulation scale (CERQ) were used. The results showed that females were more likely to use the rumination strategy than males. In contrast, the strategies of positive refocusing, refocusing on planning, and positive reappraisal were more often used at a higher level by males than females. Multiple regression analysis also showed that the female rumination strategy predicted satisfaction with life negatively. Male strategies are positive reappraisal, positive refocusing, and focus on planning predicted satisfaction with life.

Emotion regulation strategies for melancholy, fear, and anger were studied by Zimmermann and Iwanski (2014) across the ages of 11 and 50. As expected, the results revealed shifts in coping mechanisms for all three emotions throughout growth. Multiple emotion regulation techniques were shown to grow and decrease with age, with an overall tendency toward more adaptive emotion regulation as time went on. Adolescents use fewer methods of controlling one's feelings amid puberty. Adaptive methods of emotion regulation, like the reappraisal technique, were not different between the sexes, as demonstrated by the results. In contrast, there were noticeable gender variations in how people looked for social support. Feminine dysfunctional rumination was more common than masculine passive avoidance and expressive repression.

Haron, Mustafa, and Alias (2010) used quantitative and qualitative approaches in analyzing data collected through semi-structured interviews with 24 university professors over nine months. The researchers applied a questionnaire distributed over the internet, to which (595) academics responded. Researchers found that academics who lacked a supportive work environment managed their emotions by learning to motivate themselves, stay focused on their goals, identify their own needs, and tolerate the uniqueness of others. The study also found significant gender variations in the faculty members' ability to control their emotions. These results on differences between males and females in emotion regulation strategies were similar to those obtained across studies by Silk, Steinberg, and Morris (2003), and Tamres, Janicki, and Helgeson (2002). At the same time, Amidon (2008) showed that males used the suppression strategy, which is a non-adaptive strategy, at a lower level than females.

Barrett et al. (2000) examined the differences between males and females in intensity and emotional experiences. The results showed that females from different socioeconomic statuses and cultures outperformed males on the emotional awareness scale and showed greater complexity and differentiation in emotional experience compared to males. This study aims to learn more about how factors like gender, teaching experience, education level, and area of expertise affect faculty members' challenges with emotional regulation.

METHODOLOGY

The Participants

The study population comprised 312 faculty members, professors, and instructors, from three private universities, Philadelphia University, the Arab Open University - Jordan Branch, and Al Falah University - Dubai. The researchers invited all the members of the study population to participate by filling out the (DERS) scale. A convenient non-probability sample technique was used. Of the 312 faculty members invited, 172 responded to the scale representing 55.12% of the study population. The participants consisted of 59.3% males and 40.7% females. Meanwhile, 78.5% of the participants are MA degree holders, and 21.5% are Ph.D. degree holders. Moreover, 47.7% of the participants specialized in science-related subjects, and 52.3% were from humanities and social sciences. The teaching experience of the study sample ranged from one year to over 16 years of teaching experience. The data was collected by distributing a link to the scale items and demographic information, as this link was sent to the faculty members via their official e-mail at the university. Potential participants in the study were informed of the purpose of the study, and told that participation in filling out the scale is voluntary, the scale items do not include culturally sensitive items, and that the data is confidential and not disclosed to anyone. The researchers obtained the approval of the universities administration to apply the scale.

The Instrument

The level of emotional regulation difficulties was measured using the emotional regulation difficulties scale (DERS) (Gratz & Roemer, 2004). The scale is designed to be a self-report measure consisting of six domains: Nonacceptance 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). Each subscale has items describing various behavior. The faculty member rates the frequency with which each item applies to him/her, using a 5-point Likert scale, from 1 (Rarely) to 5 (Almost always). A higher faculty member score indicates more difficulties in emotional regulation.

Items have been translated into the Arabic language, and the scale's reliability was determined by calculating its internal consistency, which was 0.95, using the Alpha Cronbach formula. The scale has a high degree of internal validity because all items correlate with a score greater than 0.30. Because of this criterion, the present study appears to have an adequate degree of reliability.

Data Analysis

Data analysis was done using Statistical Package for the Social Sciences, IBM-SPSS version 22, and conducting Three-way Analyses of Variance (ANOVA, Multiple Analysis of Co-Variance), (MANCOVA) (Bray & Maxwell, 1985), t-test, and Least Significant Difference (LSD) test for dimensional comparisons.

FINDINGS

A multivariate MANCOVA was conducted with four demographic variables as independent variables and six emotional regulation difficulties (Gratz & Roemer, 2004) as dependent variables. The four independent variables are gender, teaching experience, academic certificate: Master's or doctorate, and specialization (Table 1).

TABLE 1
MULTIPLE ANALYSIS OF CO-VARIANCE (MANCOVA)

IV	DV	Mean	F-value	p-value
Gender	Nonacceptance	1.440	2.444	.120
	Goals	.508	1.038	.310
	Impulsive	.423	.783	.378
	Aware	.107	.505	.478
	Strategies	2.362	6.429	.012*
	Clarity	.208	1.399	.239
Teaching Experience	Nonacceptance	1.853	3.147	.027*
	Goals	3.883	7.928	.000*
	Impulsive	3.956	7.325	.000*
	Aware	1.655	7.840	.000*
	Strategies	.259	.706	.550
	Clarity	.012	.083	.969
Academic certificate: Master's or doctorate degree	Nonacceptance	1.229	2.086	.151
	Goals	.001	.001	.974
	Impulsive	.000	.000	.989
	Aware	3.125	14.806	.000*
	Strategies	.020	.055	.815
	Clarity	4.668	31.453	.000*

IV	DV	Mean	F-value	p-value
Specialization	Nonacceptance	.091	.155	.695
	Goals	.345	.704	.403
	Impulsive	.001	.003	.958
	Aware	3.330	15.779	.000*
	Strategies	.212	.578	.448
	Clarity	.064	.429	.514

* Significant at 0.05 (2-tailed)

Gender Differences

The findings indicated gender differences in emotion regulation strategies among participants. The results showed substantial differences (p 0.05) for those who lacked emotional awareness, struggled to manage their impulses, and did not accept their emotions. Furthermore, the t-test results in Table 2 showed statistically significant gender differences in the extent to which limited access to emotion control strategies was more common among females (t-value = -2.043, p-value 0.05).

**TABLE 2
GENDER DIFFERENCES IN EMOTION REGULATION STRATEGIES**

Gender	N	Mean	SD	t-value	p-value*
Male	102	1.73	0.72	-2.043	0.043*
Female	70	1.98	0.86		

*Significant at 0.05 (2-tailed)

Academic Certificate: Master's Degree & Doctorate Degree

The study found no statistically significant differences between faculty members who hold a doctorate and master's degree in terms of not accepting emotional responses, being goal-directed, controlling impulses, and having limited access to emotion regulation strategies (p-value > 0.05). However, the study found statistically significant (p 0.05) disparities in qualifications about a lack of emotional awareness and clarity among faculty members. A t-test was used to identify potential causes of variation (Table 3). When comparing faculty members with and without a master's degree, those with a master's degree had a more significant emotional awareness and clarity deficit. Figures 1 and 2 show the primary influence of participant qualification on emotional regulation issues subscales. Master's degree holders lack emotional awareness.

**TABLE 3
QUALIFICATION DIFFERENCES IN AWARENESS AND CLARITY**

Qualification	Variable	N	Mean	SD	t-value	p-value
PhD	Aware	135	2.1012	.73163	-6.093-	.000*
MA		37	2.8604	.36959	-8.675-	.000*
PhD	Clarity	135	1.8222	.48664	-9.422-	.000*
MA		37	2.7514	.67232	-7.861-	.000*

* Significant at 0.05 (2-tailed)

FIGURE 1
THE MAIN EFFECT OF PARTICIPANT QUALIFICATION ON LACK OF EMOTIONAL AWARENESS

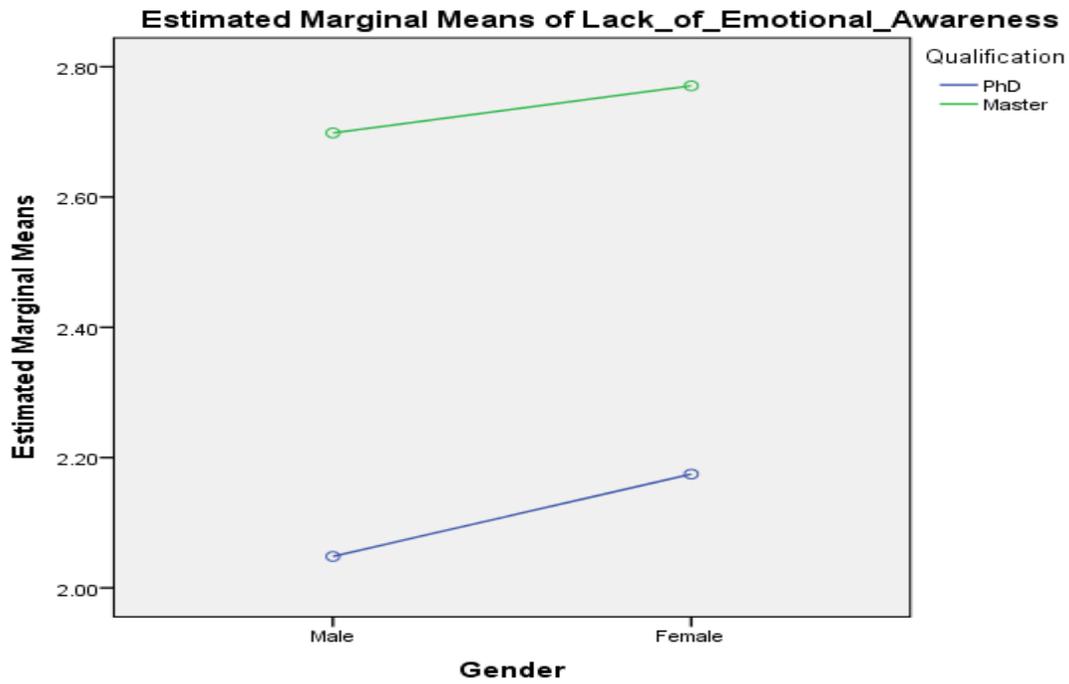
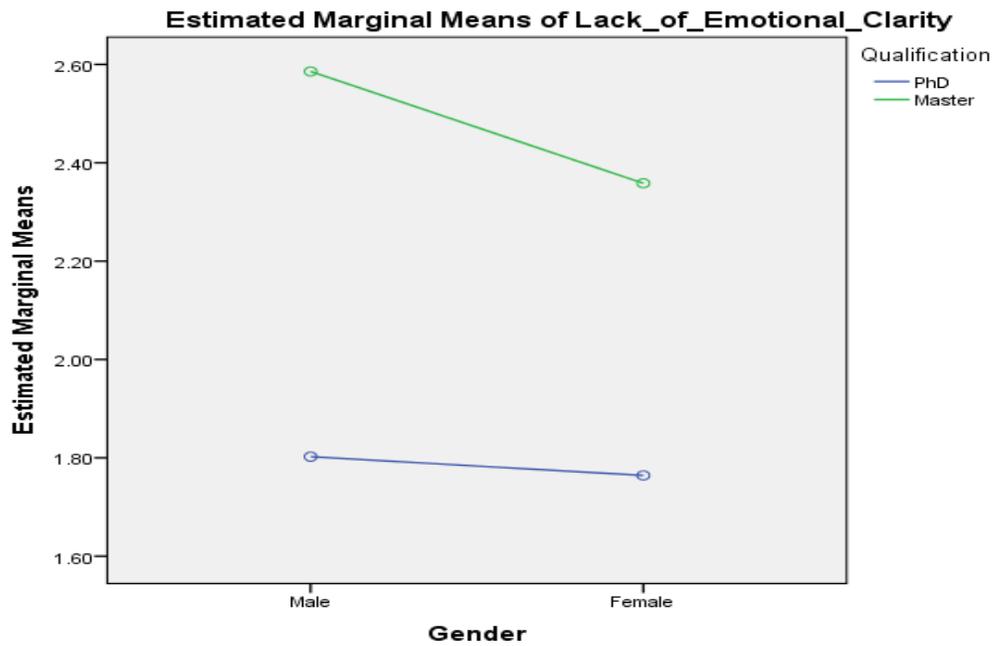


FIGURE 2
THE MAIN EFFECT OF PARTICIPANT QUALIFICATION ON LACK OF EMOTIONAL CLARITY



Specialization

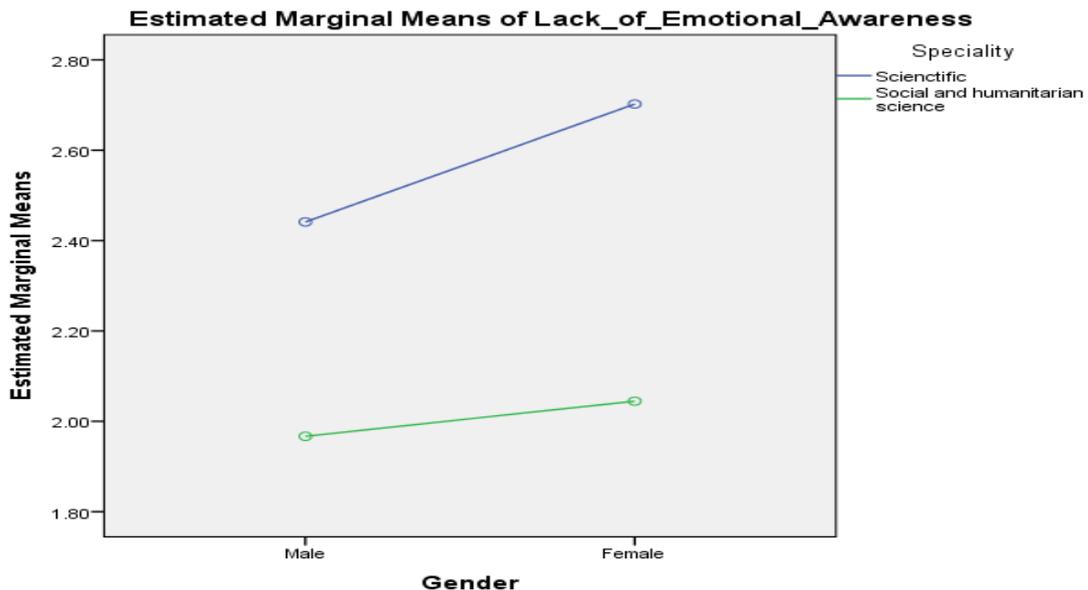
The differences were significant in respondents' lack of emotional awareness ($p\text{-value} = <0.05$). Figures 3 show the main effect of participant specialty on emotional regulation difficulties subscales. Moreover, the t-test results (Table 4) revealed that the differences in lack of emotional awareness favor faculty members who specialize in sciences.

TABLE 4
SPECIALIZATION DIFFERENCES IN AWARENESS

Specialization	Variable	N	Mean	SD	t-value	p-value
Sciences	Aware	82	2.6037	.68925	6.376	.000*
Humanities & social sciences		90	1.9556	.64371	6.356	.000*

* Significant at 0.05 (2-tailed)

FIGURE 3
THE MAIN EFFECT OF PARTICIPANT SPECIALTY ON LACK OF EMOTIONAL AWARENESS



Teaching Experience Differences

The Least Significant Difference (LSD) was used for dimensional comparisons (Table 5). Differences in accepting emotional responses, difficulties with goal-directed activity, impulse control, and lack of emotional awareness were found to be significant after statistical analysis. The overall score of the scale is in favor of the study sample with teaching experience of (6-10 years), and (11-15 years). Moreover, Figures 4, 5, 6, and 7 show the main effect of teaching experience on emotional regulation difficulties subscales. Figure 4 presents the influence of a participant's teaching experience on their nonacceptance of emotional responses. On the other hand, Figure 5 demonstrates the impact of a participant's teaching experience on the challenges of engaging in goal-directed behavior. Furthermore, Figure 6 exhibits the effect of a participant's teaching experience on their impulse control difficulties, while Figure 7 indicates the primary effect of a participant's teaching experience on their absence of emotional awareness.

TABLE 5
LEAST SIGNIFICANT DIFFERENCE (LSD) TEST FOR DIMENSIONAL COMPARISONS

Experience	Experience	Variable	Mean Difference	p-value
1-5 years			.49259*	.012
11-15 years	6-10 years	Nonacceptance	-.44444-*	.023
16 years and above			.53426*	.015
1-5 years			.44444*	.023
6-10 years	11-15 years	Goals	-.04815-	.808
16 years and above			.48611*	.027
1-5 years			-.04167-	.845
6-10 years	16 years and over	Impulsive	-.53426-*	.015
11-15 years			-.48611-*	.027
6-10 years			-.60400-*	.003
11-15 years	1-5 years	Aware	-.45733-*	.026
16 years and above			.46725*	.038
1-5 years			.60400*	.003
11-15 years	6-10 years	Strategies	.14667	.482
16 years and above			1.07125*	.000
1-5 years			.45733*	.026
6-10 years	11-15 years	Clarity	-.14667-	.482
16 years and above			.92458*	.000
1-5 years			-.46725-*	.038
6-10 years	16 years and over	Nonacceptance	-1.07125-*	.000
11-15 years			-.92458-*	.000
6-10 years			-.44296-*	.019
11-15 years	1-5 years	Goals	-.49111-*	.009
16 years and above			.38979	.060
1-5 years			.44296*	.019
11-15 years	6-10 years	Impulsive	-.04815-	.802
16 years and above			.83275*	.000
1-5 years			.49111*	.009
6-10 years	11-15 years	Aware	.04815	.802
16 years and above			.88090*	.000
1-5 years			-.38979-	.060
6-10 years	16 years and above	Strategies	-.83275-*	.000
11-15 years			-.88090-*	.000
6-10 years			-.04000-	.775
11-15 years	1-5 years	Clarity	.10444	.456
16 years and above			.78083*	.000
1-5 years			.04000	.775
11-15 years	6-10 years	Nonacceptance	.14444	.316
16 years and above			.82083*	.000

Experience	Experience	Variable	Mean Difference	p-value
1-5 years			-.10444-	.456
6-10 years	11-15 years	Goals	-.14444-	.316
16 years and above			.67639*	.000
1-5 years			-.78083-*	.000
6-10 years	16 years and above	Impulsive	-.82083-*	.000
11-15 years			-.67639-*	.000
6-10 years			-.30519-*	.028
11-15 years	1-5 years	Aware	-.24407-	.079
16 years and above			.29962	.050
1-5 years			.30519*	.028
11-15 years	6-10 years	Strategies	.06111	.666
16 years and above			.60480*	.000
1-5 years			.24407	.079
6-10 years	11-15 years	Clarity	-.06111-	.666
16 years and above			.54369*	.001

* Significant at 0.05 (2-tailed)

FIGURE 4
THE MAIN EFFECT OF PARTICIPANT TEACHING EXPERIENCE ON NONACCEPTANCE OF EMOTIONAL RESPONSES

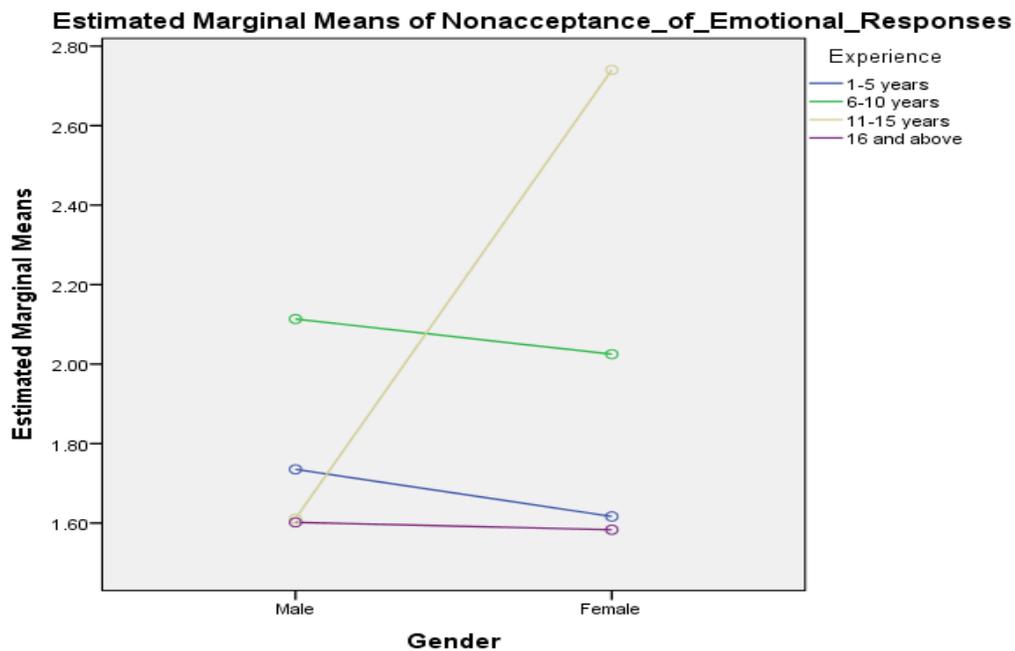


FIGURE 5
THE MAIN EFFECT OF PARTICIPANT TEACHING EXPERIENCE ON DIFFICULTIES
ENGAGING IN GOAL-DIRECTED

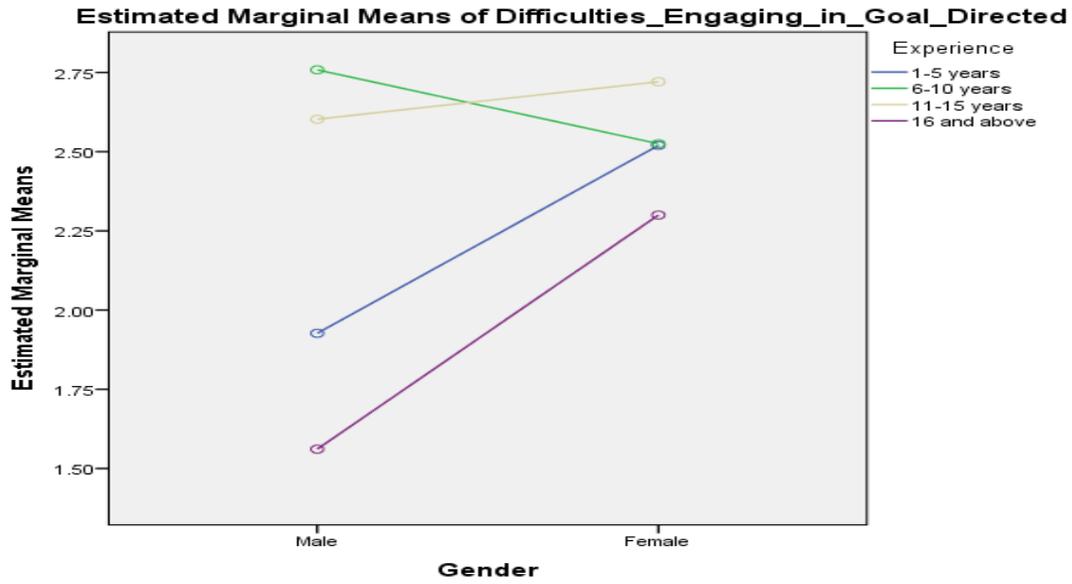


FIGURE 6
THE MAIN EFFECT OF PARTICIPANT TEACHING EXPERIENCE ON
IMPULSE CONTROL DIFFICULTIES

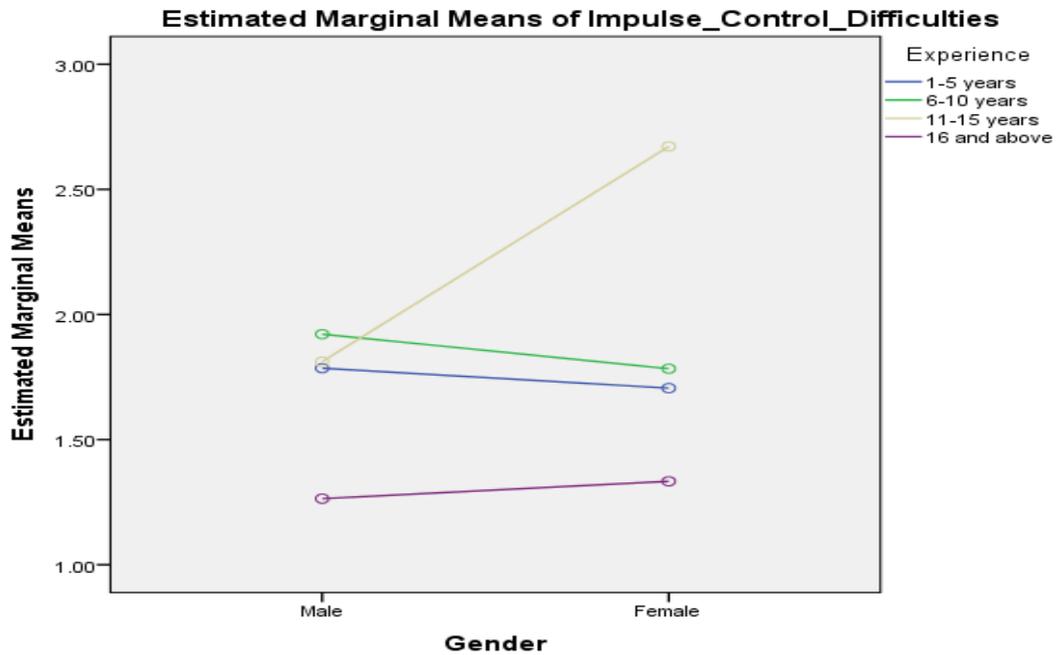
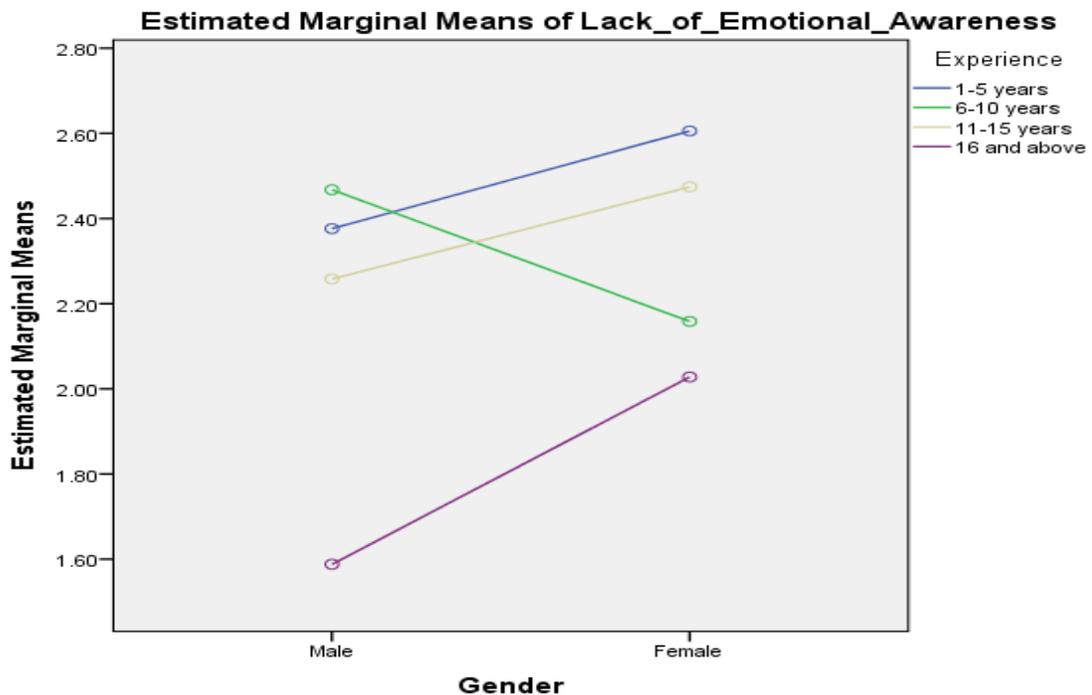


FIGURE 7
THE MAIN EFFECT OF PARTICIPANT TEACHING EXPERIENCE ON LACK OF EMOTIONAL AWARENESS



DISCUSSION

The current study has investigated emotional regulation difficulties among faculty members of different gender, teaching experiences, qualifications, and specializations. The findings of the study indicated that females have limited use of emotion regulation strategies compared to males. Because of socialization, female emotional expressions differ from males, where the female is raised to be interconnected, involved, and emotional. In contrast, males are more independent. In different societies, females perceive emotion regulation skills differently than males. Emotional involvement is also perceived differently in females than males (Ryan et al., 2005). There is a belief in society that female is more emotional than the man, and she experiences more emotional aspects and expresses emotions higher than males.

The intensity of emotions in females is higher than in males, and these beliefs exist in members of society at early ages. Prior studies have concluded that most of the time, females are more emotionally intense than males (Grossman & Wood, 1993; Fujita, Diener, & Sandvik, 1991; Diener, Sandvik, and Larsen, 1985). Other studies indicated that gender differences in emotional experiences are rooted in the difference in socialization between males and females (Brody & Hall, 1993; Fischer, 1993; Manstead, 1993). Some researchers believe that the differences between males and females result from our belief that they exist and that these differences appear in emotional expressions (LaFrance & Banaji, 1992; Shields, 1991). There is also an indication that the emotional experience is related to memory when describing the emotional experience. Based on this assumption, the differences between males and females are due to the memory of the emotional experience. Females remember emotional events more frequently than males (Davis, 1999; Seidlitz & Diener, 1998; Fujita et al., 1991).

When participants described their emotional experiences, females described themselves as more intense, more open about their emotions, more sensitive to their feelings, anxious, and sadder, based on memory measures (Barrett et al., 1998). However, when participants wrote about their emotional reactions moment by moment for two weeks or two to three months, no gender differences in emotional experience

appeared (Barrett et al., 1998; Feldman & Morganstein, 1996). Thus, socialization, individual beliefs, self-perception, and memory may contribute to females' limited use of emotion regulation strategies compared to males. Females may use limited emotion regulation strategies in response to observing these strategies in female models. Meanwhile, the cognitive, social learning theory emphasizes the significance of parental role models and how people learn from observing and imitating others. Children learn from their parents and friends how to manage their emotions by societal norms for their gender, providing them with a supportive environment that encourages the development of coping mechanisms that align with those standards.

Moreover, gender role standards explain what behavior is considered appropriate or expected in different social contexts, depending on the person's gender. Gender role norms serve as guidelines for what constitutes socially acceptable behavior for members of different genders in a given setting. Social acceptance and the prediction of behavior, including emotional regulation skills, result from expectations that adhere to standards. Individuals learn that the majority of males and the majority of females in a given culture tend to act in different ways in different fields and situations, most of which are acceptable, and that whoever is popular in society is the one who follows the paths consistent with the behavior of the majority; consequently, individuals learn that expectations conforming to the norms of the gender role will most likely provide a degree of acceptance.

One of the most prominent behaviors about how norms define gender roles is how an individual responds to and manages emotion and, thus, the strategies used to regulate the emotion. Sample members' thoughts in the current study about acceptable behavior were based on the influence of gender on their beliefs about the extent of emotion regulation strategies, as females showed beliefs of limited use of regulation strategies. The difference between males and females in the extent to which they use emotion regulation strategies shows that females are less likely to regulate emotion through emotion regulation strategies and that males are more likely than females to use emotion regulation strategies (Backus, 2013).

Nonacceptance of emotional responses, challenges with goal-directed activity, issues with impulse control, and a lack of emotional awareness were identified as problems with emotional regulation among experienced faculty members with 6–10 and 11–15 years of service, respectively. It is assumed that the number of years the sample members spent in the teaching profession affected what they acquired of knowledge, attitudes, concepts, and beliefs about managing negative emotions and expressing positive emotions in everyday situations and the skills they have formed in controlling the emotional state and understanding self-feelings, and the feelings of others (Zhao, You and Peng, 2013). The current study showed that faculty members with 1-5 years of teaching experience and from 16 years and above do not have emotional regulation difficulties. The reason for this may be the faculty members' interests in setting goals, controlling impulses, and developing emotions to succeed in their professional and social life. The faculty members with advanced teaching experience gained experience and learned various aspects of developing emotional awareness, setting goals, and self-regulation.

The results also showed that faculty members who hold a master's degree and faculty members of science specializations showed a higher level of lack of emotional awareness and emotional clarity compared to faculty members who hold a Ph.D. in humanities and social sciences. This result may be due to the learning and experience of the Ph.D. holders, so the skill and clarity of emotion awareness improve, and the faculty members who hold Ph.D. degrees become more interested in self-knowledge and emotions. The maturity of mental abilities affects the individual's ability to consider thoughts and feelings, express them clearly and frankly, and consider the thoughts and feelings of others. The educational system and topics in education and social specialties deal with social and emotional skills and their relationship to emotional growth and professional and social adjustment compared to topics and information in scientific specialties. The nature of the tasks and roles played by the education and social specialist allows the individual to develop the skill of emotional awareness, to know the emotions and feelings of oneself and others, and to use emotion regulation strategies.

CONCLUSION

It is important to understand faculty members' cognitive, emotional, and behavioral skills. This study has highlighted the emotional and social dimensions of faculty members required in academia and ways to succeed in managing life tasks and relationships with others, solving daily problems, and adapting to complex requirements (Marlow, Bloss, & Bloss, 2000). The current study attempted to reveal the effect of gender, teaching experience, qualification, and specialization on emotional regulation difficulties among faculty members. The results showed that females have limited use of emotion regulation strategies compared to males, and emotional regulation difficulties appeared among faculty members from 6 to 15 years of teaching experience. Nonacceptance of emotional responses, challenges with goal-directed activity, issues with impulse control, and a lack of emotional awareness were identified as problems with emotional regulation among experienced faculty members with 6–10 and 11–15 years of service, respectively.

RECOMMENDATIONS

The findings of the study guide us in identifying some essential recommendations. These recommendations include raising the awareness of female faculty members about the strategies for regulating emotions and using effective emotion regulation strategies through which the level of intensity and continuity of emotions can be regulated. In addition, educational institutions should develop social and emotional skills among faculty members with intermediate teaching experience through implementing awareness programs or training programs. Such training should include topics on social-emotional competence, self-regulation, and emotional regulation within the courses. Similar topics can be taught in scientific specializations for students to allow them to be more aware of the importance of emotional competencies.

LIMITATIONS

The emotional regulation difficulties scale was distributed to faculty members in private universities in Jordan and the UAE. There was a time limit because the study was conducted in the second semester of the academic year (2021/2022), and the human limits are the faculty members from scientific specializations, social sciences, education, and humanities who holds a doctorate and master's degree and considering the psychometric properties of the study tool.

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