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Exploring Ambivalent Sexism and Mental Health in Jordanian English Education: Mediating Effects of Self-Esteem, Anger Regulation and Feeling of Shame

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ARTICLE INFO	ABSTRACT
	College students in Jordan, regardless of gender or socioeconomic background, will likely encounter cognitive difficulties when attempting to learn English as a second language. This research aims to add to the existing literature by investigating the relationships between ambivalent sexism and mental health in Jordanian English-medium education, specifically how these factors interact with students' senses of self-worth, anger management skills, and guilt and shame. This study's primary data came from a statistically representative sample of university students in Jordan. Results from this study were determined after 703 surveys were analyzed using AMOS statistical software. Additionally, the results showed that self-esteem, shame, and anger regulation all significantly mediate the connection between ambivalent sexism and mental health. Because the study found that learning English as part of education impacted the mental health of Jordanian students, the authors recommend that preventative measures be taken. Specifically, this study focuses on using English as a medium of instruction in Jordan's public higher education institutions. This study's theoretical framework adds significantly to the literature by elucidating the connection between the study's variables. This study has important implications for college administration in Jordan and other similar settings, where dedicated efforts are being made to reduce the prevalence of mental health problems and issues among Jordanian students.

INTRODUCTION

Today, English has replaced many other languages as the primary means of international communication (Fathiyah et al., 2020). Additionally, English is used in international trade, which is essential for simple transactions (Mashudi et al., 2022). Students in non-English speaking countries are also encouraged to study English to better themselves and their countries

economically (Mashudi et al., 2022). With that in mind, the Jordanian government has made English a mandatory language of instruction, but new students may need help to pick up the language effectively and quickly (Valentina et al., 2022). Coaches of English in today's Jordanian classrooms introduce students to the fundamentals of the language to improve their English proficiency (Nasir and Dermawan, 2022).

Recent research by Fathiyah et al. (2020) found that when Jordanian students struggle with English, they often feel ashamed. Although English is very different for the people of Jordan, students must be taught it to have the best possible future (Santikarn and Wichadee, 2018).

To add insult to injury, Tortella et al. (2021) came to the same conclusion: English learning is challenging for Japanese students, and most reported mental problems are attributable to less productive English efficiency. Lo et al. (2018) found that the best way for employees to learn a new language in the workplace is to receive proper training and have it facilitated by an efficient management team. Chapleau et al. (2007) found that ambivalent sexism plays a significant role in language acquisition.

Bosson et al. (2010) showed that learning English is difficult for students who don't speak it as their native tongue because of the many significant obstacles they must overcome. According to Glick and Fiske (2001), any form of learning has psychological repercussions, and the sexist approach to learning any language is detrimental to the ideas being learned. According to Glick et al. (2002), fewer Russian women have learned English because they do not enroll in English language learning classes. This is attributed to ambivalent sexism in Russia. As a result of their research, Chen et al. (2009) concluded that learning English is challenging for both sexes. Since learning a new language is challenging regardless of gender, Glick and Fiske (2011) described learning English as a "mental struggle."

To add insult to injury, research by Pan et al. (2021) found that Jordanian students struggle to learn English and that most experience emotional distress when confronted with criticism of their efforts to do so. According to Lo et al. (2018), learning a language as an adult is much more complex, so Jordanian students must have access to English language classes from a young age. Recent research by Tortella et al. (2021) reached a similar conclusion: Jordanian students need to be encouraged to study English by receiving consistent social reinforcement. Many studies have discussed the importance of English language instruction for Jordanian students (Fathiyah et al., 2020; Santikarn and Wichadee, 2018), and others have suggested directions for future research into this area (Galanti et al., 2021; Glick and Fiske, 2018; Niamhom, 2020).

The missing links likely to cause any emotional or mental health problems among the students, especially those who wanted to learn a new language, were highlighted. Still, only a small number of studies have been conducted on the topic. To add to the existing body of knowledge, we sought to investigate the relationship between ambivalent sexism and mental health issues in English education among Jordanian students, paying particular attention to the role played by students' self-esteem, anger management skills, and sense of shame. This study's variables are organized into a framework that draws attention to the interplay between all factors that contribute meaningfully to the existing body of knowledge. The focus of this research is on English use in Jordan public schools. The recommendations from substantial research were used to develop this framework, which means that the earlier research has still made significant contributions to the literature. Zhang et al. (2021) suggested investigating whether or not self-esteem moderated the connection between ambivalent sexism and psychological well-being.

Nagel (2019) also argued that shameful emotion should be studied as a potential moderator of the link between ambivalent sexism and psychological well-being. Introducing new mediating variables within the current framework of ambivalent sexism and mental health is a novel contribution of the present study. Conversely, the significance of a link between ambivalent sexism and psychological well-being was investigated (Bosson et al., 2010). This study focused on this underexplored area of the literature to advance the theory by providing a more precise definition of the interrelationships between the relevant variables. This study has theoretical weight because of the framework we've used to illuminate the underbelly of this field. The significance of this research lies in its intention to provide a workable solution to the mental health issue among Jordanian students enrolled in English language programs. According to Mozahem and Adlouni (2021), students with low self-efficacy develop mental disorders when they are coerced into learning English.

According to the Ambivalent Sexism Theory proposed by Glick and Fiske (1996), Glick and Fiske (2011),

sexism is a multifaceted construct that includes hostile and benevolent sexist attitudes. The current study examines the presence of these two dimensions in Jordanian society and the role that hostility and generosity play in contributing to feelings of shame, stress, and anger among various members of society due to difficulties learning English in such a diverse society (Yakin and Totu, 2018). This theory gives theoretical backing to the conceptual clarity of the proposed framework in this study.

To prevent mental disorders from the stress and difficulty of learning English, as reported by Chen et al. (2020), psychologists in Jordan believe that only students with high emotional intelligence should be exposed to the language. Kazemitabar and Garcia (2021) argue that students who are ashamed do not pay attention in class, so it is important to find other ways to encourage them to learn effectively. Different surveys have reported these issues in Jordanian society (Lo et al., 2018; Pan et al., 2021; Tortella et al., 2021). However, there needs to be a breakthrough in education that creates simple methods for students to pick up any new language (Fathiyah et al., 2020; Jain et al., 2021; MHum et al., 2016; Wardani and Setiawan). The theoretical foundation of this research is aimed at drawing attention to and helping to solve the real-world issues that Jordanian students face as they attempt to learn English. The results of this study should be taken seriously because they highlight the importance of a systematic approach to enhancing the English education taught in Jordan in a way that protects the mental health of Jordanian students. It is worth noting that He and Chiang (2016) argued that there must be a realistic way to improve students' English language skills in Jordan. Therefore, the research is being conducted to address these concerns by focusing on self-esteem, shame, and anger regulation as crucial components of student mental health. There is a substantial road map in the study's limitations for pursuing additional research into previously unexplored areas of this literature.

The current research aims to achieve the following objectives:

- Investigate the relationship between ambivalent sexism and (mental health, self-esteem, feeling of shame, and anger regulation).
- Investigate the mediating role of (self-esteem,

feeling of shame, and anger regulation) between ambivalent sexism and mental health.

LITERATURE REVIEW

Ambivalent sexism

According to the Oxford Dictionary, ambivalent sexism is "the stereotypical ideology in which women are restricted to domestic affairs, and their freedom is directly dependent on the consent of men" (Glick et al., 1997). Furthermore, Christopher and Mull (2006) explained that ambivalent sexism differentiates how people think about the roles men and women play in society. Indeed, traditional and ambivalent sexism-based discrimination against women is not accepted in today's society due to the shift in traditional gender roles (Chen et al., 2009; Glick and Fiske, 2001; Glick et al., 2002; Mikołajczak and Pietrzak, 2014; Yakin and Totu, 2018). Today's societies reject the ambivalent sexism that was once popular. In the modern world, people of both sexes must enjoy the same civil liberties (Glick and Fiske, 2018). Equally discrediting ambivalent sexism against women is that it violates fundamental human rights (Christopher and Mull, 2006). Instead of focusing solely on women's inability and reluctance to acquire a wide range of practical skills, the aforementioned theoretical framework has been adopted from the literature and generalized to apply to both sexes. Theoretically, this is a huge step forward, as proposed by the study.

Self-esteem

In other words, self-esteem is "a person's belief in himself and his own merits" (Chatterjee et al., 2008). According to Zhang et al. (2021), motivation is "the encouragement one needs to perform any social task". According to new research by Chatterjee et al. (2008), people with higher self-esteem are more likely to be put in challenging situations and come out on top (Chang and Suttikun, 2017). Additionally, Dhandra (2020) identified self-esteem as a type of need that is lower than self-actualization but higher than the social need of any individual. And as pointed out by Chatterjee et al. (2008), those who have a healthy dose of confidence in themselves are also the most proactive and well-organized when it comes to achieving their goals. Recent research by Murad et al. (2022) supports the idea that extroverts have high levels of self-esteem because they are willing to take

the initiative and think for themselves. This study aims to fill a gap in the literature by exploring the relationship between ambivalent sexism and mental health and self-esteem.

Feeling of shame

Shame is "the sense of guilt when a person observes that their mistakes are going to disclose against the people," as defined by psychologists (Nagel, 2019). Shame, in this sense, is people's internalized guilt for various transgressions (Matos et al., 2015). A person who has made a mistake will always feel embarrassed if that mistake is brought to light in public (Matos et al., 2015). Even more so, Kazemitabar and Garcia (2021) warned that shame is so scary that it can cause people to withdraw from society and endure untold hardship. Furthermore, Zainuddin (2018) noted that shame is directly related to people's psychology and thus can lead to psychological issues. Therefore, the current study attempts to fill a gap in the literature on education psychology by exploring the relationship between ambivalent sexism and mental health and shame.

Anger regulation

Controlling anger "when pity or sorrow arouses in any individual for the sake of revenge" is an example of anger regulation (Phillips et al., 2006). According to new research by Espino et al. (2022), humans need anger regulation to perform well under pressure. Strong people always find healthy outlets for their anger, which is why Karababa (2020) argued that EQ plays a role in anger management. The anger management consultant specialist should be contacted because, as Di Giunta et al. (2018) emphasized, anger management is a proper psychological process. As a result, studies examining the connection between ambivalent sexism and mental health and anger regulation are relatively rare in the literature, and the current body of research seeks to fill this gap.

Mental health

One's mental health can be defined as "the state of mind that prompts him to perform any action in the routine work" (Galanti et al., 2021). A psychologist handles any emotionally taxing or traumatic experience, so psychology is relevant to the study of mental health (Kjellstrom et al., 2007; Wachs et al., 2019; Subasinghe, 2021). A student's mental health directly correlates to how quickly and confidently they can learn (Chen et al., 2020). Furthermore, Waller et al. (2015) emphasized the importance of the student's mental health for their success, citing how those with poor mental health underperform their peers academically. As a result, mental health is a psychological issue, as Hasan et al. (2022) emphasized.

Hypotheses development

Sexuality is a dividing line in any culture and affects people's life prospects (Chapleau et al., 2007; Glick et al., 1997). Cultures vary greatly in how they view gender. While sexism exists everywhere, it reaches epidemic proportions in some cultures (Bosson et al., 2010; Glick and Fiske, 1997). But there are also places where people of all genders who have a healthy sense of self-worth can find a way to live that is both sustainable and fulfilling (Christopher and Mull, 2006; Glick and Fiske, 2011). Women's low self-esteem results from patriarchy, which denies them the same economic opportunities as men (Chen et al., 2009; Glick and Fiske; Glick et al., 2002; Mikołajczak and Pietrzak, 2014). According to studies, ambiguous sexism harms people's bravery and moral values (Chen et al., 2009; Glick and Fiske, 2001; Glick et al., 2002). Students who value themselves significantly are not held back by sexism (Chatterjee et al., 2008; Zhang et al., 2021). In the United States of America, women experience less discrimination because of their gender than in other countries (Chatterjee et al., 2022). Therefore, American women have higher confidence and economic independence levels than ever before (Dhandra, 2020). As a result of having their fundamental human rights violated based on preconceived notions about women, the women of developing countries have low confidence levels (Chang and Suttikun, 2017). The gender divide in society is reflected in how the various institutions treat their students (Chatterjee et al., 2008). Thus, Chang and Suttikun (2017) conclude that sex differences in society bind students with low self-esteem, which threatens the integrity of society.

H1. There is a significant relationship between ambivalent sexism and self-esteem.

Even today, sexism is pervasive in Jordanian society (Chen et al., 2009; Glick and Fiske, 2018; Mikołajczak and Pietrzak, 2014). In Jordan, women face obstacles

to pursuing specific careers due to stereotypes. As a result, the women experience embarrassment (Glick and Fiske, 2018). The research of Chen et al. (2009) showed that women are not afforded equal rights and are pressured to conform to social norms out of shame. Sharma et al. (2022) concluded that students experience feelings of shame when the other gender demonstrates exceptional performance. Sexism is a significant factor in the students' internalized feelings of worthlessness. According to a new study by R. Viner et al. (2022), shame leads people to feel remorse and guilt, which undermines their sense of morality and prevents them from engaging in potentially immoral behaviors. In this regard, it is society's duty not to be dogmatic about gender roles but to grant equal rights to both sexes (Tortella et al., 2021). This means that people's values shouldn't be tested against the preconceived notions of society and that everyone deserves a shot at a better life. In addition, Viner et al. (2022) showed that shame related to sexual differences is associated with mental health issues.

H2. There is a significant relationship between ambivalent sexism and feeling of shame.

Negative emotions are difficult to control, and only a select few have mastered the art of anger management (Espino et al., 2022). Usman et al. (2021) emphasized that those high in EQ can better understand their emotions and regulate them in response to their surroundings, making them more proactive in dealing with anger management issues. In addition, Karababa (2020) found that controlling anger is not particularly difficult for most people; however, sexual differences mean that men and women have different levels of proficiency in this area. Dowdeswell and Hania (2014) came to a similar conclusion, arguing that dividing society along gender lines is harmful because it prevents people from tackling many issues. Because of their illogical thinking, the students have less self-control when they become angry (von Salisch and Zeman, 2018).

For their part, Di Giunta et al. (2018) theorized that high-achieving students don't show anger because they are more emotionally intelligent and can rationalize their positions. In addition, the researchers Dou et al. (2020) found that sexual orientation is significantly correlated with how well people control their anger. Additionally, anger regulation aids in cognitive control without panic in critical situations, as reported by Otterpohl et al. (2022). Consequently, controlling one's temper is a powerful and widely recognized human characteristic, but it is not a skill that comes naturally to everyone.

H3. There is a significant relationship between ambivalent sexism and anger regulation.

People's ability to respect and value themselves is the most important factor in their success (Otterpohl et al., 2022). People who have a healthy dose of confidence in themselves are not easily rattled, even in the face of adversity, and will always find a way to get the job done (Taylor et al., 2019; Usman et al., 2022). However, people who struggle with low self-esteem face mental barriers that prevent them from reaching their full potential (Tamir et al., 2008). More so, Moroń and Biolik-Moroń (2021) noted that students in Jordan who have higher self-esteem are more likely to succeed in school and go on to have successful careers. According to research by Elsayed et al. (2019), students with low self-esteem are more likely to encounter social problems. People act in accordance with their psychological capabilities, which is why Steele et al. (2009) claim there is a connection between self-esteem and human psychology.

Brodie et al. (2019) made a similar point, emphasizing the importance of student's self-esteem in ensuring that they remain rational and capable in trying circumstances. Intriguingly, Kozłowska et al. (2022) argued that managing an individual's self-esteem is challenging since people have different values. Therefore, people with low self-esteem should be guided, so they perform well, avoiding any feelings of nervousness, as highlighted by Haigh et al. (2011).

H4. There is a direct relationship between self-esteem and mental health.

People's mental health can be negatively impacted by shame because they become overly anxious about it (Galanti et al., 2021). According to recent studies in psychology, feelings of shame can lead a person to isolate themselves, leading to mental health problems (Kjellstrom et al., 2007). It has been found that shame can have a negative impact on mental health, as reported by Wachs et al. (2019). Those who try to cover up their shame are less equipped to handle other people's bad behavior (Chen et al.,

2020). Students in Jordan feel embarrassed when their English pronunciation is incorrect (Lazaroiu et al., 2019).

Like extroverted people, introverted people often feel shame because they believe their guilt is not acceptable in mainstream culture (Sharma et al., 2022). Waller et al. (2015) pointed out that guilt can lead to mental illness and that therapy can't help those who feel guilty. A sense of shame should be avoided in this context to protect oneself from the potentially harmful effects of guilt (Hasan et al., 2022; López-Meneses et al., 2020; Rahman et al., 2021). 59% of Jordanian students, according to a study by Viner et al. (2022), say they are embarrassed to try new things in school. A person's health is put at risk by feelings of guilt and shame because they disrupt the normal functioning of the brain (Viner et al., 2019).

H5. There is a direct relationship between the feeling of shame and mental health.

Phillips et al. (2006) noted the importance of controlling one's anger for maintaining good mental health. It is crucial to understand that those with lower levels of emotional intelligence are more likely to struggle with anger management due to an inability to rein in their emotions (Elsayed et al., 2019). Similarly, Steele et al. (2009) noted that people with low or nonexistent anger management stability are problematic because they bring unneeded discord into their social circles. In addition, as Brodie et al. (2019) noted, current psychological thinking holds that poor anger management can increase the risk of developing mental health problems. Kozłowska et al. (2022) further demonstrated a positive correlation between people's psychological well-being and automated capacity. According to research highlighted by Hoseini et al. (2022), those who lack self-control are seen as unreliable and are often avoided by their social circles. But the research by Haigh et al. (2011) suggests that people's self-control can be improved through physical activity and moral education and that they should be protected from information about important mental health issues. Tamir et al. (2008) found that people with high moral standards are better able to control their tempers and less likely to suffer from mental health problems because they are adept at avoiding situations that could trigger them. However, it was pointed out that insufficient research

had been conducted to identify the missing pieces that could lead to student's emotional or mental health issues, especially among those trying to learn a new language. Our research aims to shed light on the relationship between ambivalent sexism and mental health issues in English education among Jordanian students by looking at the role of mediators like self-esteem, anger management skills, and shame. This study's variables are organized into a structure that draws attention to the interplay between all factors relevant to the existing body of knowledge. This research is limited to the use of English in Jordanian public schools. Although the earlier studies have contributed significantly to the literature, this framework was built using suggestions from substantial studies. In a previous section, we mentioned that Zhang et al. (2021) suggested investigating whether or not self-esteem moderated the connection between ambivalent sexism and psychological well-being.

In addition, Nagel (2019) suggested investigating whether or not shame moderates ambivalent sexism and psychological well-being. This study adds new mediating variables to the existing framework of ambivalent sexism and mental health, which was not explored in the prior research. However, the study also examined whether or not ambivalent sexism is associated with poor mental health (Bosson et al., 2010). This study adopted a previously unexplored and understudied area of literature to advance the theory by defining the interrelationships between its constituent parts more precisely. This study has theoretical weight because of the framework it uses to shed light on the underbelly of this field of study. This research stands out because it intends to provide a concrete solution to a pressing issue in mental health care for Jordanian students enrolled in English language programs. Students with low self-efficacy develop mental disorders when they are coerced into learning English, as reported by Mozahem and Adlouni (2021).

H6. There is a significant direct relationship between anger regulation and mental health.

An individual's sense of self-worth is crucial because it's a barometer of their emotional health (Fang et al., 2022; Lucantoni et al., 2022). People who believe in themselves and their abilities are less likely to

let sexism hold them back from success (Yılmaz and Eldeleklioğlu, 2019). Low self-esteem makes people more likely to fall prey to mental health issues because they see them as an existential threat to their future (Puntub and Greiving, 2022). Every culture has gender differences, and it's up to its members to find ways to overcome them and improve their mental health (Sobhani et al., 2022). Based on their research, Park et al. (2016) concluded that sexism is unhealthy for society because it causes distress and illness in mind. Having their self-esteem shattered and their nerves frayed, women who are denied employment in their preferred field are more likely to suffer from mental health problems later in life, which can be detrimental to their economic success (Brooks et al., 2022; Mache et al., 2017). According to Brooks et al. (2022), self-esteem contributes to rising psychological problems among people who live in a sexist society. Zhang et al. (2020) also emphasized the importance of self-esteem in managing mental health and carrying out various daily activities.

H7. There is a mediating role of self-esteem in the relationship between ambivalent sexism and mental health.

The anxiety can be difficult for those who take a more destructive approach to sexism (Wachs et al., 2019; AL-Takhayneh et al., 2022; **?** , 2021). As a result, fewer people in the modern era are affected by sexism and other forms of prejudice, as well as fewer mental health issues (Galanti et al., 2021; Kjellstrom et al., 2007). The traditional population, however, is more vulnerable to ambivalent sexism because of their anxiety and shame (Lazaroiu et al., 2019). People who are emotionally and mentally stable rarely, if ever, experience shame because they can keep their emotions under control (Sharma et al., 2022; Waller et al., 2015). Otherwise, those who experience varying degrees of shame are more likely to worry and have a low opinion of themselves (Rahman et al., 2021; Waller et al., 2015). Hasan et al. (2022) concluded that self-esteem, shame, and one's psychological fortitude are all interconnected in a significant way.

Therefore, Tranaeus et al. (2022) reported that shame is untraceable guilt if people are not emotionally well-equipped. This harms their mental health because emotionally weak people get into psychological problems. Shame can negatively affect a person's mental and physical health, which is why Li et al. (2022) stressed the importance of avoiding it. Therefore, Chen et al. (2020) proved that students, employees, and professionals should conduct emotional intelligence training.

H8. There is a mediating role of the feeling of shame in the relationship between ambivalent sexism and mental health.

Anger management is increasingly important in today's world; people need more anger regulation to avoid developing mental health issues (Chen et al., 2020; Lazaroiu et al., 2019; Wachs et al., 2019). Consequently, Tranaeus et al. (2022) concluded that people who experience shame are more likely to have anger issues. Furthermore, Li et al. (2022) reported that anger regulation is crucial for public mental health because those with strong mental health are less likely to struggle with serious issues like shame and low self-esteem. It was also determined by Iksan et al. (2022) that people should have a high tolerance for stress and take care of their mental health by avoiding behaviors that could lead to anger. Grégoire et al. (2015) agree that controlling one's temper is an important skill for maintaining good mental health in the general population. Anxiety and depression are two mental health issues stemming from ambivalent sexism (Vanore et al., 2021; Alvi et al., 2022; Ahmad et al., 2015). Ahorsu et al. (2020) report that people with low self-efficacy and self-esteem are vulnerable to these issues and experience mental health difficulties. Shon and You (2020) argue that transmitting parental mental health problems to offspring threatens human survival. However, Chai (2022) found that there should be anger management coaches because it is difficult for people to have healthy survival with robust mental health without proper anger management.

H9. There is a mediating role of anger regulation in the relationship between ambivalent sexism and mental health.
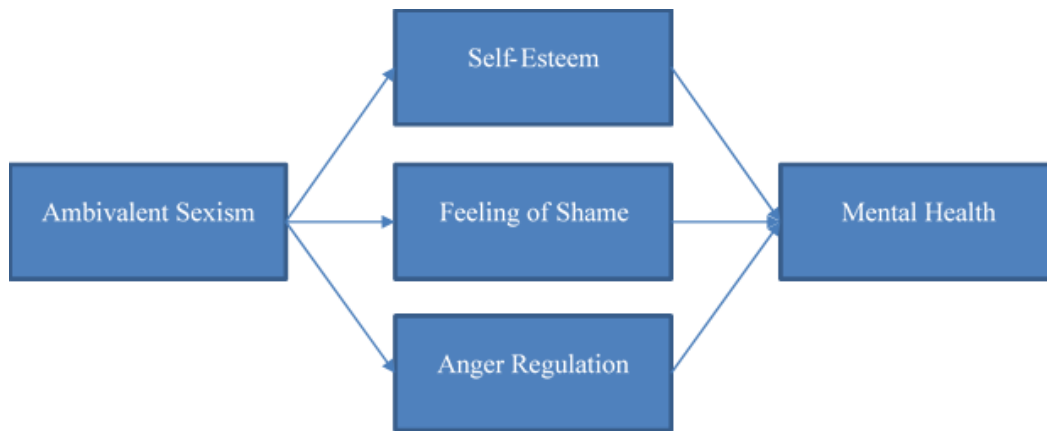
Figure 1: Theoretical framework

MEASUREMENT AND DATA COLLECTION

Primary data for this study were gathered using a five-point Likert scale, consistent with previous research on topics such as mental health, shame, self-esteem, anger management, and ambivalent sexism (Chatterjee et al., 2008; Athar et al., 2021). The questionnaire's scale items were adapted from those found in published research. Exploration research typically employs cross-sectional data collection due to its ease of use. Therefore, a survey was used to compile the data for this study. Survey-based cross-sectional data has been used in previous mental health studies due to its low cost relative to alternative methods. This investigation quantified ambivalent sexism using a modified version of Glick and Fiske (2018) 11-item scale. The items on these scales were used to analyze the connection between ambivalent sexism and factors like self-esteem, shame, anger management, and psychological well-being. The findings of this study were determined using these scales because they were instrumental in illuminating the crucial part ambivalent sexism plays in the theoretical framework of this investigation. Collectively, these scale items measure ambivalent sexism to add to the existing literature. For this study, Cronbach's alpha for the ambivalent sexism measurement scale was above 0.84, proving its reliability and validity.

Secondly, the self-esteem factor was quantified by adapting a 10-item scale developed by Chatterjee et al. (2008). The items on these scales were used to analyze the correlation between self-esteem and ambivalent sexism, shame, anger management, and psychological well-being. The results of this study's measurement scales were used to grasp better the pivotal function of self-esteem in the research design. There is a need to improve the body of literature on self-esteem, and these scale items do just that. The validity of the self-esteem measurement scales was established by a Cronbach's alpha score above 0.89.

Thirdly, the shame factor was measured by adapting a scale of 18-items developed by Matos et al. (2015). Researchers used the items from the above scales to examine the connection between shame and ambivalent sexism, low self-esteem, difficulty controlling anger, and psychological distress. The results of this study's measurement scales were used to comprehend better the pivotal part shame plays in the research design. Individually, these scale items measure shame, but they add to the body of knowledge about the emotion. The validity of the shame measurement scales was established by a Cronbach's alpha of 0.93 or higher, so their use in the study was warranted.

Fourthly, the items from the scale created by Steele et al. (2009) were modified to assess the anger management factor. The items on these scales were used to analyze the connection between anger management and factors like self-blame, ambivalent sexism, confidence, and emotional well-being. The results of this study's measurement scales were used to comprehend better the pivotal function of anger management in the research design. This set of scale items measures anger control, adding to the existing literature on the subject. The anger regulation measurement scales were found to have a Cronbach's alpha of greater than 0.83, indicating their reliability

and suitability for the study.

Finally, Yılmaz and Eldeleklioğlu (2019) 8-item scale was modified for this research to assess participants' emotional well-being. The items on these scales were used to examine the connection between psychological well-being, anger management, shame, ambivalent sexism, and self-esteem. These quantitative tools were created to help researchers quantify the importance of mental health in their research design. This collection of scale items measures mental health and adds to the existing literature. Psychiatric measurement scales were considered reliable because their Cronbach's alpha values were more significant than 0.90. Given the need to collect a large amount of data quickly, we opted to use a random sampling strategy for this study's data collection. Medical research conducted by Murad et al. (2022) used random sampling. Students attending Jordanian universities funded by the government's public sector were the subjects of this study because their participation was deemed the most appropriate and accurate. In accordance with the principles of the random sampling method, a sample size of 700 was considered adequate for this study. Because of this mistrust, 800 questionnaires were printed and given to the participants to fill out. Members were assured that their confidentiality would be maintained at all times and that their data would not be sold or given to any other organization. Despite the initial 800 responses, only 703 were complete and usable for analysis. Because of its widespread application in mental health research, the

AMOS was considered for the data analysis.

FINDINGS

Measurement model

This research used confirmatory factors analysis to ensure the constructs were sound. According to Nunnally (1994), α = 0.70 is the minimum level of reliability and validity for research instruments. With a Cronbach's alpha above 0.70, the items used in this research performed above and beyond expectations. When compared to Nunnally (1994) suggested cutoff of 0.40, the factor loadings of the items in this study were significantly higher. Table 1 demonstrates the validity and reliability of the study scale items used to collect the information.

A study scale's discriminant validity is evaluated to establish the dissimilarity between its components, as suggested by Fornell and Larcker (1981). Generally speaking, the AVE for research constructs should be higher than the square of the correlation between the construct and any other constructs. Discrimination in the study's measurements is explained in Table 2 and supports the study's validity. Additionally, convergent validity assesses the level of agreement between factors that are supposed to measure a single construct. Also, convergent validity was evaluated using Average Variance Explained (AVE), convergent validity, and Composite Reliability (CR). No construct's AVE or CR in the findings should be less than 0.5, and both should be above 0.6. This study found evidence of discriminant validity in the study's research instruments.

Table 1: Results of Exploratory Factor Analysis

Construct	Description	α	Standardized Factor Loadings
Self-Esteem	I feel that I'm a person of worth, at least on an equal plane with others.	0.81	0.819
	I feel that I have some good qualities.		0.871
	I am inclined to feel that I am a failure.		0.879
	I can do things as well as most other people.		0.872
	I do not have much to be proud of.		0.814
	I take a positive attitude toward myself.		0.819
	On the whole, I am satisfied with myself.		0.891
	I certainly feel useless at times.		0.825
	I wish I had more respect for myself.		0.911
	At times I think I am no good at all.		0.971
Mental Health	I am often carefree and in good spirits.	0.97	0.927
	I enjoy my life.		0.828
	All in all, I am satisfied with my life.		0.872
	In general, I am confident.		0.863
	I manage well to fulfill my needs.		0.879
	I am in good physical and emotional condition.		0.864
	I feel that I am well equipped to deal with life and its difficulties.		0.828
Anger Regulation	I control my temper.	0.92	0.829
	I try to be patient.		0.817
	I keep my cool.		0.873
	I stay well behaved.		0.866
	I try to stay calm and settle the problem.		0.835
	I try to control my angry feelings.		0.893
Ambivalent Sexism	Women exaggerate problems at work.	0.86	0.816
	Women are too easily offended.		0.894
	Most women interpret innocent remarks as sexist.		0.973
	When women lose fairly, they claim discrimination.		0.916
	Women seek special favors under the guise of equality.		0.991
	Feminists are making reasonable demands.		0.839
	Feminists not seeking more power than men.		0.925
	Women seek power by gaining control over men.		0.892
	Few women tease men sexually.		0.829
	Once a man commits, she puts him on a tight leash.		0.876
	Women fail to appreciate all men do for them.		0.893
Feeling of Shame	I feel other people see me as not good enough.	0.89	0.836
	Other people see me as small and insignificant.		0.836
	People see me as unimportant compared to others.		0.927
	Other people see me as not measuring up to them.		0.812
	I think that other people look down on me.		0.821
	I feel insecure about others' opinions of me.		0.937
	Others think something is missing in me.		0.871
	Other people see me as somehow defective as a person.		0.853
	I think others can see my defects.		0.836
	Other people always remember my mistakes.		0.836
	Others see me as fragile.		0.824
	Other people put me down a lot.		0.852
	Others see me as empty and unfulfilled.		0.873
	People see me as striving for perfection but being unable to reach my standards.		0.947
	Others are critical or punishing when I make a mistake.		0.988
	Other people look for my faults.		0.894
	People distance themselves from me when I make mistakes.		0.894
	Other people think I have lost control over my body and feelings.		0.837

Table 2: Reliability, validity statistics, and correlations

	CR	AVE	MSV	MaxR (H)	1	2	3	4	5
AS (1)	0.728	0.689	0.589	0.893	0.848				
SE (2)	0.871	0.686	0.581	0.992	0.664***	0.781			
FS (3)	0.782	0.696	0.574	0.923	0.782***	0.688***	0.772		
AR (4)	0.886	0.682	0.562	0.813	0.752***	0.593***	0.792***	0.871	
MH (5)	0.882	0.695	0.553	0.984	0.881***	0.585***	0.986***	0.776***	0.872

Furthermore, the goodness of fit of the measurement model was evaluated using the comparative fit index, the normed fit index, the excellent fit index, the adjusted good fit index, and the observed normed fit index. Table 3 shows that the fit indices satisfy the proposed criteria for assessing model fit.

Table 3: Fit indices of the CFA model

Measure	Recommended Threshold	Abbr.	Scores
Chi-square/df (CMIN/DF)	< 3.0	χ^2/df	2.711
Comparative Fit Index	> .90	CFI	0.97
The Normed Fit Index	> .90	NFI	0.98
Goodness of fit	> .90	GFI	0.94
Adjusted Goodness of fit	> .80	AGFI	0.91
Root Mean Square Residual	< .08	RMR	0.07
Standardized Root Mean Square Residual	< .08	SRMR	0.07
Root Mean-Square Error of Approximation	< 0.08	RMSEA	0.06

Structural model

The hypotheses of this study are tested with AMOS statistical tool. Firstly, the findings disclosed the significant impact of ambivalent sexism on self-esteem (t = 3.987) and (p = 0.000). Secondly, the findings revealed the significant impact of ambivalent sexism on the feeling of shame (t = 3.707) and (p = 0.000). Thirdly, the findings unveiled the significant impact of ambivalent sexism on anger regulation (t = 3.699) and (p = 0.000). Fourthly, the findings demonstrated the significant impact of self-esteem on mental health (t = 4.113) and (p = 0.000). Fifthly, the results confirmed the significant impact of the feeling of shame on mental health (t = 3.793) and (p = 0.000).

Sixthly, the findings proved the significant impact of anger regulation on mental health (t = 4.932) and (p = 0.000). Seventhly, the results established the significant mediating role of self-esteem in the relationship between ambivalent sexism and mental health (t = 3.983) and (p = 0.000). Eighthly, the values pointed out the significant mediating role of the feeling of shame in the relationship between ambivalent sexism and mental health (t = 5.731) and (p = 0.000). Lastly, the findings revealed the significant mediating role of anger regulation in the relationship between ambivalent sexism and mental health (t = 5.731) and (p = 0.000). The standard path coefficient findings are available in Table 4.

Table 4: Standard path coefficients

Hypotheses	Estimate	t Values	p Values	Results
1	0.304	3.987	0.000	Significant
2	0.244	3.707	0.000	Significant
3	0.472	3.699	0.000	Significant
4	0.401	4.113	0.000	Significant
5	0.413	3.793	0.000	Significant
6	0.392	4.932	0.000	Significant
7	0.209	3.983	0.000	Significant
8	0.322	5.731	0.000	Significant
9	0.453	4.985	0.000	Significant

DISCUSSION

The study's results are based on responses to a questionnaire formatted as a Likert scale. All of the study's hypotheses were confirmed using the statistical software AMOS. First, there was a significant correlation between ambivalent sexism and confidence, as shown by the results of H1. Similarly, the findings of this study are consistent with the findings of prior research (Christopher and Mull, 2006). Glick et al. (2002) show that self-esteem is connected to sexism.

In addition, Glick and Fiske (2001) drew on the same data in their investigation of ambivalent sexism's impact on human character and psychological illness. These findings are consistent with previous studies that have demonstrated the impact of ambivalent sexism on psychological well-being, so the hypothesis is supported (Bosson et al., 2010). Second, evidence from Hypothesis 2 showed that ambivalent sexism significantly affects how one feels about oneself. The findings of this study corroborate those of Zhang et al. (2021), who used sexism to explain the shame that some people feel because of societal differences. Previous studies on mental health also found that ambivalent sexism is crucial for mental health issues that lead to shame (Chang and Suttikun, 2017; Dhandra, 2020). The results of this study are consistent with those of previous studies that have found a connection between one's emotional well-being and mental health (Dias et al., 2018; Gray, 2020; Niedzwiedz et al., 2021; Pachón-Blanco et al., 2022). Therefore, the results of this study are consistent with this hypothesis, as shown by the comparison to prior studies (Hasan et al., 2022; Viner et al., 2022). Finally, H3 findings uncovered a crucial link between ambivalent sexism and anger management. The impact of ambivalent sexism on anger regulation was also determined by Mikołajczak and Pietrzak (2014). These findings also have direct relevance to the findings of recent research (Bosson et al., 2010; Christopher and Mull, 2006; Glick and Fiske, 1997, Glick and Fiske, 2011). The connection between anger management and sexism was also uncovered by Espino et al., 2022. Also, the findings of this study were similarly interpreted by Dou et al. (2020), who found that ambivalent sexism plays a role in anger management and mental illness. This finding is consistent with previous research that highlighted the role of prejudice uncertainty in developing shame (Brodie et al., 2019; Elsayed et al., 2019; Steele et al., 2009).

Fourth, research has shown that having a high opinion of oneself significantly impacts one's emotional well-being (H4). Excitingly, the results of this study are consistent with those of Di Giunta et al. (2018), who found that low self-esteem is a feature of several mental health disorders among college students. Self-esteem was a significant contributor to mental health issues due to ambivalent sexism in the original studies on mental health (Chen et al., 2022; Lo et al., 2018; Lucey, 2017). Surprisingly, the findings are consistent with the successful assumption of previous studies that have uncovered a connection between low self-esteem and mental health problems (Muñoz-Pascual and Galende, 2020; Park et al., 2016; Sobhani et al., 2022). Therefore, the similarities between this hypothesis and previous research findings are confirmed by this study (McGorry et al., 2022).

Last but not least, Hypothesis 5 (H5) found a correlation between shame and psychological well-being. Feeling guilty has a direct correlation to mental illness, according to Smith et al. (2022). Furthermore, the results of this study have been linked to the findings of prior studies (Rahman et al., 2021; Waller et al., 2015). The association between shame and mental illness was also discovered by Galanti et al. (2021). This study's findings were similarly interpreted by Viner et al. (2022), who found that guilt played a role in controlling anger and psychological issues.

Extant studies have shown the value of anxiety with a sense of shame, and this hypothesis' significance mirrors those findings (Ahmad et al., 2021; Chang et al., 2022; de Figueiredo et al., 2021). Sixthly, H6 has far-reaching consequences for mental health regarding anger management. This study's findings are consistent with previous studies, which found that students with poor anger management are more likely to experience mental health problems (Hill et al., 2021; Pan et al., 2021; Papwijitsil et al., 2021; Smith et al., 2022). In addition, earlier studies on emotional health revealed that anger management is associated with severe mental complications (Di Giunta et al., 2018; Espino et al.,

2022; Karababa, 2020; Otterpohl et al., 2022; von Salisch and Zeman, 2018). Interestingly, the current study's findings are similar to the successful results of a previous study that investigated the link between student anger and mental health issues (Phillips et al., 2006). As a result, this study provides further evidence that this hypothesis is consistent with previous research (Brodie et al., 2019; Elsayed et al., 2019; Kozłowska et al., 2022).

The H7 findings clarify why self-esteem plays a pivotal role as a mediator between ambivalent sexism and psychological well-being. Consistent with previous research (Di Giunta et al., 2018; Kozłowska et al., 2022; Moroń and Biolik-Moroń, 2021; Otterpohl et al., 2022; Tamir et al., 2008), these results highlight the importance of high self-esteem in preventing mental health problems. Another group of researchers, Zhang et al. (2021), came to the same conclusion: students' sense of self-worth is crucial to their overall development as people. Prior research conducted by Chatterjee et al. (2008) found that students' confidence and bravery directly impact their intellectual development. Therefore, the significance of this mediating relationship in this study is substantial, as it contributes to the growing body of research on mediating relationships.

The results of H8 also shed light on how shame acts as a mediator between ambivalent sexism and psychological well-being, two important topics. These findings are consistent with those from previous studies (López-Meneses et al., 2020; Rahman et al., 2021; Waller et al., 2015) that found that a sense of shame is important in avoiding psychological syndromes. The researchers Viner et al. (2022) agreed that severe shame is a problem for emotionally mature college students. Azam and Khan (2017) acknowledged that undergraduates' guilt and shame are crucial to their psychological growth. The study's mediating hypothesis is crucial because it allows researchers to probe the existing literature. Finally, findings from H9 shed light on the pivotal role anger regulation plays in bridging the gap between ambivalent sexism and psychological well-being. Therefore, these findings are consistent with previous studies that concluded that controlling one's anger is crucial for preventing mental health issues. However, Dou et al. (2020) found that measuring

anger management as necessary for mental health improvement was also important. For students' mental growth, Espino et al. (2022) noted that emotional intelligence training can help them better manage their anger. The mediating relationship in this study is substantial and similar to previous mediating hypotheses, so it adds to the existing body of work.

IMPLICATIONS

Theoretical implications

This research added to the existing body of knowledge by investigating the link between ambivalent sexism and students' mental health in English classes in Jordan, precisely how these constructs (self-esteem, anger management, and shame) function as mediators between the two variables. Few previous studies on the connection between ambivalent sexism and psychological well-being in Jordanian English education addressed the mediating role (of self-esteem) in this process (Glick and Fiske, 2018; Phillips et al., 2006). Consequently, this research improves knowledge by adding a novel mediating variable to the mental health framework. Understanding the factors that affect mental health due to ambivalent sexism requires understanding this significant mediating relationship. Similarly, Flavián et al. (2019) state that very little attention was paid to the mediating role of shame in the connection between ambivalent sexism and mental health in Jordanian English education. Insight into a novel mediating variable within the mental health framework has been provided by this study, thus advancing our understanding. This substantial mediating connection is crucial for a complete understanding of the factors that affect mental health from ambivalent sexism. Finally, according to our understanding of ambivalent sexism's impact on mental health in Jordanian English-language classrooms, the mediating role of anger regulation has not been investigated nearly enough (Kersten and Greitemeyer, 2022). In light of this, this research contributes to the theoretical mental health framework in Jordanian English education by adding a new mediating variable. Significantly, the body of knowledge concerning the factors influencing mental health from ambivalent sexism is dominated by this noteworthy mediating influence. A significant theoretical contribution of

this study is the introduction of three new variables to investigate ambivalent sexism and mental health in Jordanian English education, with the mediating effects of self-esteem, anger regulation, and shame. As a result, the theoretical framework established by this study contributes significantly to the mental health field.

Practical implications

The theoretical implications of this study are important. Still, the study's practical implications are even more so for the mental health of Jordanian students who are learning English. The government of Jordan should prioritize raising students' confidence as the first step toward better English language education and a better future for the country as a whole. When students feel good about themselves, they are less likely to be inhibited by guilt or shame, leading to increased productivity in the classroom. A student's ability to learn a new language and overcome their ambivalent sexism concerns can be significantly enhanced by attending the personality-improvement coaching classes offered to them. Administration at Jordanian universities must also work to alleviate students' shame. Students who experience feelings of embarrassment are, in fact, less effective in the classroom. However, by providing students with more enrichment opportunities, the school administration can help alleviate students' feelings of shame and boost their academic performance. It's undeniable that American youth are consistently exposed to programs designed to help them feel good about themselves and lessen their likelihood of ever experiencing shame. Jordanian students are no exception and should be allowed to receive training to combat feelings of embarrassment in the classroom. With less cause for embarrassment, Jordanian students may be more inspired to study English. Finally, the Jordanian universities' administration should prioritize anger management to change how their students act and think. Students who score high on the emotional intelligence scale can work together to help their classmates learn to control their temper. Anger management is a skill that can help students avoid mental health problems, so schools must provide training in this area. On the other hand, the government should prioritize Jordanian

students' English education to increase their language proficiency. Furthermore, the study's findings have led to the study's practical implication, which shows that the administration of Jordanian public sector colleges can reduce mental health problems by helping students increase their sense of self-worth, lessen their feelings of shame, and learn to manage their anger.

LIMITATIONS AND FUTURE DIRECTIONS

Results from this study are significant because they contribute to our understanding of the relationship between ambivalent sexism and mental health in Jordanian English-medium education through the lenses of students' self-esteem, anger management skills, and shame experiences. Although this study's hypotheses are all important, there are still drawbacks to be aware of. Although it has been established that ambivalent sexism significantly affects mental health by mediating the role of self-esteem, shame, and anger regulation, the study does not investigate the factors that contribute to ambivalence. These influences on ambivalent sexism must be investigated in future research. Second, the data used in this study is specific to university students in Jordan's public sector, so the results should not be extrapolated beyond those individuals. As a result, researchers may need to poll both public and private schoolchildren for information in the future. Finally, while a random sampling method was used to collect sufficient data for this study, a cluster-based sampling method may provide even more insightful data for determining the study's findings in the future. The study has undeniably important findings, but a more significant contribution to the literature could be made by investigating these questions from various angles.

CONCLUSION

Ambivalent sexism-based discrimination against women is not accepted in today's society due to the shift in traditional gender roles. People with higher self-esteem are more likely to be put in challenging situations and come out on top, according to new research by Chatterjee et al. (2008). Shame is the sense of guilt when a person observes that their mistakes will be disclosed against the people. The study attempts to fill a gap in the literature on

education psychology by exploring the relationship between ambivalent sexism and mental health and shame. There is a significant relationship between ambivalent sexism and self-esteem. In the United States, women experience less discrimination because of their gender than in other countries. The gender divide in society is reflected in how institutions treat their students. The study's results are based on responses to a questionnaire formatted as a Likert scale. The findings of this study corroborate those of Zhang et al. (2021), who used sexism to explain the shame that some people feel because of societal differences. A high opinion of oneself significantly impacts one's emotional well-being. Low self-esteem is a feature of several mental health disorders among college students. Feeling guilty has a direct correlation to mental illness, according to Smith et al. (2022), and this study's results mirror these results.

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