

Academic Silence And Its Relationship To Emotional Regulation According To Gender Among Students Of The Faculty Of Physical Education And Sports Sciences

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Abstract

The study aims to build and design two scales for academic silence and emotional regulation among students of the College of Physical Education and Sports Sciences, University of Dhi Qar, to identify the relationship between the two scales for academic silence and emotional regulation among students of the College of Physical Education and Sports Sciences, University of Dhi Qar, to identify the differences in the gender variable between (male and female students) in the two scales for academic silence and emotional regulation among students of the College of Physical Education and Sports Sciences, University of Dhi Qar. The research population consisted of (852) male and female students, divided into a pilot sample of (12) male and female students, a construction sample of (120) male and female students, and an application sample of (80) male and female students, as the percentage of the research sample was: (%26.29) , The researcher reached several conclusions, the most important of which was the emergence of high, very high, medium and weak levels in different proportions, but the medium level is the most prevalent in the academic silence scale among students of the College of Physical Education and Sports Sciences/University of Dhi Qar. A significant correlational relationship emerged between academic silence and emotional regulation among students of the College of Physical Education and Sports Sciences/University of Dhi Qar. The process of regulating emotions among university students depends on their level of academic silence.

1- Introduction to the Research:

1-1 Research Introduction and its Importance

Psychology is concerned with studying human behavior in its various forms, focusing on understanding the mental and emotional processes that govern an individual's actions. This science helps in uncovering the factors that influence human interaction with their environment, whether internal or external. It also contributes to providing scientific explanations for many psychological phenomena that affect an individual's daily life, making it a fundamental science in building a balanced and adaptable personality. In daily life, individuals encounter numerous circumstances, situations, and challenges that generate a considerable number of negative feelings and thoughts. Often, individuals are unable to express these thoughts, feelings, and emotions due to a desire to maintain a certain image in the eyes of others. Faced with this situation, individuals resort to adopting other roles that conceal their true selves, participating in their environment without revealing their authentic identities.

The university environment presents students with many psychological and emotional challenges. This age group requires students to be able to adapt to academic and social pressures and effectively regulate their emotions and impulses to maintain psychological and behavioral balance. Academic silence is a significant psychological phenomenon observed by researchers in the university environment. It is the tendency of individuals to suppress their feelings and thoughts and refrain from expressing them, whether by choice or as a result of stressful factors. The accumulation of this psychological silence can lead to difficulties in managing emotions, which in turn affects a student's academic and social performance.

Conversely, emotional regulation is one of the most important psychological skills that helps students cope with academic and social pressures and maintain psychological and behavioral balance. It enables students to adapt to different situations and control their reactions and emotions appropriately.

The importance of this research lies in its aim to highlight the impact of academic silence on emotional regulation among students in the Faculty of Physical Education and Sports Sciences, thereby contributing to enhancing students' psychological and behavioral performance. Furthermore, the research provides a theoretical framework that can assist researchers and those interested in sports and educational psychology.

Understanding the relationship between academic silence and emotional regulation provides a scientific basis for designing guidance programs aimed at improving emotional regulation and reducing academic silence among students.

1.2 Research Problem

The university environment is a sensitive stage in a student's life, where academic, social, and psychological pressures intertwine. This environment demands a high degree of emotional control and the ability to regulate feelings to adapt to different situations. Emotional regulation is a fundamental skill that helps students in this context, enabling them to control their reactions, maintain their psychological balance, and achieve the required academic and athletic performance.

However, field and literature studies have observed that some students tend towards academic silence, meaning they suppress their feelings and thoughts and refrain from expressing them, whether by choice or as a result of stressful factors such as shyness, fear of criticism, or the accumulation of negative emotions. Researchers indicate that this silence may lead to a weakened ability to regulate emotions, increasing the likelihood of psychological disorders or a decline in academic and athletic performance. Despite the importance of academic silence and emotional regulation in influencing mental health and academic success, studies addressing the impact of academic silence on emotional regulation among students of the College of Physical Education and Sports Sciences in Iraq are very limited, especially at the University of Dhi Qar. This creates a knowledge gap that requires research and analysis. Therefore, the main research problem arises in the question: What is the impact of academic silence on emotional regulation according to gender among students of the College of Physical Education and Sports Sciences at the University of Dhi Qar?

1.3 Research Objectives:

1. To develop and design two scales for measuring academic silence and emotional regulation among students of the College of Physical Education and Sports Sciences at the University of Dhi Qar.
- 2- To identify the relationship between the academic silence scale and the emotional regulation scale among students of the College of Physical Education and Sports Sciences at Thi-Qar University.
- 3- To identify the gender differences between male and female students in the academic silence scale and the emotional regulation scale among students of the College of Physical Education and Sports Sciences at Thi-Qar University.

1-4 Research Areas:

1-4-1 Human Scope: Students of the College of Physical Education and Sports Sciences, University of Dhi Qar, for the academic year 2025/2026.

1-4-2 Temporal Scope: From December 16, 2025, to April 1, 2026.

1-4-3 Spatial Scope: The building of the College of Physical Education and Sports Sciences, University of Dhi Qar.

- Research Methodology and Field Procedures:

-1 Research Methodology:

The researcher used the descriptive method with a survey approach and correlational analysis, as it is suitable for the nature of the current study.

-2 Research Population and Sample: The research population was defined as the students of the College of Physical Education and Sports Sciences at Thi-Qar University for the academic year 2025/2026, totaling (852) male and female students across all levels. The research sample was selected randomly from (250) male and female students from all levels. A number of student questionnaires were then excluded from both the pilot and application samples due to incorrect responses or failure to submit them electronically. Thus, the total sample size became (212) male and female students, distributed as follows: (12) male and female students in the pilot study, (120) male and female students in the pilot study, and (80) male and female students in the application study. The percentage of the research sample was (26.29%) of the research population. The samples were divided as follows:

As shown in Table (1):

Table (1) shows the distribution of the sample members

on	The total sample	Sex	Research community	Research sample	Building sample	Application sample	Exploratory experiment
1	Level	male	99	28	15	10	1

	One	feminine	56	28	15	10	1
2	Level Two	male	214	28	15	10	1
		feminine	89	28	15	10	1
3	Level Three	male	184	28	15	10	2
		feminine	77	28	15	10	2
4	Level Four	male	94	28	15	10	2
		feminine	39	28	15	10	2
the total			852	224	120	80	12
Percentage			%100	26.29	%14.8	%9.39	%1.41

3-3 Data Collection Methods, Tools, and Equipment Used:

One of the important procedures for conducting the experiment is research tools, which are "the means by which the researcher can collect data and solve their problem to achieve the research objectives, regardless of the nature of those tools, whether data, samples, or equipment" (Wajih Mahjoub, 1989, p. 133).

3-3-1 Data Collection Methods:

3-3-1-1 Observation:

The researcher observed the development and application of the research scales to the research sample.

3-3-1-2 Personal Interviews:

The researcher conducted a series of personal interviews with a number of experts and specialists (Appendix 1). The purpose of these interviews was to gather information relevant to the current research from specialists in sports psychology, testing, and measurement. This information was prepared by the researcher and used to conduct the study.

3-3-1-3 Arabic and Foreign Sources and References:

The researcher relied on a range of Arabic and foreign sources to support and corroborate the research in order to obtain valuable and accurate information.

3-3-1-4 Questionnaire Forms:

a- Expert Opinion Survey Form And specialists regarding the components of the research scales.

b- The data collection and entry form and recording of results for the research scales.

3-3-1-5 Tests and Measures: - The researcher used tests specific to the construction and design of the research scales.

3-3-2 Tools and Equipment Used in the Research: - One Dell computer- Handheld cardboard scientific calculator.

- White paper (A4)

- Pens

- Statistical package (SPSS)

Field Research Procedures

Procedures for constructing and standardizing the Academic Silence and Emotional Regulation scales.

Purpose of constructing the research scales:

One of the important steps in constructing a scale is to clearly define its purpose and intended use. The early need to define the purpose of the test stems from the hypothesis that the form and some characteristics of the test vary depending on its purpose (Muhammad Hassan Alawi, 2002, p. 320). Therefore, the researcher had to understand academic silence and then develop a scale that was accurate and comprehensive in measuring the emotional regulation of students at the College of Physical Education and Sports Sciences, University of Dhi Qar.

Defining the Phenomenon to be Studied:

Before commencing the descriptive study and constructing and standardizing the two study scales in accordance with the theoretical framework and to arrive at a solution to the problem, the phenomenon to be studied must be defined. The concept and boundaries must be clear. The phenomenon to be studied is the two scales (academic silence and emotional regulation). The researcher relied on the theoretical framework;

therefore, the researcher must identify academic silence among students of the College of Physical Education and Sports Sciences at Thi-Qar University and then construct a scale characterized by accuracy and comprehensiveness in measuring the emotional regulation of physical education and sports science students at Thi-Qar University.

3-4-1-3 Defining the Scales' Domains

In order to define the domains of the academic silence scale and the emotional regulation scale among students of the College of Physical Education and Sports Sciences at Thi-Qar University, the researcher reviewed various sources, studies, and previous research that addressed the research topic, in addition to personal interviews with some professors specializing in sports psychology (Appendix 1). The domains of each scale were defined as shown below:

First: Domains of the Academic Silence Scale. - Cognitive domain - Emotional domain - Behavioral domain - Social domain - Motivational domain

Second: Domains of emotional regulation.

- Emotional Awareness Domain - Emotional Regulation Domain - Cognitive Reappraisal Domain

- Emotional Expression Domain - Emotional Adjustment Domain

- Determining the Validity of the Scale Domains

To determine the validity of the domains for the two research scales identified by the researcher to measure academic silence and emotional regulation, a survey questionnaire (Appendix 2) was presented to a number of experts in the field of sports psychology to elicit their opinion on the suitability of the domains for measuring academic silence and emotional regulation among students of the College of Physical Education and Sports Sciences, University of Thi-Qar. The number of experts surveyed was (11) (Appendix 3). After analyzing the responses, the experts' opinions are shown in Table (2).

Table (2) Shows the calculated chi-squared score for the experts' responses to the academic silence scale

on	Fields	Number of experts	Those who agree	Disagreeers	Ka2	Sig	Significance
1	Cognitive silence	11	9	2	4.455	0.035	moral
2	Emotional silence	11	10	1	7.364	0.007	moral
3	behavioral silence	11	10	1	7.364	0.007	moral
4	social silence	11	11	0	11	0.001	moral
5	Therapeutic silence	11	8	3	2.273	0.132	immaterial

After analyzing the experts' responses, the researcher selected the following domains and determined the significance of the chi-square test for each domain:

1- Cognitive Silence Domain

2- Emotional Silence Domain

3- Behavioral Silence Domain

4- Social Silence Domain

Table (3) Shows the calculated chi-square score for the experts' responses on the Emotional Regulation Scale

on	Fields	Number of experts	Those who agree	Disagreeers	Ka2	Sig	Significance
1	emotional awareness	11	11	0	11	0.000	moral
2	emotional expression	11	11	0	11	0.000	moral
3	Cognitive assessment	11	11	0	11	0.000	moral

4	Controlling emotions	11	11	0	11	0.000	moral
5	Emotional adjustment	11	7	4	0.818	0.366	immaterial

After analyzing the experts' responses, the researcher adopted the following domains, based on the significance of the chi-square test, for the acceptance of the domains:

- 1- Emotional Awareness
- 2- Emotional Expression
- 3- Cognitive Assessment
- 4- Emotional Regulation

3-4-2 Presentation of the Initial Formulation of the Two Scales

The initial formulation of the two study scales was presented to a group of (11) experienced and specialized experts in the field of sports psychology, testing, and measurement. This was done to ensure the validity of the scale items and their suitability for the domain in which they were developed, and to determine their suitability. Following this, the experts provided their responses and observations on the scale items.

3-4-3 Pilot Study

After the study's two scales were ready for application to a preliminary sample, the researcher selected (12) students from the College of Physical Education and Sports Sciences at Thi-Qar University, representing all academic levels, on Thursday, February 19, 2026. This was done to ensure the sample's understanding of the scale instructions, their clarity, their comprehension of the items and their wording, and to identify any unclear items.

3-4-4 Main Study: Applying the Scale Items to the Construction Sample

The application to the construction sample was conducted from Sunday, February 22, 2026, to Thursday, February 26, 2026. The researcher selected (120) male and female students from the College of Physical Education and Sports Sciences at Thi-Qar University. The questionnaires were distributed to them, and they were given sufficient time to complete them. Afterward, the completed scales were collected, and the researcher reviewed each questionnaire to ensure that the instructions were followed and that all items were answered.

3-5 Scientific Foundations of Scales:

3-5-1 Validity

Validity means that the test actually measures and evaluates the characteristic for which it was designed (Marwan Abdul Majeed Ibrahim, 1990, p. 13). It is one of the most important criteria for test quality and is considered a defining characteristic.

3-5-2 Scale Reliability:

Reliability is the accuracy in estimating an individual's true score on the item being measured, or the consistency in an individual's score if the same scale is taken multiple times under the same conditions (Ahmed Awda Fathi, 1993, p. 194). The researcher used two methods to calculate scale reliability: split-half reliability and Cronbach's alpha.

3-5-3 Objectivity:

When choosing the best alternatives in any test, it is called objective selection because the panel of judges uses a scoring key to ensure complete agreement on the results. Test objectivity means that the test is not affected by changes in the judges, or that the test gives the same results regardless of who is conducting the judging.

Table (4) Shows the arithmetic means, standard deviations, and skewness coefficient for the building sample

scale	arithmetic mean	standard deviation	standard error	Torsion coefficient
Academic silence	122.65	12,654	0.654	0.487
Emotional regulation	126,823	14,824	0.562	0.376

After completing the development of the two research scales, the researcher administered the Academic Silence Scale (36 items) and the Emotional Regulation Scale (38 items) to the main sample of 80 male and

female students from all four academic levels at the College of Physical Education and Sports Sciences, University of Thi-Qar, from March 24, 2026, to March 30, 2026. The completed questionnaires are now ready for statistical analysis.

3-6 Statistical Methods:

The researcher used Microsoft Excel and the Statistical Package for the Social Sciences (SPSS) to process the data.

4- Presentation, Analysis, and Discussion of Results:

In this chapter, the researcher presents the results obtained from applying the two scales (Academic Silence and Emotional Regulation) to the main research sample using the researcher's instrument (the questionnaire). The results were then statistically processed using the SPSS statistical package to review and analyze the questionnaire items.

4-1 Presentation, Analysis, and Discussion of the Results of the Academic Silence Scale:

Table (5) Shows the statistical indicators for the sample used in the Academic Silence Scale

scale	Sample application	arithmetic mean	standard deviation	hypothetical mean	standard error	Torsion coefficient	Level
Academic silence	80	111,216	13,987	108	0,473	0.365	middle

Table (5) shows the results of the application sample on the Academic Silence Scale among (80) male and female students of the College of Physical Education. The results presented in the table indicate a standard error of (0.473), a small value indicating the internal reliability of the sample results. The skewness coefficient (0.365) indicates the normal distribution of the sample on the normal distribution curve, and it is considered homogeneous if it falls within (± 3). The hypothetical mean was (108), indicating a moderate level of the Academic Silence Scale.

The researcher attributes the significant results obtained by the research sample, with scores ranging from (moderate to high) on the Academic Silence Scale, to a positive outcome. This suggests that the students of the College of Physical Education possess a structured inner silence that aids in concentration, emotional control, and conscious regulation of thoughts and feelings, without harmful repression or negative withdrawal. This, in turn, aims to facilitate adaptation and decision-making, which is often better in educational situations and during the motor learning process. This is what Tomlinson (2001, pp. 26–33) indicates.

In addition, Bao (2019b), pp. 109–126, states that academic silence, often reduced to the mere absence of sound, is closely intertwined with spoken words. Even in moments of stillness, a continuous internal dialogue resonates within us as self-reflection (inner contemplation), calmly reviewing what has been learned without tension or self-flagellation, by ignoring distractions and maintaining a calm mental focus on the learning situation.

4.1 Presentation, Analysis, and Discussion of the Emotional Regulation Scale Results:

Table (6) Shows the statistical indicators for the application sample in the Emotional Regulation Scale

scale	Sample application	arithmetic mean	standard deviation	hypothetical mean	standard error	Torsion coefficient	Level
Emotional regulation	80	119.06	15,532	114	0.354	0.276	middle

Table (6) shows the results of the application sample on the Emotional Regulation Scale among (80) male and female students of the College of Physical Education. The results presented in the table indicate that the standard error was (0.354), a small value indicating the internal reliability of the sample results. The skewness coefficient was (0.276), indicating the normal distribution of the sample on the normal distribution curve. The sample is considered homogeneous if it falls within (± 3). The hypothetical mean was (114), indicating that the level of the Emotional Regulation Scale was at a moderate level.

The researcher attributes the significant results obtained by the research sample, ranging from moderate to high, on the Emotional Regulation Scale—a positive outcome—to the physical education students' good self-

control. They are able to manage their emotions and avoid impulsive reactions by choosing relatively appropriate responses. This reflects an advanced stage of emotional maturity resulting from their diverse educational experiences, which have helped them acquire emotional regulation skills and flexibility in various situations. Over time, students develop control over their behavior and emotions in different circumstances, reflecting a high level of emotional regulation. Gross and Thompson (2007, pp. 3-24) added that emotional regulation, as "a set of goal-oriented processes for controlling the intensity and duration of emotions, grants the individual high flexibility in response and achieves a balance between immediate, situational emotions and long-term strategic goals." The model of Campos et al. (2004) also emphasized the "unity of the relationship between emotion and mechanisms Its organization, where it is considered two complementary aspects of a single, inseparable dynamic process. The concept of emotion is used to denote how the individual deals with an event and the resulting actual responses, while the regulation of emotion refers to the diversity of reactions issued by the individual in response to varying environmental contexts. This makes both terms theoretical expressions of the individual's approach to environmental problems. In conclusion, this level is somewhat of a positive indicator, as it demonstrates the students' ability to adapt to pressures and simultaneously indicates the potential for development to reach a higher level of emotional competence.

4-3 Presentation, Analysis, and Discussion of the Results of the Relationship Between Academic Silence and Emotional Regulation

Table (7) Shows the Correlation Between Academic Silence and Emotional Regulation

scale	arithmetic mean	standard deviation	The relationship between the two measures	sig	Significance
Academic silence	111.2	13,987	0.53	0,000	moral
Emotional regulation	119.06	15,532			

Table (7) illustrates the results of the relationship between the academic silence scale and the emotional regulation scale for students of the College of Physical Education and Sports Sciences at Thi Qar University. The results shown in the table indicate a significant relationship between the two scales, reaching (0.53) at a significance level of (0.000). This suggests that academic silence has a positive relationship with emotional regulation. According to the results obtained by the researcher, the majority of student responses on the academic silence scale were at the medium to high level, and similarly, the majority of responses on the emotional regulation scale were also at the medium to high level. Therefore, the researcher concludes from the results listed in the table above that the students of the College of Physical Education possess normal academic silence and emotional regulation. This result is positive because, from the researcher's perspective, academic silence automatically and directly affects the student's level and academic achievement. Introducing silence alongside educational discourse necessitates a rich interplay of overlapping voices; that is, silence does not occur in a vacuum but rather consists of several internal and external voices, such as students' thoughts, the teacher's expectations, peer influence, and the nature of the environment, whether encouraging or not. This is frustrating, and Ridgway (2009) confirmed that "practices associated with silence demonstrate respect, promote harmony, and develop skills in conscious listening and active thinking."

The researcher believes that the positive results of silence on emotional regulation can be explained by the fact that this silence is not a sign of weakness or withdrawal, but rather an effective internal regulatory tool. In other words, when a student is silent—that is, reduces interaction, commentary, or speech—it helps them and gives them an opportunity to reduce all emotions or lower tension to regain equilibrium. This, in itself, is the essence of emotional regulation.

Furthermore, it allows time for cognitive processing by granting time or space for reflection instead of impulsiveness, and for evaluating situations so that appropriate and conscious responses can be chosen before any reactions or decisions are made. This is considered one of the most important dimensions of emotional regulation, as explained by Bosaki and Talwar (2023).

In a state of academic silence, an individual is not idle; rather, a range of cognitive processes are activated, enabling the brain to analyze situations and connect information with new knowledge, leading to deeper and more precise thinking. This gives students the opportunity to review their learning calmly and without emotional distress, transforming negative feelings into positive motivation for learning and reducing cognitive load. Therefore, the importance of emotional regulation is particularly evident in the sports field, as it is a fundamental determinant of qualitative differences in skill performance levels.

This is also what Yaqoub (2011) indicates: "High emotional regulation gives athletes the ability to control the components of the emotional response (emotional experience, behavioral component, and physiological component) in stressful competitive situations."

In conclusion, the researcher believes that positive results on the emotional regulation scale coincide with the positive effects of academic silence, which serves as a tool to help control emotions and a successful strategy for regulation, thus enabling the selection of appropriate attitudes and responses based on conscious silence and better organization.

4-6 Presentation of the results of the independent samples t-test between male and female students on the scale Academic Silence and its Analysis: Table (8)

Shows the results of the t-test for the gender variable in the academic silence scale

The M measurement	number	arithmetic mean	standard deviation	value	Level of significance	Significance
students	40	114,295	9.41	3.05	0.024	moral
female students	40	108,137	8.63			

*Note that the tabulated t-value at 78 degrees of freedom and a significance level of 0.05 is 1.990.

Table 8 shows that the mean score for academic silence among male students was 114.295 with a standard deviation of 9.41, while the mean score for female students was 108.137 with a standard deviation of 8.63. The calculated t-value for female students was 3.05, which is greater than the tabulated t-value of 1.990 at 78 degrees of freedom and a significance level of 0.05. This indicates a statistically significant difference in the academic silence scale between male and female students based on gender, favoring male students who achieved a higher mean score, demonstrating their superiority on this scale.

4-7 Presentation and Analysis of the Results of the Independent Samples T-test for Male and Female Students on the Emotional Regulation Scale:

Table (9) Shows the results of the T-test for the gender variable (male and female students) on the Emotional Regulation Scale

scale	number	arithmetic mean	standard deviation	value	Level of significance	Significance
students	40	122,836	9.48	3.67	0.010	moral
female students	40	115,184	8.91			

*Note that the critical t-value at 78 degrees of freedom and a significance level of 0.05 is 1.990.

Table 9 shows that the mean score on the emotional regulation scale for male students was 122.836 with a standard deviation of 9.48, while the mean score for female students was 115.184 with a standard deviation of 8.91. The calculated t-value for female students was 3.67, which is greater than the critical t-value of 1.990 at 78 degrees of freedom and a significance level of 0.05. This indicates a statistically significant difference in emotional regulation scores based on gender between male and female students, favoring male students, as they achieved a higher mean score, demonstrating their superiority on this scale.

4-8 Discussion of the results of the independent samples t-test between male and female students on the academic silence and emotional regulation scales:

The results in Tables (8) and (9) show statistically significant differences in both the academic silence and emotional regulation scales between male and female students, favoring males. From the researcher's perspective, this result can be explained by several different factors or dimensions, most importantly psychological, cognitive, and social dimensions. The researcher observes, through reviewing the students' responses to the scale items, that male students tend to use silence as an alternative strategy to verbally expressing emotions; that is, they are less emotionally expressive compared to female students. The results also indicate that academic silence among male students is more positively correlated with emotional regulation than among female students. Furthermore, socialization encourages male students to control their emotions and avoid showing weakness. Additionally, male students rely heavily on cognitive re-evaluation rather than emotional release, while female students tend towards emotional expression and participation. Therefore, male students demonstrated a higher level on the emotional regulation scale. The emotional aspect is related to control and regulation, and the researcher adds that in the physical education environment, students are exposed to more competitive situations, and through these situations, they learn to control emotions during performance. This is consistent with what Gross (2002) indicated, that "some individuals tend to use strategies to suppress emotional expression as a means of regulating their feelings, which may explain why males resort to silence as a mechanism to control emotional responses." In addition, there is the opinion of Brody & Hall, who addressed the differences between the sexes in emotional expression, and concluded that "males are less emotionally expressive and more inclined to reticence due to socialization."

5- Conclusions and recommendations

5-1 Conclusions: In light of the results of the study, the researcher reached the following conclusions:

- 1- Building an academic silence scale with 36 items and belonging to four domains, and an emotional regulation scale with 38 items and belonging to four domains.
- 2- The appearance of a high, very high, medium, and weak level in different proportions, but the average level prevails in the scale of academic silence among students of the College of Physical Education and Sports Sciences/University of Dhi Qar.
- 3- The emergence of a significant correlation between academic silence and emotional regulation among students of the College of Physical Education and Sports Sciences / University of Dhi Qar.
- 4- The process of regulating emotions among university students depends on their level of academic silence.

2-5 Recommendations: Based on the previous conclusions, the researcher recommended several recommendations:

- 1- The need to pay attention to developing the ability of students of the College of Physical Education and Sports Sciences / Dhi Qar University to regulate their emotions through guidance and awareness programs within the college.
- 2- Work to enhance students' awareness of the importance of expressing their feelings and not resorting to excessive academic silence because of its impact on their behavior and emotions.
- 3- Encouraging students to use positive methods in dealing with pressures and emotions instead of repression and silence, through educational activities and programmes.
- 4- Conduct similar studies on the variable of academic silence and emotional regulation in other fields and samples to further delve into this topic.

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