



Does Unconscious Bias Affect Psychological Well-being in Ideological and Political Education? Moderating Effects of Self-regulation and Mind Awareness

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Abstract

Psychological well-being is a necessary element for the success of students in any education system. Because of its relevance, this aspect of students' life needs researchers' focus. It has been featured as the main topic of some studies in Africa, and these studies show that the challenges faced by educators in Africa are increasing with their working conditions, thereby affecting their enthusiasm for their jobs. Hence, the present article investigates the impact of the unconscious bias of teachers on the psychological well-being of ideological and political education students in Jordan. The study also examines the moderating impact of self-regulation and mind awareness on the unconscious bias of teachers and the psychological well-being of ideological and political education students in Jordan. The article used survey questionnaires and a primary data collection approach to gather data from a sample of 357 students who were selected through simple random sampling. The study also used the SPSS-AMOS to test the reliability, validity and correlation among variables. The results indicated that the unconscious bias of teachers has a negative link with the psychological well-being of the ideological and political education students in Jordan. The results also showed that self-regulation and mind awareness significantly moderate the unconscious bias of teachers and the psychological well-being of the ideological and political education students in Jordan. This study, therefore, serves as a guide to policymakers in establishing the regulations related to improving the students' psychological well-being by eliminating teachers' unconscious bias.

Keywords: *Unconscious bias, psychological well-being, ideological and political education, self-regulation, mind awareness*

Introduction

The psychological well-being of tutors and students has been a hot issue among scholars and academics for its impact on educational performance. Psychological well-being refers to a positive state of mind showing good mental health, including happiness, satisfaction, hopefulness, enjoyment, pleasure, contentment, achievement of goals, fulfilment, control of emotions, and better mental abilities (Trudel-Fitzgerald et al., 2019). According to the psychological well-being theory, the psychological well-being of a person depends on the person's self-acknowledgment, interrelationships, independence, ability to select or modify surroundings through physical and intellectual strength, life ambition, and personal development (Ryff, 1989). Psychological well-being is related to the person's improved and better urge to live an affluent life. So psychological well-being is the individuals' effective intellectual outlook and mental health (AL-Takhayneh et al., 2022; Kolawole, 2019). When tutors have high psychological well-being, they can have a pleasant disposition in the classroom, interact better with students, develop better understanding, solve students' learning problems, and develop their attachment to education (Luo & Hancock, 2020). Like teachers, high psychological well-being also matters much for students. Hence, they can improve their performance in learning and prepare themselves for professional well-being (Liu et al., 2019). Since psychological

well-being helps achieve education goals, it must be developing both tutors and students.

If the tutors and students have high psychological well-being, ideological and political education becomes possible, and their goals become achievable (Hanawi et al., 2020). Being a determinant of psychological well-being, unconscious bias refers to the attitudes and beliefs that individuals hold towards others without being aware of them (Greenwald & Krieger, 2006). These biases are often based on stereotypes and can affect decision-making processes, as well as interactions with others (Ruggs et al., 2018). The unconscious bias is non-rational thinking about some specific group of people; the thinks not based on reasoning or intentional awareness. In such an environment, it becomes difficult for teachers to perform their functions efficiently, and students cannot remove their confusion, complete their knowledge, and develop cognitive learning abilities (Obrenovic et al., 2020).

Therefore, there is a dire need for developing a research model to address the aforementioned issues. For this purpose, psychological well-being theory provides foundations for this research model. Since the psychological welfare theory is used to identify factors of personal development and growth such as self-recognition, mutual relationships, objectivity, environmental adoptability or adaptability, life goals, and self-actualization (Ryff, 1989), the psychological well-being theory forms the

foundation of the study framework, explaining how unconscious bias affects psychological well-being with the moderating effect of self-regulation and mind awareness.

It is not easy to achieve ideological and political education goals, which are unity and a surety of the country's survival and development (Zou & Yang, 2021). The present study is an attempt in this regard. One way that unconscious bias can affect psychological well-being is through social identity threats. Social identity threat occurs when individuals feel that their social identity, such as their race, gender, or sexual orientation, is being negatively stereotyped or devalued, leading to feelings of stress, anxiety, and reduced self-esteem (Steele, 1997). For example, a woman who is subjected to gender-based stereotypes in the workplace may feel that her abilities are being questioned, leading to increased stress and reduced confidence.

Unconscious bias can also lead to stereotype threat, which occurs when individuals are aware of negative stereotypes about their social group and feel pressure to disprove these stereotypes (Steele & Aronson, 1995). This can lead to increased anxiety and stress, as well as decreased performance on tasks that are related to the negative stereotype. Finally, unconscious bias can lead to microaggressions, which are subtle and often unintentional forms of discrimination that can have a cumulative negative impact on

psychological well-being (Sue et al., 2007). There exists a huge research gap in the literature, which focuses on different psychological biases and the well-being of individuals in diverse settings such as Jordan and African countries. Thus, proposing and testing these theoretical notions in the Jordanian context makes this research a state-of-the-art contribution to the existing body of knowledge. Serious attention is required in developing and under-developed countries of the African region to expand the research circle around this novel conceptualization. Consequently, the current study plays a significant role in the Jordanian context and is expected to bring key policy insights from similar social settings, such as African countries, which makes it a unique research attempt.

Thus, the study's objective is to examine unconscious bias's influences on psychological well-being. One of its objectives is to analyse the moderating role of mindfulness and self-regulation of unconscious bias and psychological well-being. Many studies have discussed the impacts of unconscious bias on psychological conditions or development. So, the current study, which examines a direct relationship between unconscious bias and psychological well-being, adds to the previous literature. The relationship between mindfulness awareness and self-regulation to psychological well-being has been explored in past literature. However, the authors have addressed the direct relationship between

mindfulness awareness, self-regulation, and psychological well-being. The current study fills this research gap and addresses mindfulness awareness and self-regulation as moderators between unconscious bias and psychological well-being. The struggles for ideological and political education have long been made in Jordan's society, and many problems, such as the lack of psychological development and treatments, are in the education system of this society. However, as per our knowledge, no study strives to explain the unconscious bias, mindfulness awareness, and self-regulation in psychological well-being in Jordan.

Literature review

Unconscious bias and psychological well-being

Social prejudices regarding particular groups of people that individuals create without having intentional awareness of them are known as unconscious biases. Everyone has unconscious prejudices towards various identities and social groups, which are caused by the propensity to organize social realities. In unconscious bias, a person may think positively about someone only because they believe they are alike and negatively about others only because they are different from him. Under unconscious bias, people are discriminated against based on differences in race, gender, religion, or colour (Noone & Najjar, 2021).

Psychological well-being is the state of mental health. It is a positive state of mind, including hedonic and eudemonic well-being and resilience. Hedonic well-being refers to the subjective feelings of happiness, which means high positive feelings and satisfaction, such as enjoyment, pleasure, happiness, and contentment. Eudemonic well-being is purposeful well-being, such as happiness in achieving goals and fulfilling purpose. At the same time, resilience is the regulation of emotions and healthy problem-solving (Widha et al., 2021).

The existing literature on psychological well-being has defined attributes of well-being as that the persons have better psychological well-being, have better positive thinking, are involved in healthy activities like physical exertion, have a slight addiction to smoking or alcohol, and have wholesome living (Levine et al., 2021). As a result, psychological well-being brings better health and minor illness. Also, healthy living determines a person's psychological well-being (Jonck & Sciences, 2021; Sarat, 2022). A person's psychological well-being is explained through life's purpose, self-development, self-discipline, independence, positive thinking, and a sense of symmetry, resulting in longer life and a lesser mortality rate (Trudel-Fitzgerald et al., 2019). Psychological well-being refers to a person's better psychological state and added capabilities. Therefore, it is a state of psychological health with self-acknowledgement, better interactive relations, self-motivated behaviour,

environmental adoptability and adaptability, and self-actualisation (Fithria et al., 2018).

Psychological well-being is not only a measure of a healthy psychological state for progressive life but also a mental and psychological health concern (Davids et al., 2017; Prasad, 2017). This is achieved through a healthy physical life, better sleep, little smoking and controlled emotional noise (Fithria et al., 2018). Therefore, psychological well-being is associated with a vigorous standard of living, which reduces the chances of illness and mortality (Trudel-Fitzgerald et al., 2019). Various studies have been conducted in different contexts to assess the impact of psychological well-being theories that promulgate a person's mental function in the wake of life pressures to the ultimate ideal of self-actualisation (Arli & Setiawan, 2023; Govender et al., 2019; Liebenberg & Roos, 2008). In the context of educational institutions, their affectivity is derived through the performance of their teachers and students (Feipeng Li & Fu, 2020; Abbas et al., 2021). Their better psychological well-being assists them in energetic performance in education. In this regard, the aspects mentioned above of psychological well-being and problem-solving skills are achieved through unconscious bias, mindfulness awareness, and self-regulation (Akbar, 2022; Verhaeghen & Aikman, 2020).

Fish and Syed (2019) explained that formal and informal education affects the students' psychological well-being. Their families and

community members who consider themselves better than others or consider some group of people and their actions inferior without any fake basis may teach the children. These students follow the elders' way of living and face difficulty in accepting people or things based on reasoning when they are learning in school. Therefore, unconscious social bias hinders students' psychological development and well-being.

García-Vázquez et al. (2020) examined the impacts of unconscious bias on students' psychological well-being. The study by Onyeador et al. (2021) focused on how unconscious bias affects psychological well-being. The study states that the classrooms where students from different societies, nationalities, languages, and colours are getting an education together may have unconscious bias. Thus, students with different thoughts and beliefs may not work cooperatively and develop psychologically well. Hence, unconscious bias among students destroys their psychological well-being. Through empirical research, De Houwer (2019) examines the relationship between unconscious bias and students' psychological well-being. In such an environment, students' mental power is shattered. They stop trying to judge things based on reasoning or logic. Hence, the students lose their psychological well-being. Based on the previous literature reviewed above, we may put the hypothesis to bridge this gap:

H1: Unconscious bias has a negative relation to psychological well-being.

Moderating role of mindfulness awareness between unconscious bias and psychological well-being

Mindfulness awareness is the technique of actively and consciously examining one's mental, emotional, and physical experiences at every moment. It is an act of acquiring awareness through meditation in which one concentrates on being acutely aware of one's senses and emotions in the present moment without making judgments or interpretations. Breathing techniques, guided imagery, and other stress-reduction techniques are part of practicing mindfulness awareness (Al-Dalaeen et al., 2021).

In a past literary work Stevenson et al. (2019) examined the relationship between mindfulness awareness, emotional regulation, unconscious bias, and psychological well-being in a sample of 174 university students. Another study by Norouzi et al. (2020) identifies the relationship between mindfulness awareness, unconscious bias, and psychological well-being.

Mindfulness awareness gives new energy to the whole body. This way, people relieve distress, anxiety, and worries, and the resultant satisfaction improves psychological well-being. Ivers et al. (2021) explored the role of mindfulness awareness and unconscious bias in psychological well-being. Grund et al. (2022) analyse the relationship

between mindfulness, unconscious bias, and psychological well-being. Mindfulness allows people to think about their ideas, making their feelings and thoughts flourish. Hence, people come out of the cover of unconscious bias and think freely. Ivers and Johnson (2022) highlight that when students are mindful, they are not restricted to the ideas and beliefs gained from their elders and social members of society, consequently, they stop adopting the biased opinions. Moreover, these students remain physically fit and free from any health problems; they enjoy their lives fully. They have high psychological well-being. So, when mindfulness awareness makes the students get rid of their unconscious bias, they can achieve psychological well-being in a better way. Based on the literature mentioned above, the following hypothesis can be formulated:

H2: Mindfulness awareness significantly moderates unconscious bias and psychological well-being.

Moderating role self-regulation between unconscious bias and psychological well-being

Self-regulation is the capacity to comprehend and manage the learning environment in education. Self-regulation abilities are set goals, self-monitoring, self-instruction, and self-reinforcement, but they are not the same as a cognitive trait or a talent related to academic success. Instead, self-regulation is a self-directed procedure and set of behaviours that learners use to

develop their mental capacities into skills and routines resulting from instruction and feedback (Aslam & Sarwat, 2021; Khan et al., 2021).

Wang et al. (2021) examined the students' goal-oriented self-regulation behaviour, unconscious bias, and psychological well-being with the help of a weekly diary study. Information on goal-oriented self-regulation behaviour, unconscious bias, and psychological well-being was collected from students of eight different universities in Jordan, both private and public universities. Auzoult et al. (2021) investigated the relationship between self-regulation, unconscious bias, and psychological well-being. A questionnaire-based survey was conducted on 553 volunteers (senior managers, middle managers, and employees) serving in different professional sectors such as health, education, social, trade services, industry, public service, and misc.

Verhaeghen and Mirabito (2021) examined the role of self-regulation in unconscious bias and psychological well-being. In the empirical experiment Xi (2021) conducted on the education provided to school-going children, it was indicated that a relationship exists between self-regulation, unconscious bias, and psychological well-being. Flett et al. (2019) identify the relationship between self-regulation, unconscious bias, and psychological well-being in college and university students, thus providing further motivation to explore moderating

relationships between these constructs. An excellent social circle removes signs of social distress and anxiety and improves psychological well-being. Ladas (2022) examined the interrelationship between self-regulation, unconscious bias, and psychological well-being. The study posits that in self-regulation, the students make a study plan, monitor the learning environment, remove errors, and get free from confusion and worry. Based on the discussed literature, the following hypothesis can be formulated:

H3: Self-regulation is a significant moderator between unconscious bias and psychological well-being.

Research methods

Population and sample

In Jordan's politics, university students are critically important. The higher education institutions such as universities and colleges can strongly affect their personality. Students who have undergone political and ideological education in Jordan are much more aware of the contemporary challenges and opportunities. They are more equipped to deal with the geopolitical challenges faced by Jordanian society (Nabeel & Bani, 2022). Recently, Jordan University students have been involved in educational debates on politics, democracy and collateral best practices, good governance, and citizenship (Al-Qarala & Mubaideen, 2022). For this reason, the present study chose a population

of university students from the disciplines of political science and ideology. In this regard, the top eight private universities in Jordan that provide ideological and political education to students are selected.

Procedure and data collection

Subsequently, the students in these universities are selected as the study respondents. The selected universities were approached, and formal permission was requested from the head of the department of the concerned faculty of political sciences. After obtaining permission to conduct the study, further necessary information was also extracted. According to the selected universities, around 6390 students are enrolled in ideological and political education. According to the Morgan sampling criteria, the sample size for the study should be 363. In order to fulfil an adequate number of survey questionnaires from the study respondents, around 653 survey questionnaires were distributed to the

students. These surveys were distributed through personal visits, and volunteer participation of the students was sought. It is evident that at postgraduate level English is used and at undergraduate level English and Arabic both are used in Jordan. Therefore, the present study questionnaire was not translated to local language and originally English language was retained as survey language, considering the educated section of the present study respondents. Moreover, the study respondents were selected through simple random sampling. The data collection process took four months: from February 2022 to May 2022. Through this practice, 357 valid responses were received, which have been used for analysis. These valid responses have a 54.67 per cent response rate. The demographic information was also extracted from study respondents through the questionnaire. The following Table A elaborates on the demographic details of the study.

Table A: Demographic Information of the Study

Demographics		
Description	Frequency	Percentage
Total	357	100%
Gender		
Males	221	62%
Females	136	38%
Age distribution		
19-25	171	48%
26-34	114	32%
35-44	54	15%

45-54	18	5%
<u>Duration of study program (Years)</u>		
<2	132	37%
3-5.	150	42%
>5	75	21%

In contrast, the structural model assessment includes testing association among variables. As mentioned earlier, the items' reliability has been examined using values of Cronbach's alpha. The calculated values of Cronbach's alpha are larger than 0.70, which is the standard threshold value for the purpose (Hair et al., 2014; Saheur et al., 2021; Saud, 2018). In addition, the items' reliability was examined through average variance extracted (AVE) and factor loadings whose standard threshold values should be larger than 0.50 and 0.40 respectively (Hair et al., 2017). Finally, using average Shared Variance (ASV) and Maximum Shared Variance (MSV), the items' reliability was also examined. Standard values for these measures should be lower than AVE (Hair Jr et al., 2020).

In contrast, the variables' reliability has been examined using Fornell Larcker, and the standard criteria are that the first figure in the column must be more prominent than the other figures in the same column (Hair et al., 2014). Finally, the good fitness of the model was examined using the Tucker-Lewis index (TLI), comparative fit index (CFI), and root means square error of approximation (RMSEA). The standard value for TLI and CFI

must be higher than 0.90, while the standard value for RMSEA should be less than 0.10 (Khater et al., 2022; Ringle et al., 2015). Lastly, the significance of relationships among variables was checked using t-statistics and probability values that should be larger than 1.96 and lower than 0.05 respectively (Hair et al., 2014). In addition, the positivity and negativity of the relationships were measured using beta values. If the positive sign is associated with the beta, then there are positive relationships among variables and vice versa.

Instruments for data collection

The study variables are measured with the scale of the items extracted from past studies. For example, self-regulation is used as the moderating variable and measured with a five-item scale extracted from Kocdar et al. (2018). The value of Cronbach's alpha against these items is greater than the 0.70 threshold value; hence, the study items are reliable for measuring the construct of self-regulation. The five-item scale developed by (Kocdar et al., 2018) was adopted to be used in this study to measure the self-regulation construct. These item scales are mentioned in Table 1 below:

Table 1: Measurement scale for Self-regulation

Items	Questions	Sources
SR1	“My teachers have set study goals daily.”	(Kocdar et al., 2018)
SR2	“My teachers set goals for myself while studying.”	
SR3	“My teachers teach the lessons in a planned manner.”	
SR4	“My teachers set goals to arrange my study hours for distance education lessons.”	
SR5	“My teachers do not compromise on the quality of what I do for my lessons.”	

In addition, the study has also used mind awareness as the moderating variable. It is also measured with the five-item scale taken from the article of Mehling et al. (2018).

The value of Cronbach's alpha against these items is greater than the 0.70 threshold

value; hence, the study items are reliable in measuring the construct of Mind Awareness. The five items scale developed by Mehling et al. (2018) was adopted for use in this study to measure the mind awareness construct. These five-item scales are outlined in Table 2 below:

Table 2: Measurement Scale for Mind Awareness

Items	Questions	Sources
MAW1	“My teachers notice how my body changes when I am angry.”	(Mehling et al., 2018)
MAW2	“When something is wrong in my life, my teachers can feel it in my body.”	
MAW3	“My teachers notice that my body feels different after a peaceful experience.”	
MAW4	“My teachers notice that my breathing becomes free and easy when I feel comfortable.”	
MAW5	“My teachers notice my body changes when I feel happy/joyful.”	

Moreover, the study used the unconscious bias as the independent variable. It is also measured with the scale taken from the article of Gonzalez et al. (2014). The value of Cronbach's alpha against these items is greater than the 0.70 threshold value; hence, the study items are reliable for measuring the

construct of unconscious bias. Five-item scales developed by Gonzalez et al. (2014) were adopted to be used in this study to measure unconscious bias construct. These five items scales are mentioned in Table 3 below:

Table 3: Measurement Scale for Unconscious Bias

Items	Questions	Sources
UNB1	“Teachers treat all students equally, no matter their group.”	(Gonzalez et al., 2014)
UNB2	“The education system is fair and equitable and provides “blinded” care.”	
UNB3	“I have observed teachers who treat students differently based on race, ethnicity, or other similar factors.”	
UNB4	“I have observed tutors who treat students differently based on race, ethnicity, or other similar factors.”	
UNB5	“I have personally observed managerial staff who treat students differently based on race, ethnicity, or other similar factors.”	

Finally, the study also used psychological well-being as the dependent variable. The variable was measured with the 14 items scale taken from the article by . The value of Cronbach's alpha against these measured items is greater than the 0.70 threshold value; hence, the study items are reliable for

measuring the construct of psychological well-being. The fourteen-item scale developed by was adopted to be used in this study to measure unconscious bias construct. These 14-item scales are outlined in Table 4 given below:

Table 4: Measurement Scale for Psychological Well-being

Items	Questions	Sources
PWB1	“I am regularly able to do what I do best.”	(Wood et al., 2011)
PWB2	“I always play to my strengths.”	
PWB3	“I always try to use my strengths.”	
PWB4	“I achieve what I want by using my strengths.”	
PWB5	“I use my strengths every day.”	
PWB6	“I use my strengths to get what I want out of life.”	
PWB7	“My work gives me lots of opportunities to use my strengths.”	
PWB8	“My life presents me with many different ways to use my strengths.”	
PWB9	“Using my strengths comes naturally to me.”	
PWB10	“I find it easy to use my strengths in my things.”	
PWB11	“I can use my strengths in many different situations.”	
PWB12	“Most of my time is spent doing the things I am good at.”	
PWB13	“Using my strengths is something I am familiar with.”	
PWB14	“I can use my strengths in lots of different ways.”	

The framework of the study is given in Figure 1.

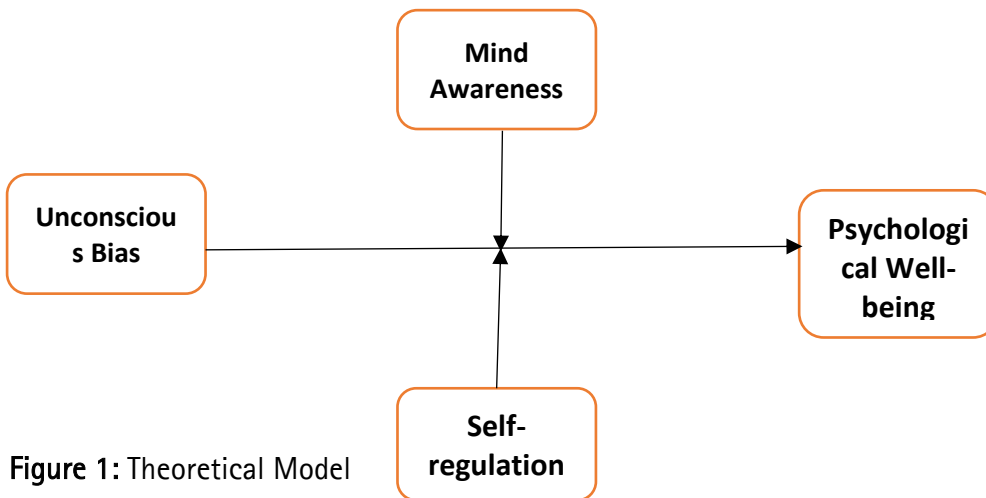


Figure 1: Theoretical Model

Research findings

The items' reliability has been examined using ASV and MSV, and standard values for both tests should be lower than AVE.

The results indicated that the values are lower than AVE and confirmed that convergent validity is valid. These figures are given in Table 5.

Table 5: Convergent Validity

Constructs	Items	Loadings	CR	AVE	MSV	ASV
Unconscious Bias	UNB1	0.859	0.953	0.836	0.653	0.412
	UNB2	0.816				
	UNB3	0.986				
	UNB5	0.984				
Mind Awareness	MAW1	0.994	0.897	0.650	0.353	0.412
	MAW2	0.891				
	MAW3	0.413				
	MAW4	0.783				
	MAW5	0.827				
Self-Regulation	SR1	0.758	0.929	0.728	0.252	0.171
	SR2	0.997				
	SR3	0.964				
	SR4	0.752				
	SR5	0.759				
Psychological Wellbeing	PWB1	0.994	0.878	0.644	0.252	0.149
	PWB2	0.981				
	PWB3	0.622				
	PWB4	0.606				
	PWB6	0.646				
	PWB8	0.627				
	PWB11	0.431				
	PWB13	0.514				
PWB14	0.462					

The study also used the Fornell Larcker to check the variables' reliability, and the standard criteria are that the first figure in the column must be bigger than the other

figures in the same column, and the results show the same. These results exposed valid discriminant validity, and the figures are given in Table 6.

Table 6: Discriminant Validity

	MAW	UNB	PWB	SR
MAW	0.706			
UNB	0.404	0.714		
PWB	0.316	0.309	0.681	
SR	0.360	0.362	0.502	0.753

Finally, the good fitness of the model was examined using TLI, CFI, and RMSEA. The standard value for TLI and CFI must be higher than 0.90, while the standard value for RMSEA should be less than 0.10. The results

show that the TLI and CFI values are higher than 0.90, and the RMSEA values are less than 0.10. These results indicated that the model is a good fit, and the figures are given in Table 7.

Table 7: Model Good Fitness

Selected Indices	Result	Acceptable level of fit
TLI	0.911	TLI > 0.90
CFI	0.982	CFI > 0.90
RMSEA	0.006	RMSEA < 0.05 good; 0.05 to 0.10 acceptable

The results indicated that the unconscious bias of teachers has a negative linkage with the psychological well-being of the ideological and political education students in Jordan; for this reason, the study accepts H1. The results also indicated that self-regulation and mind awareness were significantly moderate among the unconscious bias of teachers and the psychological well-being of the ideological and political education students in Jordan; thus, H2 and H3 are accepted. These associations are given in Table 8. The values of the study relationships mentioned below describe that all the study relationships are

proven significant; hence, it is found that there is a significant negative relationship between unconscious bias and psychological well-being. However, this relationship is moderated by the control variables of mind awareness and self-regulation so that the negative impact of unconscious bias is reduced with the introduction of the control variables. Hence, the moderating effect is visible from the following values of Std. Beta and P-Statistic. So, psychological well-being is improved with the control variables, which are found among the factors of psychological well-being theory. These prove the study's hypotheses.

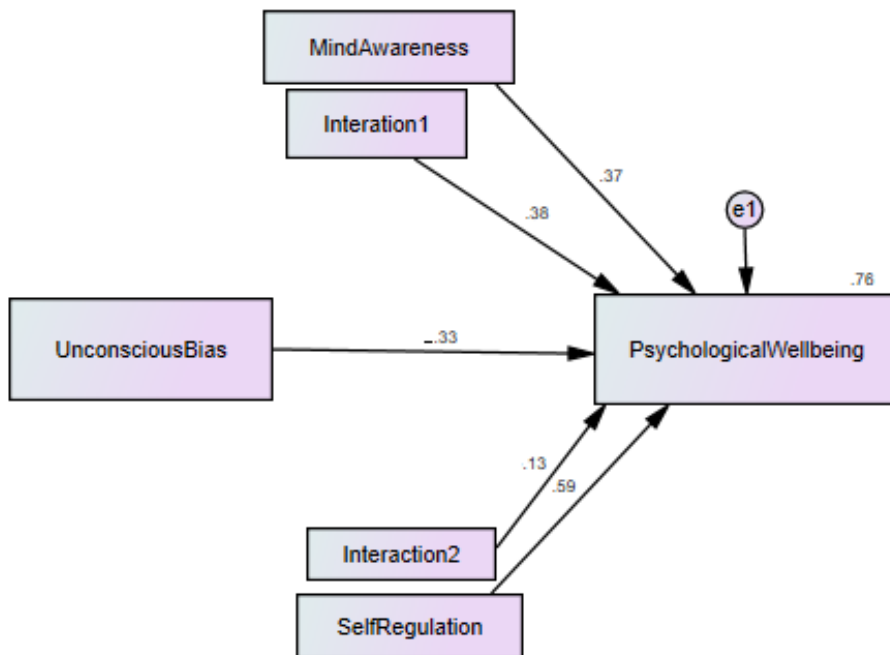
Figure 2: Measurement Model Assessment



Table 8: Path Analysis

Relationships		Std. Beta	Beta	SE.	CR.	P
Psychological Wellbeing	<- Unconscious Bias	-	-	0.027	-	**
Psychological Wellbeing	<- Mind Awareness	0.327	0.342	0.028	12.489	*
Psychological Wellbeing	<- Self-regulation	0.370	0.389	0.025	14.112	**
Psychological Wellbeing	<- Interaction 2	0.592	0.570	0.004	22.606	**
Psychological Wellbeing	<- Interaction 1	0.127	0.019	0.004	4.850	*
Psychological Wellbeing	<- Interaction 1	0.382	0.062	0.004	14.574	**

Figure 3: Structural Model Assessment



Discussion

The study results showed that unconscious bias negatively affects psychological well-being. These results are supported by the previous study by Bunbury (2019), which shows that in educational institutions where the students and teaching faculty all belong to different social classes, there may be unconscious bias among the students. These results also align with the study of Dahl et al. (2020), highlighting unconscious bias's effects on psychological well-being. Therefore, unconscious social bias interferes with students' psychological growth and welfare. These results also agree with Burgess et al. (2017) that unconscious bias becomes a significant hurdle in the students' psychological development.

The study results also indicated that mindfulness awareness significantly moderates unconscious bias and psychological well-being. These results are supported by the previous study by Grund et al. (2022), which shows that the students who start to take mindfulness exercises, remain alert, and attain awareness of the world around them by pondering their experience without making any interpretation can control their feelings of unconscious bias. So, mindfulness awareness moderates unconscious bias and psychological well-being. These results also match Chaudhuri et al. (2022). The study states that people can judge their thoughts, feelings, and actions when they practice

mindfulness. These results are also in line with the study of Ivers et al. (2021), which examines mindfulness awareness's role in psychological well-being.

The study results also revealed that self-regulation plays a significant moderating role between unconscious bias and psychological well-being. These results are supported by the previous study of Simone et al. (2021), which presents their views on the self-regulation role in removing the influences of unconscious bias on psychological well-being. Hence, the children can have high psychological well-being. These results are also in line with the study by Gómez-Odriozola and Calvete (2021), which examines self-regulation's role in psychological well-being. The study posits that adolescents who self-regulate their learning and their professional lives become more sensible. These results also agree with the previous study of Matta et al. (2022).

Theoretical implications

In the previous literature, most studies have explored the indirect impacts of unconscious bias on psychological conditions, and usually, only psychological development has been the authors' main concern. The current study contributes to the literature by analysing the relationship between unconscious bias and psychological well-being. Among the significant and incremental theoretical advances pitched by the findings of this research are the conceptual explanations of future theoretical models explaining

moderating roles of self-regulation and mindfulness between unconscious bias and well-being. This study has opened a new direction for future theoretical debates in this domain of research. The study distinguishes by analysing the moderating role of mindfulness awareness and self-regulation between unconscious bias and psychological well-being. Moreover, the present study adds to the existing literature because it analyses the role of unconscious bias, mindfulness awareness, and self-regulation in psychological well-being and ideological and political education in Jordan.

Practical implications

The study provides recommendations to the education ministry or education institution management on how they can improve the psychological well-being of both faculty and learners. The study serves as a guide to them in the formation of policies about training, learning resources, HR management, teaching style etc., so that unconscious bias can be prevented from prevailing among teachers or students. Even if they have such negative feelings, they must be able to overcome them in order to improve their psychological well-being. The study suggests to education management that tutors or learners can be motivated to mindfulness-awareness through discussions or training, which will help to reduce unconscious bias and enhance psychological well-being. This study also guides the policymakers in establishing the regulations related to improving the students' psychological well-

being by eliminating teachers' unconscious bias. Similarly, the study suggests that with the proper educational policies, self-regulation should be encouraged among adolescents to overcome unconscious bias and enhance psychological well-being.

Moreover, the results also revealed that self-regulation and mind awareness significantly moderate the relationship between the unconscious bias of teachers and the psychological well-being of the ideological and political education students in Jordan. As a result, through effective political education, which is only possible with the psychological well-being of teachers and students, the coming generations in Jordanian society can effectively counter the socio-economic problems to enhance their standard of living.

Conclusion

The study aimed to examine the impacts of unconscious bias on psychological well-being. It was also to explore the role of mindfulness awareness and self-regulation in unconscious bias and psychological well-being. From the results, it is concluded that mindfulness awareness and self-regulation are significant moderators of unconscious bias and psychological well-being. When the tutors or learners gain mindfulness awareness, the unconscious bias can be reduced, and psychological well-being can be enhanced. Therefore, mindfulness awareness improves the relationship between reduction in unconscious bias and psychological well-being. Likewise, self-regulation in tutors and

learners develops reasoning ability and, thus, reduces unconscious bias. At the same time, self-regulation develops cognitive abilities and maintains psychological well-being. Hence, self-regulation empowers the link between unconscious bias and psychological well-being.

Study limitations and future recommendations

First, in this study, only the influence of unconscious bias on psychological well-being and moderation of mindfulness and self-regulation has been examined. Many other factors like financial distress, job burnout, and health crises could have a critical role in psychological well-being, but since these factors are not considered in this study, it limits its scope. Hence, it is recommended that future studies should rely not only on a single factor, such as unconscious bias, for

analysing psychological well-being in order to have a more comprehensive study. This study analysed two moderators, namely mindfulness awareness and self-regulation in unconscious bias and psychological well-being. There is no mediator between unconscious bias and psychological well-being used in this study. Hence, future authors should extend the scope of the study by analysing both moderators and mediators between unconscious bias and psychological well-being. In order to enhance the study's generalizability, the authors should collect data from multiple states. It is also recommended for the practitioners of Jordanian psychology experts to assess the psychological well-being and study model to explore the outcomes by introducing the construct of psychological problems (stress, depression, and anxiety) and the resilience of Jordan's population in the study model.

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