# A Study on the Relationship Between Emotion Regulation and Grit Among College Foreign Language Teachers

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**Abstract:** *Research on teacher emotion regulation and teacher grit has recently emerged as a new focus in the field of foreign language education. At present, the relationship between the two still leaves much room for further exploration. This study centers on college foreign language teachers in China, adopting a mixed-methods approach. It uses SPSS 27.0 for statistical analysis of questionnaire data and NVivo 12 for coding and thematic analysis of interview materials to empirically investigate the correlation between teacher emotion regulation and teacher grit. The results indicate that the overall levels of emotion regulation and grit among college foreign language teachers are at an upper-medium level, with the scores of most subdimensions (except for "situation selection") being above the medium level, albeit with some variations. A moderate positive correlation was found between the two variables. Among the teacher emotion regulation strategies, "suppression" showed the highest correlation with teacher grit. Based on these findings, this paper suggests that greater attention should be given to teachers' emotions and that a positive ecological environment should be fostered to support the development of both teacher emotion regulation and teacher grit.*

**Keywords:** Emotion regulation, Grit, College foreign language teachers, Variable correlation.

## 1. Introduction

The profession of a foreign language teacher is fraught with challenges (Han et al., 2021). Factors such as teaching pressure, interpersonal difficulties, and imbalanced social expectations often intertwine, becoming major sources of teachers' negative emotions (Gkonou et al., 2020; Wen & Zhang, 2020). In this context, how to help teachers stabilize their emotions and enhance their ability to cope with pressure has become a crucial issue for improving teacher well-being and teaching quality (Tong, 2025). In recent years, teacher grit, as a psychological quality reflecting an individual's sustained effort and stable passion when facing long-term challenges, has garnered widespread attention (Duckworth et al., 2007; Credé et al., 2017). Research has found that teachers with higher levels of grit are better able to maintain a positive mindset and teaching motivation in difficult situations, thereby achieving more sustainable career development (Robertson-Kraft & Duckworth, 2014). Concurrently, emotion regulation, as an important psychological control mechanism, is considered to have a significant impact on the development of teacher grit. Strong emotion regulation skills not only help teachers alleviate pressure and negative emotions but also promote their persistence in the process of achieving goals (Gross, 2015; Troy & Mauss, 2011). However, current research specifically targeting the relationship between emotion regulation and grit among college foreign language teachers remains limited. Therefore, this study aims to investigate this relationship among this specific group, collecting data through questionnaires and conducting quantitative analysis. The goal is to provide theoretical references and practical insights for teachers' professional growth and mental health support.

## 2. Literature Review

### 2.1 Teacher Grit

Teacher grit is a positive psychological quality that refers to the sustained effort and stable interest demonstrated by teachers in pursuit of long-term educational goals (Duckworth et al., 2007). Teacher grit is composed of two dimensions: "perseverance of effort" and "consistency of interests," which help individuals maintain a positive attitude and stable goals when faced with challenges, setbacks, and pressures. The study of grit originated in positive psychology and has gradually extended into the field of education in recent years, receiving particular attention in foreign language teaching (Duckworth et al., 2007; Duckworth & Quinn, 2009).

Regarding the measurement of teacher grit, early research commonly used the original Grit-O scale proposed by Duckworth et al. (2007) or its subsequent simplified version, Grit-S (Eskreis-Winkler et al., 2014). However, some scholars have pointed out that generic scales have limitations in specific domains (such as education) (Sudina et al., 2021), as they may not fully capture the manifestation of grit in domain-specific contexts. To address this, Sudina et al. (2021) developed the more context-specific Foreign Language Teacher Grit Scale (FLTGS). This scale, while retaining the original structure of grit, incorporates items designed based on the professional characteristics of foreign language teachers, significantly improving its reliability and applicability. It has since been widely used in empirical research (Shahvarani et al., 2023; He et al., 2023; Sadoughi et al., 2024). For instance, Shahvarani et al. (2023) further confirmed that work engagement indirectly affects teacher grit by enhancing teacher resilience. The research by He et al. (2023) showed that teacher grit plays a key mediating role between a growth mindset and professional well-being, further highlighting its core value in teachers' psychological development. Furthermore, Azari Noughabi et al. (2022) found that foreign language teachers with higher levels of grit possess stronger professional immunity, enabling them to better withstand pressure, maintain their passion for education, and achieve teaching objectives. Hejazi et al., (2025) through

a survey of Iranian foreign language teachers, discovered that a growth teaching mindset, positive emotional experiences, and self-efficacy can all effectively predict teacher grit, indicating that grit, as a relatively stable psychological trait, is influenced by multiple internal variables. In summary, teacher grit is not only a psychological resource that supports teachers' sustainable professional development but also provides a theoretical basis and research direction for understanding teachers' adaptability and psychological regulation mechanisms in complex teaching environments.

## 2.2 Teacher Emotion Regulation

Teacher emotion regulation, a recent focus in educational psychology research, is widely recognized as a key psychological trait affecting teachers' professional behavior, teaching effectiveness, and mental health. The concept of emotion regulation originated from the theory of stress and coping by Lazarus and Folkman (1984), with the core idea that individuals can actively regulate and manage their own emotional responses. Building on this, Gross and Thompson (2007) proposed a more authoritative definition: emotion regulation is the process by which individuals consciously or unconsciously adjust, control, enhance, or inhibit their emotional experiences and expressions. Gross (1998) further developed a process model of emotion regulation, dividing it into five strategies: situation selection, situation modification, attentional deployment, reappraisal, and suppression. The first four are antecedent-focused strategies, while the last is response-focused.

To measure teacher emotion regulation, the Emotion Regulation Questionnaire (ERQ) developed by Gross and John (Gross & John,2003) has become one of the most widely used tools. It includes two dimensions, reappraisal and suppression, and is applicable to various educational contexts with good reliability and validity, having been widely used in research on well-being, burnout, and job satisfaction (Greenier et al., 2021; Xie, 2021). More recently, Heydarnejad et al. (2021) developed the Language Teacher Emotion Regulation Inventory (LTERI), which is tailored to the specific contexts of foreign language teachers. It covers six dimensions and is better suited to the complex emotional environment of language teaching. Research has shown that teacher emotion regulation has a profound impact on their career development. On one hand, effective emotion regulation strategies can promote positive professional outcomes, such as enhanced well-being (Li et al., 2023), increased classroom satisfaction and work engagement, and improved teaching enjoyment (Azari Noughabi et al., 2022). Teachers with strong emotion regulation skills are better able to actively cope with classroom challenges, experience more positive emotions (Shen, 2022), and strengthen their teaching confidence and professional identity (Namaziandost et al., 2024; AlHarbi & Ahmad, 2020). On the other hand, emotion regulation is equally important for mitigating negative emotions. Studies have found that through strategies like reappraisal and situation modification, teachers can effectively reduce occupational burnout (Bing et al., 2022), alleviate teaching anxiety and classroom boredom (Teimouri et al., 2022), and thus enhance their overall psychological resilience and coping ability. These findings indicate that teacher emotion regulation is not only a manifestation of

individual self-regulation but also a key psychological resource supporting their professional sustainability and teaching quality.

## 2.3 The Relationship Between Teacher Emotion Regulation and Teacher Grit

Existing research indicates that teachers with strong emotion regulation abilities often exhibit higher levels of grit (Solhi et al., 2024; Zheng et al., 2022). Although they may frequently encounter setbacks and pressures in their teaching, they can still maintain focus, a positive attitude, and sustained teaching efforts, making them more likely to overcome difficulties and achieve long-term teaching goals. It is evident that emotion regulation is not only a crucial guarantee for teachers' mental health but also largely supports the development and maintenance of their gritty character.

In recent years, some empirical studies have begun to explore the relationship between emotion regulation and grit, particularly within the foreign language teacher community. Research has consistently found a close connection between emotion regulation ability and teacher grit. For example, Solhi et al. (2024), in a survey of 172 university English teachers in Turkey, found a certain correlation between emotion regulation and teachers' professional persistence and teaching passion. Specifically, teachers with better emotion regulation tend to maintain higher levels of professional persistence and enthusiasm, thereby providing psychological support for overcoming challenges in teaching. The study by Deng et al. (2022) also found that foreign language teachers with stronger emotion regulation abilities typically exhibit a more positive mindset and higher teaching motivation, which contributes to enhancing their grit. Additionally, Zheng et al. (2022) found that emotion regulation and teacher grit are closely related, with emotion regulation playing a key role in the development of teacher grit.

Previous studies exploring the relationship between foreign language teacher grit and emotion regulation often used generic questionnaires. Although Sudina et al. (2021) and Heydarnejad et al. (2021) developed the more context-specific FLTGS and LTERI scales, empirical studies using these two instruments are still limited. Moreover, previous research has largely focused on foreign teacher groups or primary and secondary school teachers in China, with a lack of investigation into college foreign language teachers. In terms of research content, few studies have specifically examined the relationships between the internal subdimensions of emotion regulation and grit. In light of this, we will adopt a mixed-methods approach, utilizing the FLTGS and LTERI scales developed by Sudina et al. (2021) and Heydarnejad et al. (2021), which reflect the characteristics of foreign language teachers. Through analysis of questionnaire and interview data, we will attempt to answer the following three questions:

1) What is the current level of grit among college foreign language teachers?

2) What is the current level of emotion regulation among college foreign language teachers?

3) What is the extent of the correlation between grit and emotion regulation among college foreign language teachers?

## 3. Research Methodology

### 3.1 Participants

The participants in this study were 218 college foreign language teachers from regions including the northeast, central, south, and west of China. Among them, there were 63 male teachers (29.9%) and 155 female teachers (71.1%). The 218 teachers had varied academic qualifications (3 with a bachelor's degree, 159 with a master's degree, 56 with a doctoral degree), professional titles (51 teaching assistants, 98 lecturers, 55 associate professors, 14 professors), teaching experience (45 with 1–5 years, 30 with 6–10 years, 55 with 11–15 years, 51 with 16–20 years, 24 with 21–25 years, and 13 with over 26 years), and institutional levels (94 from "Double First-Class" universities, 115 from general undergraduate institutions, and 9 from vocational colleges). Among them, 3 teachers who participated in the quantitative study also took part in the follow-up interviews.

### 3.2 Research Instruments

This study used questionnaires as the quantitative research tool. The questionnaire consisted of: 1) Information about the research participants, including gender, age, teaching experience, professional title, academic qualifications, and institutional level; 2) The L2-Teacher Grit Scale (L2TGS); 3) The Language Teacher Emotion Regulation Inventory (LTERI). The two dimensions of the L2TGS are perseverance of effort (5 items, α=0.89) and consistency of interests (4 items, α=0.86), with an overall reliability of 0.905. The scale's structural validity was high ($\chi^2$/df=1.346<5, RMR=0.047<0.05, GFI=0.966>0.9, AGFI=0.942>0.9, CFI=0.992>0.9, RMSEA=0.040<0.08). The scale uses a five-point Likert scale, where 1 represents "strongly disagree" and 5 represents "strongly agree." The LTERI includes six dimensions: situation selection (4 items, α=0.87), situation modification (5 items, α=0.89), attentional deployment (4 items, α=0.74), reappraisal (5 items, α=0.87), suppression (4 items, α=0.84), and seeking social support (4 items, α=0.78). The overall reliability of the scale reached 0.907, and its structural validity was also high ($\chi^2$/df=1.163<5, RMR=0.051<0.08, GFI=0.900>0.9, AGFI=0.877>0.85, CFI=0.981>0.9, RMSEA=0.027<0.08), also using a five-point Likert scale where 1 represents "strongly disagree" and 5 represents "strongly agree."

In the qualitative research phase, this study used an interview protocol as the research tool. The protocol was designed around the following questions: 1) Have you ever encountered a moment when you felt like giving up on teaching? How did you persevere at that time? 2) What psychological qualities or beliefs do you think support your long-term commitment to the foreign language teaching profession? 3) When facing negative emotions or pressure, what methods do you usually use to regulate them? Do you actively seek external help to alleviate emotional pressure?

### 3.3 Data Collection and Analysis

This study's questionnaire was distributed via Wenjuanxing. On the homepage of the questionnaire, we explained the purpose of the study and included an option for participants to indicate their willingness to participate. Respondents could choose whether to continue with the interview. In total, we collected 223 questionnaires. After removing invalid data (e.g., completion time less than 1 minute), we obtained 218 valid questionnaires, resulting in a validity rate of 97%. Subsequently, we invited 4 willing teachers to complete interviews. With their consent, the interviews were recorded. The average duration of the interviews was 20 minutes, and the transcribed text amounted to 25,427 words. We processed the quantitative data using SPSS 26.0 software and conducted coding analysis of the qualitative data using NVivo 20 software through content analysis methods. The authors of this paper independently read the interview transcripts of the 4 teachers and extracted key statements based on the categories of grit and emotion regulation, the definition of each category, and the relationship between them.

## 4. Results and Discussion

### 4.1 Current Levels of Grit College Foreign Language Teachers

The descriptive statistics of this study show that the grit level of college foreign language teachers is at an upper-medium level (Mean = 3.70, SD = 0.89). Among the two dimensions, "perseverance of effort" had a mean of 3.73 (SD = 0.97), which was higher than the mean of "consistency of interests" at 3.67 (SD = 1.00). This indicates that in their teaching practice, college foreign language teachers are more inclined to demonstrate stable behavioral investment and goal persistence, while being relatively weaker in maintaining long-term teaching passion and professional interest. The NVivo qualitative coding results also show a total of 288 valid references related to "teacher grit," categorized into two primary nodes: "perseverance of effort" (180 references) and "consistency of interests" (108 references). The frequency distribution is largely consistent with the quantitative results. This trend has also been observed multiple times in other research (Duckworth & Quinn, 2009; Credé et al., 2017).

The interview data provides specific examples of this quantitative trend. Teacher A (male, professor, 22 years of teaching experience) shared: "At the beginning, some methods didn't work, but I persisted for a semester, and the students' feedback gradually improved. This gave me a sense of satisfaction and strengthened my conviction to continue optimizing my teaching." His experience reflects the ability to maintain continuous effort in the face of difficulties and uncertainty, a typical example of the "perseverance of effort" dimension. On the other hand, Teacher B (female, lecturer, 3 years of teaching experience) stated: "I came in with a lot of passion when I first started, but over time, I do feel some fatigue, especially with the repetitive nature of the work, which makes me feel a bit unmotivated." Her statement reflects the difficulty of maintaining stable interest in the teaching process and indirectly illustrates the relatively lower score for the "consistency of interests" dimension.

Overall, college foreign language teachers demonstrate a high level of "perseverance of effort" in their actual teaching,

which helps them maintain stable professional input when facing teaching pressure, curriculum reforms, and role changes. However, the slightly lower score in the "consistency of interests" dimension suggests that teachers may face risks of passion fluctuation and professional burnout in their long-term teaching practice. This finding provides valuable insights for developing subsequent teacher development and support strategies, particularly in how to stimulate and sustain teachers' interest in teaching, which requires more attention and investment.

**4.2 Current Levels of Emotion Regulation among College Foreign Language Teachers**

The descriptive statistics of this study show that the overall emotion regulation level of college foreign language teachers is at an upper-medium level (Mean = 3.64, SD = 0.63). Among the six subdimensions, attentional deployment (Mean = 3.88) and seeking social support (Mean = 3.79) scored the highest, followed by suppression (Mean = 3.66) and situation modification (Mean = 3.66). Reappraisal (M = 3.53) was slightly lower, and situation selection (Mean = 3.32) scored the lowest. This result indicates that when coping with teaching pressure, college foreign language teachers are more inclined to regulate their emotions by actively shifting their attention and seeking external resources (such as support from colleagues and collective consultation).

Furthermore, the study conducted a content analysis of the interview materials from the four teachers (totaling 25,427 words) using NVivo 20, extracting 240 reference nodes related to emotion regulation, which were then categorized according to the six subdimensions. The frequency distribution was as follows: attentional deployment 60 times (25.0%), seeking social support 54 times (22.5%), suppression 48 times (20.0%), situation modification 42 times (17.5%), reappraisal 30 times (12.5%), and situation selection 18 times (7.5%). This qualitative result is largely consistent with the trend shown in the questionnaire data.

Different from previous studies that emphasized teachers' frequent use of reappraisal and suppression as primary emotion regulation strategies (Gross & John, 2003; Greenier et al., 2021) the teachers in this study were more inclined to rely on attentional deployment and seeking social support. This difference may be related to the types of pressure faced by contemporary college teachers and the strengthening of external support systems. The study concludes that when an individual is in a state of high emotional arousal, shifting attention is a quick and effective short-term regulation method that can temporarily alleviate emotional intensity (Sheppes et al., 2011). Moreover, seeking social support not only helps to reduce psychological burdens but also reflects an enhancement of a collective teacher culture and an increased awareness of peer collaboration (Chang, 2009).

During the interviews, several teachers mentioned their practical application of "attentional deployment" and "seeking social support." For example, Teacher D (female, associate professor, 17 years of teaching experience) said: "Sometimes when I'm in a bad mood, I don't suppress it directly, nor do I deal with it right away. Instead, I choose to do something else, like grading papers or listening to music,

and I'll think about the issue after my mood has passed." Such strategies exemplify typical attentional deployment behaviors, helping teachers avoid emotional outbursts and maintain a stable teaching state. Teacher B (male, lecturer, 7 years of teaching experience), on the other hand, emphasized the importance of "confiding in colleagues": "Sometimes when students cause problems, I do get emotional, but I usually find a teacher in the office to talk to and vent a bit. They often give me new perspectives, which makes me less anxious." This method of seeking emotional comfort and problem-solving solutions within a social network not only alleviates pressure but also promotes empathy and cooperation among teachers (Jennings & Greenberg, 2009).

Although reappraisal and suppression were still used by some teachers, their frequency of use in this study was slightly lower than other strategies. Teacher C noted: "I try to look at student problems from a different angle, to understand them, and I also restrain myself from saying harsh words when necessary. But I'm not used to suppressing my emotions too much; it's too tiring." This indicates that teachers are still finding a balance between reappraisal and suppression, but they generally lean towards gentler self-regulation and external support.

In summary, this study found that college foreign language teachers exhibit greater situational flexibility in emotion regulation, particularly with a significantly higher frequency of using attentional deployment and seeking social support compared to cognitive reappraisal and expressive suppression. This finding enriches the existing cognitive map of teacher emotion regulation strategies and suggests that in teacher training and psychological support systems, we should emphasize helping teachers develop a wider and more diverse range of regulation tools, especially in enhancing their interaction and resource mobilization within their social support systems.

**4.3 The Relationship Between Emotion Regulation and Teacher Grit**

**Table 1:** Correlation between Teacher Grit and Teacher Emotion Regulation

| | Teacher Grit | Teacher Emotion Regulation |
|---|---|---|
| **Teacher Grit** | 1.000 | |
| **Teacher Emotion Regulation** | 0.623** | 1.000 |

Note: ** p < 0.01

As shown in Table 1, there is a significant moderate positive correlation between the grit and emotion regulation of college foreign language teachers in China (r = 0.623, p < 0.01). This indicates that the stronger a teacher's emotion regulation ability, the higher their level of grit. In other words, if foreign language teachers can effectively regulate their own emotions and maintain a positive emotional state, they are more likely to exhibit persistence and goal-oriented behaviors when facing teaching pressure and professional difficulties. This result is consistent with the research by Kalia et al. (2022), who found that grit is significantly correlated with reappraisal strategies, supporting the important role of emotion regulation in the development of grit. Furthermore, the study by Zheng et al. (2022) on Iranian EFL university teachers also supports this view, finding that emotion regulation is an important predictor of foreign language teacher grit.

**Table 2:** Correlations between Dimensions of Teacher Emotion Regulation and Teacher Grit

|  | Situation selection | Situation modification | Attention deployment | Reappraisal | Suppression | Seeking social support | Teacher Grit |
|---|---|---|---|---|---|---|---|
| Situation selection | 1.000 | | | | | | |
| Situation modification | 0.375** | 1.000 | | | | | |
| Attention deployment | 0.219** | 0.211** | 1.000 | | | | |
| Reappraisal | 0.435** | 0.373** | 0.284** | 1.000 | | | |
| Suppression | 0.379** | 0.387** | 0.218** | 0.394** | 1.000 | | |
| Seeking social support | 0.349** | 0.463** | 0.333** | 0.298** | 0.370** | 1.000 | |
| Teacher Grit | 0.359** | 0.488** | 0.296** | 0.371** | 0.561** | 0.447** | 1.000 |

Further analysis of Table 2 shows that among the six subdimensions of teacher emotion regulation, "suppression" (r = 0.561) has the highest correlation with teacher grit, followed by "situation modification" (r = 0.488), "seeking social support" (r = 0.447), "reappraisal" (r = 0.371), and "situation selection" (r = 0.359). Although "attentional deployment" had the lowest correlation (r = 0.296), it was also statistically significant. This structural result suggests that college foreign language teachers' use of various emotion regulation strategies indeed has a significant promoting effect on their long-term educational investment, willpower maintenance, and professional perseverance (Duckworth et al., 2007).

To further validate the practical significance of the quantitative results, this study combined NVivo qualitative analysis, extracting 180 references highly related to grit from the 240 emotion regulation-related excerpts, forming six secondary coding nodes corresponding to the six emotion regulation dimensions. The frequency distribution was as follows: suppression (40 references, 22.2%) appeared most frequently, indicating that when teachers manage and control their emotional expressions, they tend to enhance their task engagement and long-term persistence. Situation modification (35 references, 19.4%) and seeking social support (32 references, 17.8%) followed closely, reflecting teachers' tendency to adjust the external environment or actively seek help to cope with teaching challenges. The frequencies of reappraisal and situation selection were relatively moderate (both 26 references, 14.4%), while attentional deployment was relatively low (21 references, 11.7%), suggesting its comparatively limited role in the interaction with grit.

First, as the dimension with the highest correlation, "suppression" is traditionally considered a "passive strategy" that may lead to emotional exhaustion and psychological burden. However, in this study, it significantly and positively predicted teacher grit. Teacher A pointed out: "Sometimes when students perform poorly, although I feel very anxious, I don't show it. Keeping my emotions in check is more important than anything." This type of feedback indicates that suppression is not a passive avoidance of emotion, but rather a strategy actively employed by teachers to maintain classroom order and professional focus. Previous research has also noted that when facing student behavior management and teaching conflicts, teachers often maintain their professional image and teaching control by suppressing expressions of anger and frustration (Chang, 2009).

"Situation modification," as a regulation strategy highly correlated with teacher grit, reflects teachers' proactive adjustment of the classroom environment to ensure the achievement of teaching goals when facing challenges. Teacher B stated in an interview: "Once I find the classroom atmosphere is dull, I will immediately adjust the teaching pace or add interactive activities. This is a way for me to maintain my teaching passion." This ability to flexibly respond to classroom changes allows teachers to overcome teaching obstacles and maintain sustained engagement and a positive teaching attitude. Related research also indicates that by adjusting teaching content and interactive methods, teachers can effectively alleviate frustration in teaching and promote their unremitting completion of teaching tasks (Chang & Taxer, 2021).

"Seeking social support," as a dimension significantly correlated with teacher grit (r = 0.447), reflects teachers' tendency to seek emotional support and problem-solving strategies through interpersonal interaction when facing emotional distress. Fredrickson's (2001) broaden-and-build theory suggests that positive emotions can broaden an individual's cognitive and behavioral repertoires, and social support is an important external resource for stimulating positive emotions. Teacher D mentioned in her interview: "Sometimes when I feel a lot of pressure, I'll chat with a few colleagues. We vent to each other, and my mood really improves a lot, which makes me feel like I can keep going." The research by Xu and Yang (2023) also confirms that seeking social support is an effective emotion regulation strategy, which not only provides an emotional buffer for teachers but also promotes their grit.

It is worth noting that the correlation of "reappraisal" in this study was slightly lower than the top three dimensions (r = 0.371), but it still showed a stable positive relationship. As a strategy that regulates emotions by changing one's understanding of a situation, reappraisal is widely considered to be the most adaptive emotion regulation method (Gross, 1998). Unlike more behavior-oriented strategies such as "suppression" or "situation modification," reappraisal typically acts on an individual's cognitive level, and its regulatory effects are more long-term and internal. Teacher B recalled: "I used to get frustrated when students were indifferent, but now I've learned to see it from another angle—maybe that's just their way of expressing themselves." This cognitive shift, while not immediately triggering action, helps teachers reconstruct meaning in the face of emotional pressure, thereby maintaining psychological resilience and goal orientation in their long-term teaching (Ma, 2023). This may also explain why its connection to grit, though not as strong as other strategies, plays a profound supporting role in teachers' sustained engagement and emotional adaptation.

As for "situation selection" and "attentional deployment," although their correlation with teacher grit was relatively low

(r = 0.359 and r = 0.296, respectively), they still hold some significance. According to the research by Taxer and Gross (2018), teachers use strategies like situation selection and attentional deployment in emotion regulation, but their use is limited by the teaching environment and task arrangements. The freedom of situation selection is low, which constrains its support for long-term psychological traits like grit. Attentional deployment, as an immediate regulation method, can alleviate short-term emotional fluctuations but is less effective in continuously motivating teacher grit.

In summary, expressive suppression reflects the teacher's ability to maintain classroom order through self-control; situation modification and seeking social support reflect the teacher's proactive response to challenges and use of external resources. Cognitive reappraisal provides deep support for long-term grit, while situation selection and attentional deployment have weaker effects due to environmental constraints. A multi-dimensional approach to emotion regulation strategies effectively promotes the formation of teacher grit, which is of great significance for teachers' professional development and mental health.

## 5. Conclusion

This study found a significant moderate positive correlation between the emotion regulation ability of college foreign language teachers and their level of grit (r = 0.623, p < 0.01), indicating that teacher emotion regulation plays an important role in the construction of teacher grit. Among the six subdimensions, "suppression" had the highest correlation with teacher grit. Although this differs from the emphasis on "reappraisal" in previous research, this result reflects that in actual teaching, teachers often maintain classroom order and a professional image by controlling their emotional expressions, thereby enhancing their persistence and task-oriented behavior. "Situation modification" and "seeking social support" also showed strong positive effects, indicating that teachers can enhance their psychological resilience and sustained teaching motivation by adjusting teaching arrangements or seeking help from colleagues.

In comparison, "situation selection" and "attentional deployment" are constrained by time, space, and the pace of teaching in the actual classroom environment, limiting their support for grit. "Reappraisal," although its correlation was slightly lower, remains indispensable in constructing deep meaning and adapting to emotions. The overall findings of the study suggest that teacher grit does not originate from a single strategy but is the result of the combined action of multiple emotion regulation mechanisms.

Based on the above findings, it is recommended that universities introduce systematic emotion regulation training into their teacher development systems, such as establishing "emotion regulation workshops" or "teacher support groups," to enhance teachers' ability to identify and utilize different strategies. At the same time, fostering a teaching community based on empathy and trust should be encouraged to promote emotional support and experience sharing among teachers. Future research could expand the sample types and regional distribution, and combine longitudinal tracking or classroom observation to further explore the dynamic application of emotion regulation strategies and their long-term impact on teacher grit.

## Acknowledgements

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