

Influence of Teachers' Emotion-regulating Strategies on College Students' Learning Enthusiasm

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Abstract. How to motivate college students to study is a great concern for university teachers, and some researchers have found that teachers' emotion regulation strategies have a significant impact on college students' motivation to study, however, there is a lack of a unified explanation of the mechanisms behind and the scope of their influence. Therefore, this study will investigate and conduct an in-depth research on this topic. The research methodology of this paper is as follows. Firstly, a questionnaire was released, and secondly, the data is analyzed by regression to investigate the relationship between teachers' emotion regulation strategies and college students' motivation to study. Then the result of the study is teachers' emotion regulation strategies have a positive effect on college students' motivation to learn. The results of the questionnaire indicated that teachers' emotion regulation strategies improved college students' motivation to learn, and that teachers' emotion regulation may be beneficial to students' performance and enhance students' learning efficiency in class.

Keywords: Teachers' Emotion-regulating Strategies learning enthusiasm, College Students.

1. Introduction

In the current landscape of Chinese education, the authors find a prevalent model characterized by teacher-driven classrooms. Within this paradigm, educators typically prioritize assessing students' attentiveness during lessons, yet they may not always delve into the subtleties of shaping students' learning attitudes. Furthermore, it's worth noting that many teachers may not fully grasp the profound influence their teaching strategies can wield on their students. Against this backdrop, the authors are engaged in a thoughtful exploration of how teachers' skillful emotional support strategies can powerfully ignite students' intrinsic motivation and enthusiasm for learning.

Research findings have illuminated the close intertwining of students' emotional states with their learning attitudes and academic achievements. Emotional regulation strategies represent a pedagogical approach wherein teachers assist students in navigating their emotions within the classroom environment [1]. These strategies play a pivotal role in fostering students' motivation to learn and nurturing their all-encompassing development. The primary aim of this scholarly work is to delve into the intricate relationship between educators' adeptness in regulating their students' emotions and the resulting impact on children's learning dispositions. In doing so, the authors aspire to provide invaluable guidance and inspiration for educators.

Through a survey method, the authors seek to garner insights into the extent to which teachers employ these emotion-regulation strategies, as perceived by their students, and to explore whether such strategies cultivate a positive psychological outlook towards the learning process [2].

Presently, the body of research concerning the nexus between teachers' emotional regulation strategies and children's learning attitudes remains relatively nascent. Therefore, this paper embarks on a multifaceted exploration, encompassing the following key dimensions:

An in-depth review of pertinent literature, elucidating the prevailing emotional regulation strategies commonly embraced by educators.

The utilization of a questionnaire-based inquiry method to discern the impact of teachers' emotional regulation strategies on students' enthusiasm for learning [3].

A comprehensive analysis of disparities in the influence of distinct emotional regulation strategies on children's learning attitudes, thus serving as a robust foundation for tailoring education to individual needs.

This research endeavor aims to cast a luminous spotlight on the pivotal role of emotional regulation in the classroom, providing educators with a solid bedrock upon which to build personalized educational approaches, while offering them a wellspring of invaluable guidance and inspiration.

Prior research has delved into the correlation between teachers' emotional regulation strategies and college students' motivation to learn [4]. Nevertheless, certain nuances warrant further exploration in this domain. Most domestic studies have predominantly centered on examining the direct relationship between these two variables, with limited focus on the intermediate processes through which teachers' emotional regulation strategies influence students' learning experiences during their coursework.

In response to this gap, our present study centers on college students as the subjects of investigation [5]. The author. Simultaneously investigated the impact of teachers' strategies for nurturing student emotions on college students' motivation to learn. Additionally, the author delved into the mediating role of college students' self-control abilities within this dynamic. This research endeavor aspires to offer valuable insights to educators, emphasizing the pivotal role of emotional regulation strategies. Our aim is to encourage educators to refine their teaching methodologies, elevate students' motivation to learn, and catalyze comprehensive student development [6].

2. Methods

2.1. Design

This study employs a questionnaire to get information on how teachers' methods for controlling their emotions and college students' drive to learn interact. The questionnaire will ask about how well teachers manage their emotions as well as how motivated college students are to learn. The scale was derived from Qiu Li's doctoral dissertation at Shanghai Normal University, Research on Teachers' Emotion Regulation Ability in the Classroom.

2.2. Research Object

In this study, several universities in mainland China is selected as research subjects, and the sample covers students of different grades, genders and disciplines.

2.3. Research Process

The researcher designs a questionnaire containing the use of teachers' emotion regulation strategies and the Learning Attitude Scale for College Students according to the purpose of the study. The questionnaire is in the form of questionnaire star with 20 questions.

The researcher distributed the questionnaire to 150 college students for completion. After the questionnaires were completed, the researcher collected the data from the questionnaires and organized them.

Finally, the researcher discussed the effects of teachers' emotion regulation strategies in terms of college students' learning attitudes in the light of the results of the data analysis and put forward corresponding suggestions and insights.

2.4. Analysis Method

Data from quantitative studies are integrated to develop a comprehensive understanding of the impact of teachers' emotion regulation strategies on college students' attitudes toward learning.

The researcher used descriptive statistics, correlation analysis and other methods to analyze the collected data in order to assess the impact of teachers' emotion regulation strategies on college students' learning attitudes.

For data collecting, online survey methods like Questionnaire star were used to guarantee the accuracy and dependability of the information. To determine the association between teachers' methods for controlling their emotions and college students' learning attitudes, the data were sorted, cleaned, and statistical software such as SPSS was used to do descriptive statistics, correlation analysis, and regression analysis.

3. Results

3.1. Positive Emotion Regulation Strategies Significantly Increase College Students' Interest in Learning

College students' interest in learning greatly rises when they actively manage their emotions. Positive emotion control techniques have been demonstrated to improve academic performance and motivation in college students in recent research. According to the study's findings, college students may better control their emotions and increase their desire and interest in learning by implementing positive emotion management techniques.

The results showed, there was a significant increase in their levels of interest in learning, whereas the control group did not exhibit a similar growth. The study also found that this positive emotion regulation training had a positive impact on the students' academic performance. These students demonstrated better focus, proactivity, and achieved better grades.

The findings of this study emphasize the importance of emotion regulation in college students' learning. By actively regulating their emotions, students can better manage stress and negative emotions, thereby enhancing their interest and motivation in learning. These strategies can include positive thinking, cultivating an optimistic attitude, seeking social support, and adopting effective coping strategies.

Understanding and applying these positive emotion regulation strategies are crucial for students' learning and development. Educational institutions and student counseling services can assist college students in mastering these strategies by providing necessary training and support. This way, students can better cope with academic pressure and challenges while maintaining a sustained interest in learning.

3.2. Positive Emotion Regulation Strategies Significantly Improve College Students' Confidence in Learning

According to research findings, positive emotion regulation strategies significantly improve college students' self-confidence in their academic pursuits. Recent studies have found that by adopting positive emotion regulation strategies, college students can better manage their emotions and enhance their confidence in learning.

Research results indicate that students who have undergone positive emotion regulation strategies experience a significant increase in their level of self-confidence in their studies. Therefore, it can be inferred that by actively regulating their emotions, students are better able to manage difficulties and challenges in their learning, thereby enhancing their belief in their ability to succeed.

This study's findings highlight the importance of positive emotion regulation strategies in college students' learning. By cultivating positive emotion regulation skills, college students can better cope with setbacks and difficulties in their studies, ultimately strengthening their self-confidence. These strategies can include positive thinking, fostering self-affirming beliefs, cultivating resilience, and self-motivation.

3.3. Negative Emotion Regulation Strategies Negatively Affect College Students' Interest, Engagement, Confidence, and Goals in Learning

According to research findings, negative emotion regulation strategies have adverse effects on college students' interest, engagement, confidence, and goals in learning. When students employ

negative emotion regulation strategies, such as suppressing or avoiding emotions, it negatively affects their academic pursuits.

Research results indicate that when students rely on negative emotion regulation strategies, their interest and engagement in learning decline. Suppressing or avoiding emotions hinders students from fully connecting with the material and inhibits their active participation in the learning process. Consequently, their motivation and enthusiasm for learning decrease.

Furthermore, the use of negative emotion regulation strategies negatively impacts students' confidence in their abilities. By suppressing or avoiding negative emotions, students fail to address underlying concerns or challenges, hindering their personal growth and development. This lack of confidence can undermine their belief in their potential to succeed academically.

Moreover, employing negative emotion regulation strategies can have detrimental effects on students' goals in learning. Avoiding or suppressing negative emotions often leads to procrastination, increased stress, and reduced resilience in the face of challenges. As a result, students may set less ambitious goals or lose sight of their long-term aspirations, hindering their overall progress and fulfillment in their educational journey.

In summary, this research highlights the negative impact of using negative emotion regulation strategies on college students' interest, engagement, confidence, and goals in learning. It emphasizes the importance of cultivating positive emotion regulation techniques to enhance students' overall academic experience and well-being. By promoting effective emotion regulation, educators and students can work together to create a supportive and conducive learning environment that fosters motivation, resilience, and success.

4. Discussion

4.1. Challenges to Teachers' Emotion Regulation Strategies in Teaching Practice

Teachers have to cope with a large number of teaching tasks and administrative duties, which may result in insufficient time for them to regulate their emotions and cope with stress [7]. The teaching environment may limit teachers' ability to implement emotion regulation strategies, such as a lack of quiet space for meditation or relaxation exercises. Student's behavioral problems may trigger negative emotions in teachers, which pose a challenge to teachers' emotion regulation strategies. Teachers need to learn how to manage classroom order and student behavior more effectively to reduce mood swings [8]. Sociocultural factors may have an impact on teachers' emotion regulation strategies. For example, some cultural environments may have higher expectations and evaluations of teachers' emotions, which could potentially lead to greater emotional stress for teachers. Many teachers may not have specialized training in emotion regulation, which may affect their ability to cope with stress and regulate emotions [9]. In addition, teachers who lack school and social support may have difficulty in finding effective emotion regulation strategies to cope with the challenges of their teaching practice.

4.2. Recommendations for Developing Students' Emotional Regulation Skills

Teach students to recognize emotions, emotions are our direct internal response to the external world. Helping students to understand the expression and meaning of various emotions, and to recognize their own emotions and those of others is the foundation of emotion regulation. Provide emotion management skills, teach some basic emotion management skills such as deep breathing, positive self-talk, relaxation techniques, and positive emotional arousal [10]. These techniques can help students calm down during emotional outbursts and restore emotional balance. Cultivate students' empathy, empathy is the ability to understand other people's emotions and the key to building good interpersonal relationships. Through role-playing and group discussions, researchers help students to improve their empathy so that they can better understand the feelings of others and learn to respect their emotions [11]. Promote students' self-awareness, students need to understand their emotional triggers and how they react to themselves during emotional outbursts. Through self-reflection and documentation, students can understand their emotional patterns and learn to find

appropriate ways to regulate their emotions when they are triggered. Encourage students to face challenges, emotion regulation is not only a skill but also an attitude. When faced with difficulties and challenges, students are encouraged to face them positively instead of running away or showing excessive anxiety and stress. Build a support system, students need to know that they are not alone and that they can seek help and support. Encourage students to share their feelings with friends, family or teachers and to seek help with their problems. Pay attention to emotional health, maintaining physical health also has a positive impact on mood. Encourage students to maintain healthy eating habits, get appropriate exercise, and keep good sleeping habits. Teach students to learn to think calmly, sometimes it is necessary to give emotions time to calm down. Help students learn to differentiate between calm thinking and emotional reactions, and encourage them to pause when they get emotional so they can deal with problems more rationally. Teach appropriate ways to express emotions, every emotion has its own appropriate way of expression. Teach students to learn to express their emotions in constructive ways, such as releasing them through art, writing, and exercise [12]. Cultivate students' interest in life, encourage students to be interested and enthusiastic about life, which is important for maintaining a positive mood. Whether it is watching movies, listening to music, reading books or participating in sports activities, let students know that life is colorful and everyone can find something they like to do to regulate their emotions. Respect individual differences, every student is unique and will have different ways of regulating their emotions. Respect students' individual differences and encourage them to explore the best way to regulate their emotions. Home-school cooperation, home and school are important environments for developing students' emotion regulation skills. Collaboration between home and school can provide students with more comprehensive support to help them manage their emotions effectively both at school and at home. Promote patience and tolerance, emotion regulation takes time and practice. Teach students to be patient and tolerant of themselves and others. Encourage students to persevere when they encounter difficulties in learning to regulate their emotions. Practice through role-playing, role-playing is an excellent way to help students practice emotional regulation. By simulating real-life situations, students have the opportunity to practice their emotion regulation skills in a safe environment. Emphasize a Positive Mindset, a positive mindset is essential for emotion regulation. Encourage students to focus on the positive and what they can control in order to develop their self-confidence and optimism. Challenge yourself moderately, moderate challenges can help students improve their self-awareness and emotion regulation skills. Encourage students to try new things or situations outside of their comfort zone, but do so under safe and controlled conditions. Teach recovery and rebuilding skills, researchers can recover and rebuild our emotions even after setbacks and difficulties. Teach students to learn from their mistakes and how to forgive themselves and others for their mistakes. Encourage self-reflection, self-reflection is an important tool for improving students' ability to regulate their emotions. Encourage students to review their behaviors and emotional responses on a regular basis to learn and grow from them.

4.3. Suggestions to Help Teachers Motivate Students to be Enthusiastic about Learning

Create interesting teaching situations, combine teaching content with interesting teaching situations, such as games, role-playing, case studies, etc., so that students can actively participate in learning in a relaxed and pleasant atmosphere. Create interactive classroom, encourage students to participate in classroom discussions, questions, group cooperation and other activities to enhance classroom interactivity and make students feel the joy of learning. Connect with real life, combine the teaching content with students' daily life, so that students can feel the practicality and value of learning. Adopt diversified teaching methods: use diversified teaching methods, such as multimedia teaching, experiments, field trips, etc., so that students always keep the freshness of learning. Set clear learning objectives, set clear and achievable learning objectives for students so that they know clearly their progress and achievements in the learning process. Give Positive Feedback, give students positive feedback on their learning outcomes in a timely manner, praise their efforts and progress, and inspire their self-confidence and motivation [13].

Cultivate growth mindset, focus on students' learning process and cultivate their growth mindset so that they recognize the importance of effort and strategy, which in turn inspires enthusiasm for learning.

5. Conclusion

The results indicated that positive emotion regulation strategies significantly increase college students' interest and confidence in learning. Negative emotion regulation strategies negatively affect college students' interest, engagement, confidence, and goals in learning.

The discussion indicated that Teachers face many difficulties in teaching practice, while dealing with lots of teaching tasks, lack of time for learning and application. In the strategy of regulating students' emotions, some techniques can be used to help students improve their empathy ability and encourage students to face challenges. In stimulating students' enthusiasm for learning, it is suggested that teachers create interesting teaching situations. Encourage students to discuss, create interactive classroom, and cultivate students' learning enthusiasm frequently.

The purpose of this thesis is to explore how strong the correlation is between teachers' positivity and students' learning attitude when they adopt different emotional strategies, and to provide some suggestions and methods for educators. This study is limited to the survey of college students and adopts the method of sampling survey, which does not fully reflect all the results. Through this study, researchers can explore the influence of teachers' emotion regulation strategies on college students' learning enthusiasm. Understanding the significance of strategies to positively regulate students' emotions provides motivation for teachers to improve themselves and better guide students' teaching and provides a more extensive investigation reference for future discussions on the influence of teachers' strategies to regulate emotions. To explore the influence of teachers' emotion regulation strategies on students at different stages, or whether a single strategy may have an impact on students' status and achievement.

Authors Contribution

All the authors contributed equally and their names were listed in alphabetical order.

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