

# Beyond Grit: Unveiling the Mechanisms of Self-Regulation in Peak Performing Teachers

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## Abstract

While grit has emerged as a significant predictor of success in various domains, its explanatory power in the context of peak teacher performance remains inconclusive. This study delves deeper into the relationship between teacher effectiveness and self-regulation, a construct often overlooked in educational research. Employing a mixed-methods approach, the study commenced with a quantitative phase involving a descriptive survey of 181 teachers in Bushehr City, Iran. Utilizing the Brown & et al. Self-Regulation Scale (1999) and the Turner Job Performance Scale (2007), a significant positive correlation ( $r = 0.36, p < 0.0005$ ) was established between self-regulation and job performance, suggesting a robust association between the two constructs. To further illuminate the underlying mechanisms, a qualitative phase involving semi-structured interviews with five teachers was conducted. Thematic analysis revealed that effective classroom management, overcoming challenges and developing strategies like mindfulness practices, time management techniques, seeking social support, and self-reflection plays a pivotal role in driving teachers towards exceptional performance. These findings underscore the importance of cultivating self-regulatory capacities among educators to enhance teaching efficacy and ultimately improve student outcomes. By elucidating the intricate relationship between self-regulation and teacher performance, this study contributes to a more nuanced understanding of the factors underpinning educational excellence.

**Keywords:** Educational research, Exceptional performance, Mixed method, Self-regulatory capacities, Teacher effectiveness