

ABSTRACT

Towards an Explanation of Selected Jamaican High School Teachers' Emotion Management, Emotion Regulation, and Classroom Management Strategies: A Mixed Methods Study

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Teachers' emotions are important to their classroom management. Evidence, however, suggests a dearth of research in teachers' emotions. The intent of this two-phased explanatory sequential mixed methods research, which was grounded in pragmatism, was therefore to conduct a survey and then explore the views of selected teachers in Jamaican high schools on their emotion management, emotion regulation, and classroom management strategies. A mixed sampling design was used to select 147 participants (95 females) for the quantitative phase and nine, from three cases, for the qualitative phase. Data were collected using two quantitative and two qualitative instruments. Hierarchical multiple regression, *t*-test, within-case, and cross-case analyses were performed. The emotion management score of women was statistically higher than men. Emotion management was the best predictor of teachers' classroom management strategies, over and above school type and gender. From the enquiries, emotion management and emotion regulation, along with other factors, influenced teachers' classroom management strategies. One unexpected finding is what I termed, "the suburban embracing the garrison from a distance." My unique contributions in this research are the (a) norming of emotion management and classroom management instruments in Jamaica, (b) use of mixed methods to conduct survey and explore the constructs studied, and (c) integration of emotion management and emotion regulation in a single study. This research calls for the teaching of emotional intelligence and emotion regulation to teachers and the introduction of social and emotional learning in curricula across all aspects of Jamaica's education system, other policy changes in aspects of Jamaica's education system, and suggests adjustments to Jamaica's Vision 2030 strategies and the National Education Inspectorate's assessments. This study sets the stage for further research in teachers' emotions and classroom management strategies.

Keywords: classroom management; classroom management strategies; covid-19 pandemic; emotion; emotional intelligence, emotion management; emotion regulation; mixed methods.