

"LEVEL OF HAPPINESS AND STRATEGIES PREFERRED TOWARDS HAPPY MATH: BASIS FOR TRAINING PROGRAM DEVELOPMENT"

Unpublished Graduate Thesis (Educational Management), Northern Iloilo Polytechnic State College, Estancia, Iloilo, March 2019.

ABSTRACT

This descriptive-correlational research determined the level of happiness and the strategies preferred towards happy Math in the selected schools in Iloilo City Division. Forty-eight (48) Math teachers and three hundred seventy (370) learners were the respondents of the study. An adapted 10-item happy emotion questionnaire by Fordyce (1988) and an enumeration of best practices strategies in teaching Math were used to gather the data. Frequency counts and percentage, mean, standard deviation, rank or ranking method, Independent-samples t-test, F-test (one-way between-groups ANOVA), Pearson's r were used for statistical analysis. Results revealed that elementary Math teachers (8.04 over 10) and learners (8.33 over 10) were pretty happy during Math classes. Generally, the top 3 teaching strategies utilized by Math teachers were cooperative learning, contextualization, and game-based learning. There was no significant difference in the level of happiness of teachers when classified according to sex, age, and grade level of teaching assignment. Likewise, there was no significant difference in the level of learners' happiness during Math classes when classified according to sex, economic status, and grade level. There was no significant relationship in the level of Math teachers' happiness and learners' happiness in Math classes.