

EXPLORING PRESERVICE TEACHERS' ACADEMIC EMOTIONS IN AN ONLINE MATHEMATICS CLASS: BASIS FOR CURRICULAR ENHANCEMENT FOR THE NEW NORMAL IN EDUCATION

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ABSTRACT

The online classroom environments promote several emotions, just like the traditional classroom setting. Students may feel anxious taking online exams, while others may feel more comfortable participating in online learning because they have the technological resources to meet online works. For future educators, positive academic emotions must be fostered among preservice teachers in an online Mathematics class because learning Mathematics will equip the basic knowledge and mental discipline in teaching their field of specialization, other than Mathematics, such as, Music, Social Sciences, Sciences and technical subjects. Thus, this study explored the academic emotions experienced by the preservice teachers in their online Mathematics classes. Two research questions guided the study. This utilized descriptive survey design, and data were obtained online thru Google Forms. A sample of 141 preservice teachers from a selected higher education institution in Zamboanga City was randomly selected through proportionate and systematic sampling procedures. This study adapted Achievement Emotion Questionnaire by Pekrun et al. (2006). The research instructor and subject matter experts validated these, and both attained acceptable reliability coefficients during the pilot testing based on the computed Cronbach's alpha. Mean, Standard Deviation, Pearson – r correlation was utilized in the analysis of the data. Findings revealed that preservice teachers experienced moderate anxiety, enjoyment, and pride in their online Mathematics class. Results also showed significant positive relationships among positive emotions and significant positive relationships among negative emotions. However, there were significant negative relationships between positive and negative emotions. This study recommends that math teachers at the tertiary level create an online learning environment that fosters positive academic emotions and minimizes negative ones.

Keywords: Academic Emotions, Mathematics, Pre-service Teachers, Online Class