

Exploratory Observational Study

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February 18, 2018

“I hereby declare upon my word of honor that I have neither given nor received unauthorized help on this work.”

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Reference

Andrews, A., Brown, J. (2015). The effects of math anxiety. *Education*, 135(3), 362-370.

Summary

One hundred and eighty college students with a majority black and female, researchers conducted an exploratory observational study. During students' summer orientation sessions, students had taken ten to fifteen minutes completing the Freshman Orientation Survey before researchers compared the results to a previous study. Utilizing the Abbreviated Math Anxiety Scale (AMAS) with two subscales, the Learning Math Anxiety (LMA) and the Math Evaluation Anxiety (MEA), researchers rated participants answers on a Likert scale. With standardized test scores, placement scores, records of math courses taken during students' freshman year, and final math grades, researchers compared enough variables to attain a result. A negative relationship between standardized test scores, such as the SAT and ACT, and math anxiety existed. In general, students with higher final grades had the lowest of math anxiety, with most higher final grades existing in higher math courses. Overall, the researchers concluded that students had greater anxiety levels during math assessments than during math instruction.

Implications

This research helps assert that students with math anxiety carry it beyond secondary school and can influence their performance in higher education. Teachers must promote students' develop self-confidence in mathematics at an early age, especially as many students believe that math skills are unimportant.