

Quantitative Study

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

Deidre Norman

Reference

Hafner, E. W. (2008). *The relationship between math anxiety, math self-efficacy, and achievement among a sample of eighth grade students* (Order No. 3297270). Available from ProQuest Dissertations & Theses Global. (304831190). Retrieved from <http://ezproxy.umw.edu/login?url=https://search.proquest.com/docview/304831190?accountid=12299>

Summary

This quantitative study takes a look at math anxiety in one hundred and twenty-three eighth grade students and analyzes the link between math self-efficacy, math anxiety, and math achievement. Over the span of thirty minutes, researchers observed students complete two questionnaires that dealt with the three variables. These two questionnaires were the Mathematics Anxiety Rating Scale for Adolescents (MARS-A) and Mathematics Self-Efficacy Scale. The first measures student's levels of math anxiety while the second measures student's levels of math self-efficacy. Afterwards, the researchers obtained their data and proceeded to leave to analyze it. With the use of regressive models and equations, researchers plotted the variables to detect nonlinear relationships. The results showed a significant indication that math self-efficacy predicts and creates a relationship between math anxiety and achievement. Nonetheless, researchers found that math anxiety alongside self-efficacy influences the student's performance. Researchers took note that these results may have been skewed because of students rushing to complete the questionnaires and filling out questions with false information. A lesson to keep in mind when interviewing students in the last period of the last two weeks of school.

Implications

This study deals directly with students I may have in my classroom. Though the results may have been skewed due to timing, the results ring clear that math self-efficacy and math anxiety influence achievement in mathematics. With this information, I can begin planning any countermeasures to encourage students to have high self-efficacy to help combat their math anxiety.