

Meta-Analysis 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

Young, J. R., & Young, J. L. (2016). Young, black, and anxious: Describing the black student mathematics anxiety research using confidence intervals. *Journal of Urban Mathematics Education, 9*(1), 79-93. Retrieved from <https://eric.ed.gov/?id=EJ1108452>

Summary

In response to the conclusion found in Xin Ma's foundational meta-analysis, Jamaal and Jemimah Young decided to analyze the relationship between Black students and mathematics anxiety. Ma's study concluded that the relationship between mathematics anxiety (MA) and heterogeneous and homogeneous populations was the same. However, Black students were not included in the analysis. Most meta-analyses of the topic consisted of a large, homogeneous population of White students. This study utilized the Mathematics Anxiety Rating Scale (MARS), a popular instrument to assess MA, as a basis to begin investigating the relationship. With 224 studies, Young created a report. This report included the features of grade, composition of Black students, sample size, and Cronbach's alpha. Overall, only five of the studies produced reliable scores. To conclude, Young noted that many Black students remain underrepresented in studies of mathematics anxiety.

Implications

As I had assumed from reading Xin Ma's meta-analysis, race is an underrepresented factor in mathematics anxiety, especially for African American students. This means that there are fewer studies to reference and makes any study dealing with African American students more unique

and necessary.