

The Correlates of Mathematics Anxiety Among
Freshmen Psychology Students of the
De La Salle University-Aguinaldo
SY 1995-1996

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the Faculty of the College of Arts and Sciences
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Bachelor of Arts in Psychology

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ABSTRACT

Name of Institution: De La Salle University – Aguinardo

Address: Bagong Bayan, Dasmarinas, Cavite

TITLE: The Correlates of Mathematics Anxiety Among Freshmen Psychology Students, SY 1995-1996

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OBJECTIVES OF THE STUDY:**A. GENERAL:**

To determine the relationship of math anxiety to sex difference and math performance of the students as well as the concept of math anxiety and its effects.

B. SPECIFIC:

(1) To help the students improve their performance in mathematics subjects.

(2) To help students gain confidence against math anxiety.

SCOPE AND COVERAGE:

The respondents of the study were freshmen AB Psychology students. They consisted of two sections who took the MARS test.

METHODOLOGY:

The researchers employed a descriptive method in the study. The study sought to determine the relationship of math anxiety to sex difference and mathematics performance of students.

The Mathematics Anxiety Rating Scale (MARS) was administered to the respondents followed by the evaluation of the MARS test taken.

MAJOR FINDINGS:

The findings reveal that there was no significant difference between math anxiety and sex difference ($t_c -1.14865$). There existed no significant relationship between math anxiety and mathematics performance as measured by their grades in college algebra. Also, a significant relationship existed between female math anxiety and mathematics performance as shown by their grades in the same subject.

CONCLUSION:

It was concluded that there was no correlation between math anxiety and grades in college algebra among the male respondents. There was a moderately low positive correlation between the grades of the respondents in college algebra and anxiety in math.

RECOMMENDATIONS:

The researchers recommended that the De La Salle University should develop more programs that gear towards the reduction of math anxiety and create more activities related to the enhancement of mathematics performance.



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