

Math Anxiety, Emotional Competence, and Math Performance

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Why Is Math Anxiety Important?

- Negative correlation between math anxiety and math performance
- People with high math anxiety and poor math performance tend to avoid math opportunities later in life (Espino, et al., 2017; Hembree, 1990; Hurst & Cordes, 2017; Meece, Wigfield, & Eccles, 1990)
- Middle/high school students with low math anxiety were more likely to choose STEM-related majors in postsecondary education (Ahmed, 2018)

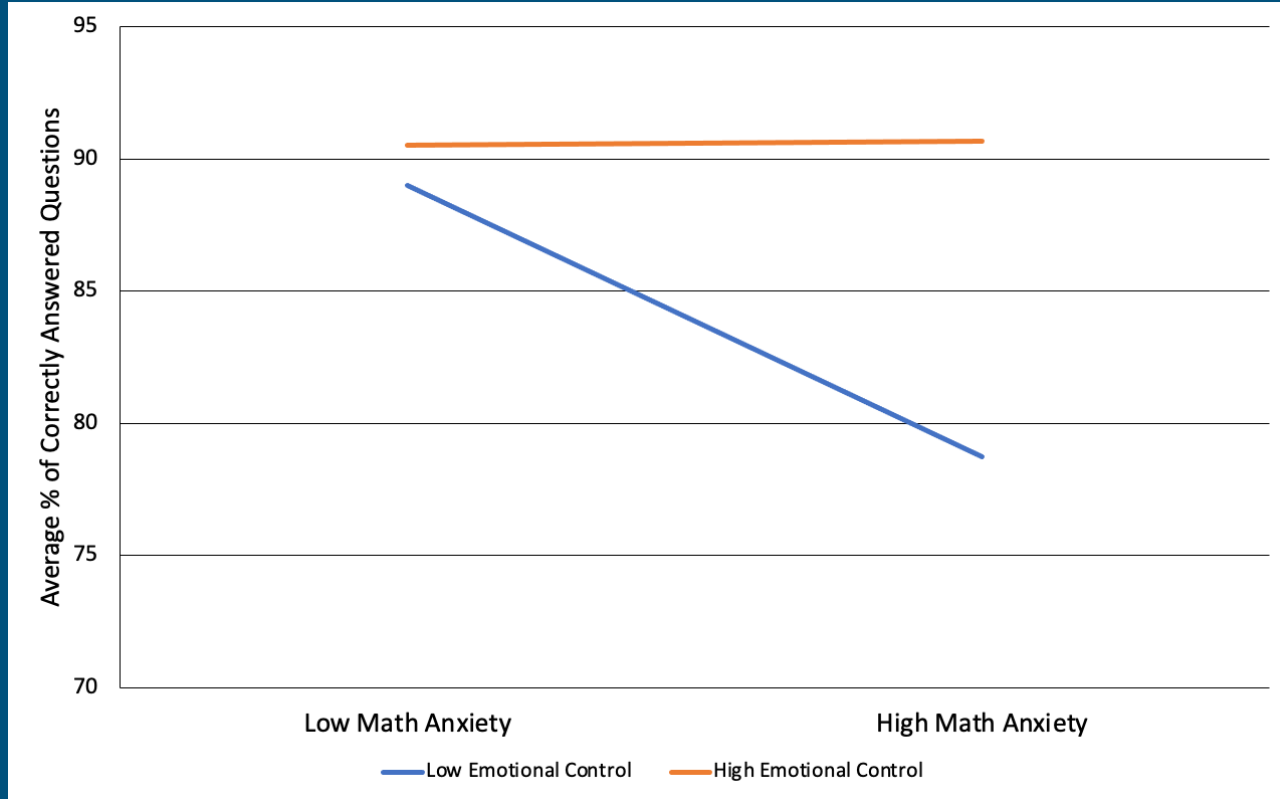
Why Is Emotional Control/Competence Important?

- Affects children's perception of facing and overcoming problems (Spillane, Reiser, & Reimer, 2002)
- Effectively managing thinking, attention, and behavior can lead to better academic performance (Jones, Barnes, Bailey, Doolittle, 2017)
- Gaps in the literature, self-efficacy, math anxiety, and math performance

Methods

- Participants of the study were 27 elementary school students
 - 15 3rd graders
 - 12 4th graders
- One data collection in August 2019, 2 examinations administered
 - Math Anxiety - Suinn Mathematics Anxiety Rating Scale, Elementary Form (MARS-E)
 - Emotional Control - Regulatory Emotional Self-Efficacy (RESE) scale
- Math performance - accuracy during math practice over a semester

Math Performance vs. the Combination of Math Anxiety and Emotional Control



Conclusion and Future Steps

- Determine if emotional control is a moderating factor that explains why math anxiety affects students math performance differently
- Interventions for students underperforming in math
- Expand this into a literature review, evaluating the links between self-efficacy, math anxiety, and math performance
- Acquire more data

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