

THE RELATIONSHIPS BETWEEN HIGH SCHOOL STUDENTS' MATHEMATICS ANXIETY AND SOME VARIABLES RELATED TO SCHOOL AND FAMILY

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Abstract

In this study, the mathematic anxiety of high school students was investigated considering some variables related to family and school. The variables related to school include the type of school, tutoring situation and teachers' attitudes. The other variables considered in the study are parental attitudes and the family's socio-economic income levels. The research group consists of 984 students who studying in ninth and tenth class of 10 different high schools in Trabzon. Data collected by The Information Gathering Form and Math Anxiety Scale, were analyzed by independent *t*-test and one-way ANOVA. According to the findings, math anxiety scores of students who have careless and authoritarian math teacher were higher than the other groups' who have mindful math teachers. In addition, there are significant differences in the students' mathematics anxiety score based on the type of school. However, it has not been found significant difference between math anxiety scores of students who had been tutored and not tutored. Based on parenting styles and family income level, it was found significant differences between students' mathematics anxiety scores.

Keywords: Mathematics anxiety, teacher attitudes, parental attitudes, high school.