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THE IMPACT OF TIMED EXAMS, TEACHER'S PRACTICES, CONTENT AND GRADE LEVEL ON STUDENT'S MATH ANXIETY IN SECONDARY AND INTERMEDIATE CLASSES

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The aim of this study is to examine the relationship between grade level, math content, timed exams and math teacher's practices (knowledge and interaction) and student's math anxiety in the intermediate and secondary levels since mathematics is a daily life topic laden with confusion and many individuals as students are anxious about dealing with mathematics for diverse reasons. The study employed a sequential explanatory design "Descriptive quantitative followed by qualitative data collection" to answer the research questions. The sample included 450 participants divided into 80 middle school students and 370 secondary students in three private schools and two public schools and was selected using stratified random sampling technique. Data from the selected participants was collected using standardized questionnaires to check out the designated factors and the variables prepared between February and April 2018; the data was then analyzed using SPSS (Statistical package for the social sciences version 23). To validate the questionnaires, prior to distributing them among the students, meetings were held with two math coordinators in the field of middle school and secondary level education and one academic education professor. Scale assessment was relative (rank order) and measurement was self-rating. To complete the research, interviews with math teachers and coordinators were assembled to discuss the outcomes of the study and set up future directions and the recommendations needed to enlighten on the designated topic. The results classified grade level, math content, timed exams and diverse items related to teacher's practices as factors contributing to student's math anxiety. The researcher recommends this study to directing parents and educators towards understanding the classification of low, moderate and high level of math anxiety and some of the factors contributing to it.