

**CAUSES AND REMEDIAL WAYS OF
MATHEMATICS ANXIETY IN SECONDARY LEVEL STUDENTS**

**A
THESIS
BY
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**FOR THE PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE
DEGREE OF MASTER IN MATHEMATICS EDUCATION**

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Recommendation for Acceptance

This is to certify that **Mr. Nirmal Tumrok** has completed his M.Ed. thesis entitled **Causes and Remedial Ways of Mathematics Anxiety in Secondary Level Students**, under my supervision during the period prescribed the rules and regulations of Tribhuvan University, Kirtipur, Kathmandu, Nepal. I recommend and forward his thesis to the Department of Mathematics Education to organize final viva-voce.

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Letter of Approval

The thesis entitled **Causes and Remedial Ways of Mathematics Anxiety in Secondary Level Students** submitted by **Mr. Nirmal Tumrok** in partial fulfillment of the requirements for the Degree of Mathematics Education has been approved.

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2. Letter of Certificate

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4.

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Dedication

To My respected parents:

Janga Bir Tumrok and Man Rani Tumrok

For their Affection and Reliance

Table of Contents Declaration

This thesis contains no material which has been accepted for the award of other degree in any institutions. To the best of knowledge and belief this thesis contains no material previously published by any authors except due acknowledgement has been made.

Nirmal Tumrok

Date:

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Mr. Nirmal Tumrok

Abstract

Mathematics Anxiety is a fear, anxious feelings and occurs thousands of school level students. But, anxiety itself isn't a great deal the great deal is the question that; what causes it? The main focus of this study was to find out the major causes of mathematics anxiety in secondary school level students and to suggest the question how anxiety can be reduced? To answer these questions, researcher has considered qualitative research approach with case study design. The cases of the study were five students who have high mathematics anxiety score. Natural setting classroom observation, semi-structured interview schedule and focus group discussion were used as tools of information collection from related stakeholders such as; teachers, students, parents and administration. Thematic network analysis and triangulation approach of data analysis method were applied to analysis and interpretation the collected data.

As a result there were several serious causes of mathematics anxiety was found. Destruction of infrastructure of school of by earthquake, bad reading and learning environment at home, poor participatory class activities, badly engagement of students in latest social medias, lost of habit of doing homework and practices, lost of self-motivation, lack of formative evaluation system etc. contributed to yield the anxiety in mathematics. Same way, there were suggested various ideas, methods and teaching strategies to minimize such anxieties. Teaching conceptual and understanding mathematics, using technologies, audio-visual materials, promote students participation, build up habit of doing homework and practices, good cooperation and help of parents etc. were seen as major remedial ways of mathematics anxiety.

	Page
	No.
<i>Cover page</i>	i
<i>Letter of Certificate</i>	ii
<i>Letter of Approval</i>	iii
<i>Recommendation for Acceptance</i>	iv
<i>Declaration</i>	v
<i>Copyright</i>	vi
<i>Dedication</i>	vii
<i>Acknowledgement</i>	viii

<i>Abstract</i>	ix
<i>Table of Contents</i>	x
<i>Abbreviations</i>	xiii
Chapters	
I: INTRODUCTION	1-7
Background of the Study	1
Statement of the Problem	4
Significance of the Study	5
Objectives of the study	6
Delimitations of the Study	6
Operational Definition of the Key Terms	6
	8-
II: REVIEW OF RELATED LITERATURE	20
Ontology	8
Epistemology	8
Axiology	8
Theoretical Considerations	9
Theories of Anxiety	9
Attitude Towards Mathematics	9
Parental Involvement	10
Social and Affective Aspect of Learning	11
Reflection on the Reviews	11
Empirical Review	12

Mathematics Anxiety and Numerical Anxiety	13
Mathematics Anxiety and Gender	14
Mathematics Anxiety and Mathematics Achievement	15
Causes and Reducing Mathematics Anxiety	17
Reflection on the Reviews	18
Theoretical/Conceptual Framework	19
	21-
III: METHODS AND PROCEDURES	28
Research Design	21
Rationale of Selection of Study Area	22
Selection of Case Respondents	22
Data Collection Tools and Techniques	22
MARS-R	23
Classroom Observation Guideline	24
In Depth Interview Schedule	24
Focus Group Discussion	25
Data Collection Procedure	25
Data Analysis and Interpretation Procedure	27
Ethical Consideration	27
	29-
IV: ANALYSIS AND INTERPRETATION OF THE RESULT	44
Student Attitude towards Mathematics	29
Parental Involvement	33

Home/School Environment	35
Main Causes of Mathematics Anxiety from Teacher View	40
Remedial Ways of Mathematics Anxiety	41
Teacher's View	41
Parent's View	42
Discussion	42
	45-
V: SUMMARY, RESULTS, CONCLUSION AND IMPLICATIONS	51
Summary of the Study	45
Result and Discussion	46
Conclusion	49
Implications	50

References

Appendices

Abbreviations

IT	:	Information Technology
ICT	:	Information & Communication Technology
MARS	:	Mathematics Anxiety Rating Scale
MARS-R	:	Mathematics Rating Scale - Revised
FGD	:	Focus Group Discussion

SEE : Secondary Education Examination
IQ : Intelligence Quotient
TV : Television
3D : 3 Dimensional