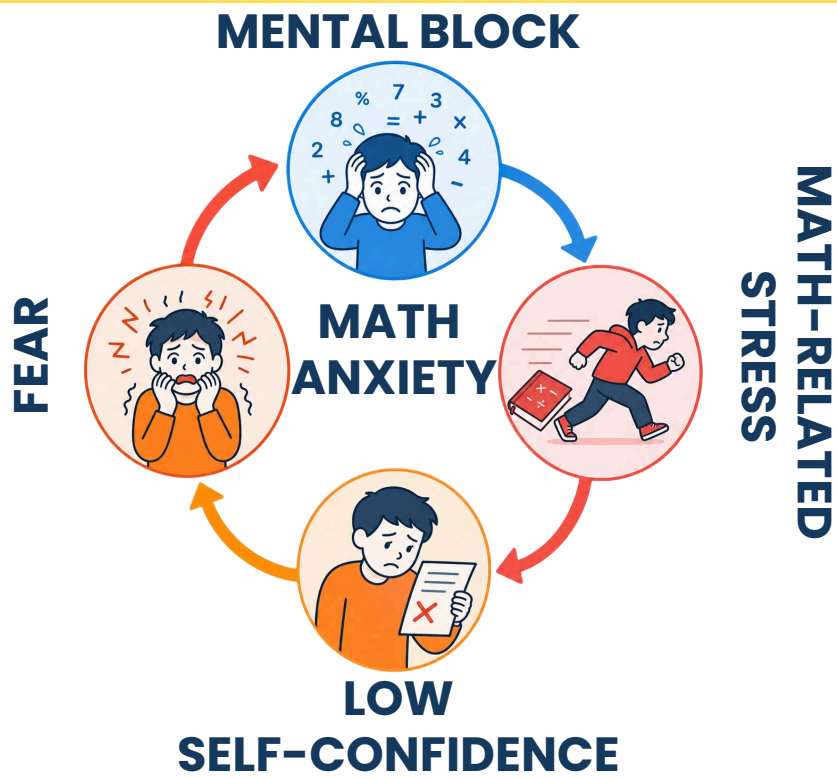


SOCIOLOGICAL FACTORS EXPLAINING MATH ANXIETY IN SPANISH PRIMARY SCHOOL STUDENTS

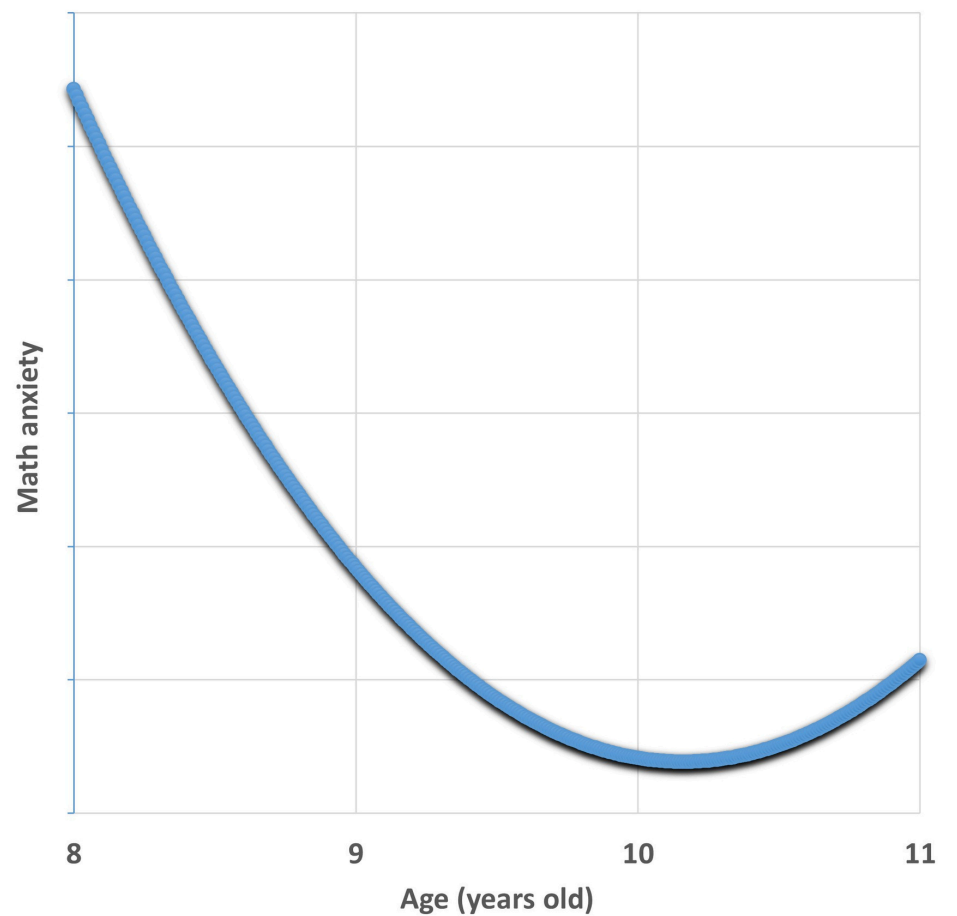
ERIKA CAÑIBANO-ARIAS; ECANIBANOAR@UPSA.ES
ÁLVARO ANTÓN-SANCHO; ALVARO.ANTON@FRAYLUIS.COM

INTRODUCTION



RESULTS

- AVERAGE MATH ANXIETY LEVEL: MODERATE ($M = 2.02/5$).
- NO DIFFERENCES BY SEX.



METHODS

- QUANTITATIVE, CORRELATIONAL STUDY.
- $N = 185$ SPANISH STUDENTS (GRADES 3–6; AGES 9–12).
- INSTRUMENTS: STAIC T-ANXIETY AND AMAS.
- VARIABLES: SEX, AGE, GENERAL ANXIETY, MATH ANXIETY.
- ANALYSIS: T-TESTS, PEARSON CORRELATIONS, AND QUADRATIC REGRESSION MODELS.

- AGE CORRELATES WITH MATH ANXIETY: IT DECREASES UNTIL AGE 10, THEN INCREASES AFTERWARD.
- QUADRATIC MODEL EXPLAINS RELATIONSHIP.
- GENERAL ANXIETY SHOWS A POSITIVE CORRELATION WITH MATH ANXIETY, REGARDLESS OF SEX.
- THE MODEL CONFIRMS THAT AGE IS THE MAIN EXPLANATORY FACTOR.

CONCLUSIONS

- MATH ANXIETY TENDS TO RISE AFTER AGE 10. PREVENTIVE ACTIONS SHOULD BE INTENSIFIED FROM THIS AGE ONWARD.
- SEX DIFFERENCES MAY EMERGE LATER, DURING ADOLESCENCE.

FUTURE RESEARCH

- BROADEN THE SAMPLE TO OTHER REGIONS.
- INCLUDE MOTIVATIONAL AND FAMILY-CONTEXT VARIABLES.
- DEVELOP SCHOOL-BASED INTERVENTION PROGRAMS TO REDUCE MATH ANXIETY.