

ABSTRACT

**An investigation of Self-Concept, Parental Influence, Teacher Influence and Test-Anxiety as Factors Affecting Math Achievement for Males and Females at St. George's College.**

**Keith Chadee**

This study had sought to investigate factors affecting math achievement with respect to gender in the context of Trinidad and Tobago. The school chosen was St. George's College. Four factors were chosen: self-concept, parental influence, teacher influence and test-anxiety. A questionnaire was prepared and using the Likert scale scores were awarded to each factor. Math achievement was measured by marks retrieved from the school's master mark sheets. The Pearson's Product-Moment Correlation Coefficient,  $r$ , was calculated between scores on each factor and corresponding scores on math achievement using 0.05 level of significance. Five null hypotheses  $H_0$  were tested.

Results revealed that most of the  $r$ -values were not large enough to reach statistical significance. Thus  $H_0$  was accepted for each factor at most age levels. Results on the average score on math achievement revealed that girls generally outperformed boys. It was observed from the  $F$ -values that each factor contributed to math achievement more for girls than for boys. Findings from this study have agreed with and also contradicted those done in other countries. In order to understand more about how various factors affect student performance in mathematics further investigation must be done.