

ABSTRACT

Mathematics Anxiety: An Investigation of It's [sic] Causal Attributions (An Extended Literature Review)

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This a proposal for a study that will seek to investigate the extent of mathematics anxiety among primary school teachers in Trinidad and Tobago and the implications for mathematics teaching and learning. Data will be collected through interviews held with 20 first-year primary school teachers enrolled in a compulsory mathematics appreciation module in the Bachelor of Education (B.Ed.) programme at the St. Augustine Campus of The University of the West Indies (UWI). The study will seek to address the following research questions: 1) To what extent are primary school teachers in Trinidad and Tobago mathematically anxious? 2) What types of mathematics experiences do mathematically anxious teachers recall? 3) How do teachers with high levels of mathematics anxiety perceive their ability to teach mathematics effectively? and 4) Do highly math-anxious primary school teachers facilitate the incidence of mathematics anxiety in their students? Moreover, data based on an analysis of scores from the Mathematics Teaching Efficacy Beliefs Instrument (MTEBI) will be used to assess the beliefs and confidence levels of the teachers with regard to mathematics teaching.

Keywords: Mathematics anxiety; Literature reviews; Teacher attitudes; Affective behavior; Primary school teachers; Primary school mathematics; Trinidad and Tobago