

ABSTRACT

Mathematics Anxiety and the Primary School Teacher: An Exploratory Study of the Relationship Between Mathematics Anxiety, Mathematics Teacher Efficacy, and Mathematics Avoidance

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This study sought to clarify the relationship between mathematics anxiety, mathematics teacher efficacy, and mathematics avoidance among primary school teachers in Trinidad and Tobago. Data were collected through a self-reporting questionnaire administered to 68 primary school teachers. Findings revealed that: 1) while mathematics anxiety and mathematics avoidance were not evident among the teachers in the sample, female teachers reported higher levels of mathematics anxiety and mathematics avoidance than males; 2) teachers reported that they believed that they taught mathematics effectively and that they were comfortable teaching mathematics; and 3) there was no significant relationship between three constructs - mathematics anxiety, mathematics teacher efficacy, and mathematics avoidance - and teacher variables of highest level of educational achievement, type of school, the number of years teaching, and current programme in which they were enrolled.

Keywords: Mathematics anxiety; Primary school teachers; Mathematics teachers; Primary school mathematics; Trinidad and Tobago