

Math Anxiety and Mathematical Representations of Grade 7 Students

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ABSTRACT

Naturally, students are afraid to learn mathematics that progresses as a fear of getting things wrong. Mathematics connects thousands of students into the real-world that builds connections and appreciate the essence and beauty of numbers, shapes, equations and philosophers that create some of the most beautiful formulas in the history of mathematics. This study utilizes the descriptive-correlational research design to test how the two variables are connected to each other. Correspondingly, to reach the following objectives of the study, forty-two (42) Grade 7 Students participated to this study of the school year 2020-2021. The research instrument used is a self-made survey questionnaire for the math anxiety, and for the mathematical representations, assessing the examination of the grade 7 students through the system of modular learning as one of the learning modalities in this study. The result showed that students have a higher level of anxiety towards mathematics. Also, the results presented that students are at the level of 'developing' in performing mathematical representations. The findings show that there is no significant relationship between the math anxiety in terms of mathematics test anxiety and numerical anxiety and the mathematical representations of grade 7 students with respect to pictures, manipulative models, written symbols, real-world situations and oral language. The study suggests that make an effort to use this study into an online learning or blended learning that would enhance the student's engagement of the students in learning Mathematics and getting a higher result.

Keywords: grade 7 students, math anxiety, mathematical representations, representations