Math Anxiety

Abstract
The purpose of this research is exploratory. Presented in this poster will be functional for students and professionals to learn how to help decrease the affects of stress one will undergo during their college career.

Statement of the Problem
Many college students experience some sort of stress during their college career. Students struggling with math anxiety, while seeking STEM degrees such as biology, may have to take many more math classes than a non-stem.

Theory
The theory is that math anxiety may prevent college students from pursuing STEM degrees such as biology, because of the math load. Math anxiety is probably higher in STEM degree majors than non degree majors. College students may be unaware of their stress levels. Methods to reduce stress by students often include effective time management, social support, positive reappraisal, and engagement in leisure pursuits (Blake & Vandiver, 1988; Mattlin, Wethington, & Kessler, 1990).

Hypotheses
My hypothesis is that more math classes will reduce anxiety. The null hypothesis would suggest that math anxiety and number of math classes are not related. Another hypothesis is to consider whether fewer math classes will increase feeling of anxiety in math classes.

Data Collection & Methods
The research that was collected was from a census of math classes for math anxiety, also collected a sample from ten entering freshmen declaring biology majors. The math and biology students varied from educational level, ethnicity, and gender. The pie chart below represents the classes that were sampled within the Northern New Mexico College campus.

Analysis & Findings
The analysis method that is being used in Table 2 is univariate distributions. The reason univariate dispersion is being used is because this is the first descriptive stages of the research and is an analysis of the results of one question at a time.

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• Qualitative methods provide more detail to explain the options that students have in regard required math classes.

• Stem students include engineering, biology, psychology as for the non-stem students which includes business administration, elementary education, business management, nursing, substance abuse and the others fall into the category of undecided and unclassified.

• Math anxiety is probably higher in STEM degree majors than non degree majors.

References:

Conclusion
My conclusion states that having to take more math classes suggest that increases will occur in math anxiety. Therefore I will have to reject my null hypothesis, which suggests that math anxiety and the number of math classes are not related. My results were suggestive rather than confirmatory due to the small sample size of classes surveyed at Northern New Mexico College.

Ethics
The proposed research was administered by me the researcher. I have completed an online research ethics course through the National Institutes of Health. My research has informed all participants regarding Human Subjects’ rights.

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