

Mathematics Anxiety, Mathematics Performance and Academic Hardiness in High School Students

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ABSTRACT The paper has shown the relationship between Mathematics anxiety, Mathematics performance and Academic hardiness in high school students. The sample comprised 284 (144 males and 140 females) 10th grade high school students from Karnataka state. Pearson correlation analysis and two independent samples T-test are used to analyze the data. The results have revealed that mathematics anxiety has significant negative correlation with mathematics performance but no significant correlation is detected with academic hardiness. It is also found that the gender differences in mathematics anxiety are significant, whereas no significant differences are detected between boys and girls in mathematics performance and academic hardiness. This study has established the fact that the performance of students in mathematics can be perceived by mathematics anxiety and females scored slightly higher on this variable but this relation has not observed with academic hardiness.