

ANXIETY ANTECEDENT OF SELF - EFFICACY IN MATHEMATICS AMONG PRESERVICE TEACHERS: BASIS FOR COLLEGE MATHEMATICS CURRICULAR ENHANCEMENT

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ABSTRACT

Anxiety and self–efficacy remain to be critical issue that affect student performance in Mathematics. Several studies have shown strong relationships among students across grade levels. However, little attention has been given to how these two cognitive factors could potentially impact preservice teachers since learning Mathematics provides foundational knowledge and mental rigor in teaching other school subjects, such as Engineering, Science, Art, Music, Electronics other technical subjects. This study, therefore, investigated the effect of anxiety on self–efficacy in Mathematics among preservice teachers. There were five research questions and three hypotheses that guided this study. This adopted descriptive survey design and data were obtained via Google Form. A sample of 129 preservice teachers from a selected higher education institution in Zamboanga City was randomly selected through proportionate and systematic sampling procedures. This study adapted a Mathematics Self – Efficacy and Anxiety Questionnaire developed by Diana May. This was validated by the research instructor and subject matter experts, and both attained acceptable reliability coefficients during the pilot testing based on the computed Cronbach’s alpha. Frequency tables, mean, standard deviation, Pearson – r correlation, t-test, and analysis of variance (ANOVA) were utilized to analyze the data. Findings revealed that preservice teachers had moderate anxiety and self–efficacy level. Results also showed that there was a significant but low negative correlation between self–efficacy and anxiety in mathematics. This study recommends that math teachers in higher education foster a positive learning environment that can minimize math anxiety and encourage preservice teachers to be self–efficient in learning Mathematics.

Keywords: Self-efficacy, Anxiety, Mathematics, Pre-service Teachers