

**MATHEMATICS ANXIETY PHENOMENON AMONG STUDENTS: A STUDY ON  
FIVE SELECTED PROGRAMS IN UiTM MELAKA**



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### **3. Report**

#### **a. Proposed Executive Summary**

Students always think that Mathematics as a burden to their academic life where slowly they feel fear to Mathematics. This phenomenon is called the Mathematics anxiety. Mathematics anxiety is a learned emotional response to either following process: participating in a Mathematics class, listening to lecture, working through a Mathematics problem or discussing Mathematics.

This research investigate the Mathematics anxiety phenomenon among students in Universiti Teknologi MARA Melaka inclusive only five selected course which are Diploma in Accountancy, Diploma in Business Study, Diploma in Public Administration, Diploma in Office Management and Pre-Diploma Commerce. There are many reasons why this Mathematics anxiety happens. Students who had a poor achievement or poor educational background in Mathematics subject only but not in other subject will generate a general dislike of Mathematics. Students who had a negative self-esteem experience had a large Mathematics anxiety level which might because of their social life where they like to compare themselves with their peers and always try to exceed them.

The objectives of this research are to determine the Mathematics anxiety level among all of this five selected courses where we want to identify why this anxiety happen among students according to three main reasons which are educational background, student level of self-esteem and their social life.

The primary data obtained from the questionnaire distributed to 30 selected students for each five selected courses. Mathematics Anxiety Rating Scale (MARS) will be used when designing the questionnaire. The data is then analyzed using the software SPSS to get the statistical result. A correlation analysis will also be used to determine the relationship between variables.

Outcomes from this research will answer all the objectives of this research and will become a suggestions and ideas for a Mathematics lecturers and teachers to improve their teaching skills.

## **b. Enhanced Executive Summary**

We are often had a feeling of uneasy and worried when facing with Mathematical questions. This feeling sometime comes with physically response such as sweating, shaking or increased pulse. This phenomenon occurred especially for students which are known as the Mathematics Anxiety phenomenon. Mathematics anxiety is a learned emotional response to either following process: participating in a Mathematics class, listening to lecture, working through a Mathematics problem or discussing Mathematics. This research investigate the Mathematics anxiety phenomenon among students in Universiti Teknologi MARA Melaka includes five selected programs offered here which are Diploma in Accountancy, Diploma in Business Study, Diploma in Public Administration, Diploma in Office Management and Pre-Diploma Commerce. In this research, we are going to find the level of Mathematics anxiety among students and also to compare the level of Mathematics anxiety with the level of self esteem among students in different programs. The primary data were obtained from the questionnaire distributed to 30 selected students for each five selected programs. Mathematics Anxiety Rating Scale (MARS) will be used when designing the questionnaire. The data is then analyzed using the software SPSS to get the statistical result. Outcomes from this research will answer all the objectives of this research and will benefit Mathematics' lecturers and teachers to improve their teaching skills.

Keywords: Anxiety, Mathematics anxiety, self esteem, educational background, MARS

### **c. Introduction**

Mathematics anxiety is a learned emotional response to one or more of the following: participating in Mathematics class, listening to a lecture, working through a Mathematics problem, or discussing Mathematics (Rosnan, S, 2006). Mathematics is a subject that involves multi-tasking tasks such as computational skills, problem solving and critical thinking (Sahin & Ahmet, 2010). Doing a multi-tasking works at a same time sometimes looks quite difficult for certain people.

There are lots of factors that can cause Mathematics anxiety. Some of the factors are the intrinsic factors such as the student's level of self esteem while others are caused by natural factors such as social life, or family education background. There are students who can do very well in other subjects but when it comes to Mathematics, they did it poorly. This scenario will make students slowly feel that Mathematics was a burden to them. As time comes by their performance got worsen and they will have these anxiety feeling when it comes to Mathematics problem.

This is the main idea of our research where we want to determine the level of Mathematics anxiety among fresh students who just entered Universiti Teknologi MARA (UiTM) Melaka that are taking social science programs. Lots of factors can cause this phenomenon but our research will be based on our research objectives which are to determine the level of Mathematics anxiety among students in UiTM Melaka and also to determine the relationship between levels of self esteem and level of Mathematics anxiety among students.

In UiTM Melaka we had selected 5 different programs of social science's stream which are Diploma in Accountancy (AC110), Diploma in Public Administration (AM110), Diploma in Business (BM111), Diploma in Office Management (BM118) and Pre-Diploma Commerce (PD003). 30 students from each program were selected randomly and will be given a set of questionnaire to be answered.

All selected candidates are taking Business Mathematics (MAT112) for diploma programs and Intensive Mathematics I (MAT037) for pre-diploma program. The pre-requisite for every program are different based on the programs requirement respectively. For accounting students, their Mathematics in Sijil Pelajaran Malaysia (SPM) is more concerned compared to other diploma program that only requires some moderate skills in Mathematics. However for the pre-diploma program, they