



# Why Mathematical Anxiety?

Moza Rashid Said and Nassbah Mohamed Khalfan  
Kiembe Samaki A Secondary School



## Introduction

Mathematics subject is necessary skills that people use in their daily life, such as home improvements, financial management, health care and many others. Many students have mathematic nervousness due to teaching method is forceful, stressfully and tire some. Also peer pressure, bad relationship between teachers and students.

This brought to have “Mathematic anxiety” which bring poor results in Tanzania.

On the other hand learning mathematics makes the learner in both primary and secondary levels to have high critical think ability. To eradicate the hindrances of the mathematics anxiety we should be solve jointly with parents, students, teachers educational institutions and concerned Ministry.

Also enrolling math games in schools can help to solve Mathematic anxiety to large extent. According to this project it shows that mathematics anxiety is considerable problem in Tanzania The result shows that Mathematics is subject which require a particular attention due to poor performance, percentage wise as well low grades compared to other subjects.

## Method

In this scientific project three ways are included the first one were statistical data collection from NECTA; the second was mobile interview for teachers and the third was oral interview for students. The data was collected from the nectar web site to compare from other source of data collection. Recently from 2015 to 2018 the statistical data shown that the result of mathematic was poor compared to other subjects. The following table shows the level of mathematic performance in four years, while other subjects in the list were high by percentage wise as shown in the table below:

Total of sixty (60) respondents have been interviewed to collect the data in order to know about the problem. Due to pandemic diseases of COVID-19 the following ways were adopted:

Through mobile the sample of questionnaire was used to interview ten (10) teachers from different schools. The information collected in order to obtain data and to know their emotion on how they learnt in previous and the way they teach mathematic today.

The teacher responded to a large extent that the problems of the mathematic subject has been put into consideration to eradicate the stress on mathematic phobia in different aspects but the mathematic performance is still unfortunate

The students from different schools were selected by visiting their home stay, but under great precaution of the Tanzanian leaders and health officers to avoid any risk might be happened during the data collection. Fifty (50) students were involved in the interview.

## Results

Generally the students show the negative attitude on mathematic which cause common misunderstanding among the students themselves. They have negative attitude to award the subject and even many student have no determination on how to learn mathematic subject.

The teachers conclude that it's not such a difficult tusk to perform math it just need a wide range plenty time of teaching technique and learning materials like any other field.

Therefore students have to have a self confidence understanding and readiness to pushes their mind to learn mathematics easily.

This project shows that interview asked many students show the level of math anxiety due to the several reasons.

“Math requires good memory”. This make the student think math needed for intelligent students and thus have no brain ability to learn math. This causes by peer pressure among others.

Most students conclude that math have no any application in their future life.

Fail to distinguish learning style, many teachers have been teaching mathematics, or any other teaching discipline which make the student uncreative and make student to hate subject and not participate in the classroom.

The majority teachers concluded that many students have their own negative judgment to learn mathematics, mentality ability and also teaching skills and teaching environment as unsupportive way and lack of extra assistance from their parents the situation which discourage the people not to learn mathematics.

## Conclusion

Math anxiety becomes a debate topic not only among the students in Tanzania but to large part of the continent f not the World issue. Many students in Tanzania run away in all levels to learn math due to peer pressure of others students, less activeness as they do not plan to learn mathematics. All these factor engage the students to have mathematic anxiety which results in student failure in math subject.

Some of the information that can reduce the mathematic anxiety in Tanzania to be positive thinking about the subject, regular revision, to provide seminar for teachers and student about how to learn math with a plenty time of study.

NB. The project is at the final stage. The time waiting is for harvesting after vegetables in plot A to be enough for use.

## Acknowledgments

A prayer goes to God who enable us to become our project a reality. We are grateful to Mr. SALUM HAMDU JUMA (THE HEAD OF K/SAMAKI SECONDARY SCHOOL).For himself and the office for supporting this project. We desire to thanks the following for the succession of this work. We thanks Mr Al Hassan from Feza Boys - Zanzibar Mr Daud Sharf Mohamed from Bandamaj Sec. School and Mr Mustafa Khamis Ridhwan from Bwefum Sec. School without forgetting Mr Saleh Shaaban from Madrasat Huda Sec. School.

Table 1: Shows the percentage performance in each subject from 2015-2016.

SUBJECT	PERCENTAGE IN SUBJECTS 2015	PERCENTAGE IN SUBJECTS 2016
CIVICS	50.56%	43.90%
GEOGRAPHY	47.60%	43.06%
ENGLISH LANGUAGE	59.19%	64.27%
PHYSICS	44.30%	44.77%
CHEMISTRY	60.11%	59.22%
BIOLOGY	53.74%	55.69%
KISWAHLI	77.69%	77.15%
BASIC MATHEMATIC	16.76%	18.12%
COMMERCE	36.08%	40.59%
BOOK KEEPING	43.48%	49.70%

Table 2: Shows percentage performance in each subject from 2017-2018.

SUBJECT	PERCENTAGE IN YEAR % 2018	PERCENTAGE IN YEAR % 2017
CIVICS	57.25%	58.75%
HISTORY	57.29%	55.99%
KISWAHLI	89.32%	84.42%
ENGLISH	66.30%	67.86%
GEOGRAPHY	53.03%	53.18%
BIOLOGY	60.80%	61.37%
CHEMISTRY	62.15%	53.18%
PHYSICS	45.50%	42.17%
BASIC MATHEMATIC	20.03%	19.19%
COMMERCE	42.66%	46.45%
BOOK KEEPING	44.67%	40.82%



Young scientist during session of interview

