

The Relationship between Mathematics Anxiety and Learning Styles of High School Students

Abstract

The presented study examines the relationship between high school students' mathematics anxiety and learning styles. Subjects were 441 eleventh grade students enrolled in six different high schools. The data were obtained primarily from two scales, namely "Mathematics Anxiety Scale" and "Learning Style Inventory". Quantitative research approach was used in analyzing and collecting the data. Results revealed a significantly positive relation between mathematics anxiety and an avoidant learning style. In addition, there was a significant negative correlation between anxiety and collaborative learning. Results also revealed that avoidant learning style was the strongest predictor of mathematics anxiety.

Key words: *mathematics education, mathematics anxiety, learning styles, collaborative learning.*

1. Introduction

Anxiety has been posited account for a large number of mathematics-related emotional problems (Baloğlu & Koçak 2006). Mathematics anxiety refers to the emotions of anxiety and tension experienced while using numbers and solving mathematical problems in various cases from daily life and school (Richardson and Suinn 1972). Cemen (1987) argues that mathematics anxiety represents the anxiousness felt by a person who is faced with a mathematical situation which is