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Mathematics Anxiety Among Secondary School Students

P. Menaga Sri¹ and R. Bagdha Vatchala Perumal²

*Department of Education, The Gandhigram Rural Institute (Deemed to be University),
Gandhigram - 624 302, Dindigul District, Tamil Nadu, India*

E-mail: ¹<mercyrani77@gmail.com>, ²<bvp2007diet@gmail.com>

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ABSTRACT Mathematics anxiety has emerged as a significant concern in secondary education across the world due to its adverse effects on students' engagement, confidence and academic performance. Given its significance, a cross-sectional descriptive survey was conducted to determine the level of mathematics anxiety among secondary students attending government schools in the Salem district of Tamil Nadu, India, with regard to gender, school locality, and medium of instruction. A convenience sampling technique was used to select 390 students from Class 9 from various government schools. A self-developed mathematics anxiety scale was used to collect data from the students, and the collected data were analysed using descriptive and inferential statistical techniques. The findings showed that most secondary students had moderate to high levels of mathematics anxiety. The study offers some useful recommendations to mathematics teachers and curriculum planners to address students' mathematics anxiety in secondary schools.