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Abstract

This study was conducted in order to investigate the level of university students' mathematics anxiety at the faculty of education and basic science at Ajman University, and its relationship with their academic achievement, gender, training during practical training program, and math achievement.

The researcher adopted and modified the Mathematics Anxiety Rating Scale (MARS) and administered it on the sample of the study which consisted of 137 math and science students at the end of second semester 2001-2002.

The findings indicated that the students exhibited a low level of mathematics anxiety. The anxiety of students of higher academic achievement was much lower compared to their peers with lower academic achievement. It was also found that there is a low negative relationship between mathematics achievement and mathematics anxiety, and there is no significant gender difference in mathematics anxiety. Regarding practical training, the findings indicated that there is no significant difference in mathematics anxiety between students who have completed their practical training and the other who have not started the program yet.

(MARS)

137

.2002/2001

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(NCTM, 1989)

"(Chewning, 2002, P2)

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" (McLeod, 1992, P584)

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South West Texas University,)

(Probert & Vernon, 1997, P1)

.(2003, P1

Richardson & Suinn

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(Richardson & Suinn, 1972, P551) "

(Ma, 1999, P521) (Vinson et al., 1997 , P2)

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(Harper & Daane ,1998)

(180 1996) .

(Probert & Vernon, 1997, P1)

(Tobias, 1985, P138) .

(30 : 1986)

(Bankhead, 1997) (1994) :
 (Chewning, 2002) (South West Texas University, 2003)
 (Townsend et al, 1999, P2)

(Carroll, 2003) %30
 (Sloan, 2000)

. (Probert & Vernon 1997, P2) 1980

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.(Vinson et al., 1997 , P2)
 600 (Tobias, 1990)

(Vinson et al., 1997 , P5) " "
 (Tooke & Lindstorm, 1996, P136)
 (Townsend et al, 1999, P2) (Ma, 1999, P523)

(Sloan, 2000)

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(Jackson & Leffingwell, 1999)

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(Tooke & Lindstorm, 1996, P136) "

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(Suydam & Kasten 1988) (Richardson & Suinn ,1972) (Murshidi, 2001)

(1996) (1994)

(Kell & Tomahave, 1985)

(Ma, 1999, P523)

(Hembree, 1990) (1996) (1988)
(Hembree, 1990)

(1994)

(Llabre & Suarez, 1985) (Suydam & Kasten, 1988)

(Ashcraft & Kirk , 2001)

(Murshidi , 2001)

Tooke & Lindstorm ,) (Townsend et al., 1999) (Vinson et al., 1997, P5)
(Harper & Daane,1998) (1996, P136

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2002 / 2001

132

2002 / 2001

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(The Mathematics Anxiety Rating Scale)"

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.(Richardson & Suinn , 1972)

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0.268	1.112	51.23	133.4	5	
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		21.10	120.37	41	

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283 81

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(Vinson et al., 1997) :

Harper & Daane ,) (Tooke & Lindstorm 1996) (Townsend et al.,1999)

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Murshidi ,)

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 (80%) 3

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(Hembree, 1990) (1996) (1988)

(Suydam & Kasten, 1988)

(Llabre & Suarez, 1985)

(Hunsly, 1987)

(Ma, 1999, P532)

(Richardson & Suinn ,1972) (Murshidi, 2001) :
(1996) (1994) (Suydam & Kasten, 1988)
(Kelly & Tomhave et. al, 1985)
(Ma, 1999, P523)

. (Hembree, 1990, P45)

(Tooke & Lindstorm, 1996, P136)

(Ball, 1990)

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	:	.161- 145
	:	(1994) -5
29	:	
	:	.27-5
	:	(1996) -6
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