
Mathematics

SOCIOCULTURAL FACTOR

Affective factors

OBJECTIVE

Analyzing the differences between students’ math anxiety profiles in Columbia and in the South-Eastern United States according to

Abbreviated Math Anxiety Scale (AMAS)

Introduction

Is considered a fundamental basis for learning.

Important role in the learning of mathematics by young engineering students.

Math anxiety background is affected by the since it has a greater or lesser impact depending on the subject studied.

Differences exist between the two groups

CONCLUSIONS

Math anxiety is affected by the cultural background since it has a greater or lesser impact depending on the subject studied.

Is the assessment of the different mathematical subjects being correctly addressed?

LMA < MEA

Without any associated differences

Future research

Considering other sociocultural variables (socioeconomic level + curricular organization + learning of mathematics)