

# The relationship among Math Anxiety, Perceived Competence and Perceived Value in Romanian Fifth Graders

DAVID CARMEN<sup>1</sup>

DOBREAN ANCA<sup>2</sup>

PĂSĂRELU COSTINA-RUXANDRA<sup>3</sup>

## **Abstract**

The present study investigated the relationship between math anxiety, perceived competence and perceived value. Participants were 147 students (58 girls) in fifth grade, from several schools in Cluj-Napoca, Romania. Results indicated significant negative associations between total math anxiety and perceived value, as well as between math anxiety and perceived competence. However, a different pattern of associations with perceived value and perceived competence resulted when the two dimensions of math anxiety (affective and cognitive) were considered. Significant differences in perceived value and perceived competence resulted between groups with different levels of math anxiety. Finally, the moderator role of perceived value in the relationship between perceived competence and math anxiety was tested.

## **Keywords**

math anxiety, math attitudes, perceived math competence, children