

The Impact of Social and Emotional Practices Before Tests to Reduce Test Anxiety in Middle School Mathematics Students

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The Problem

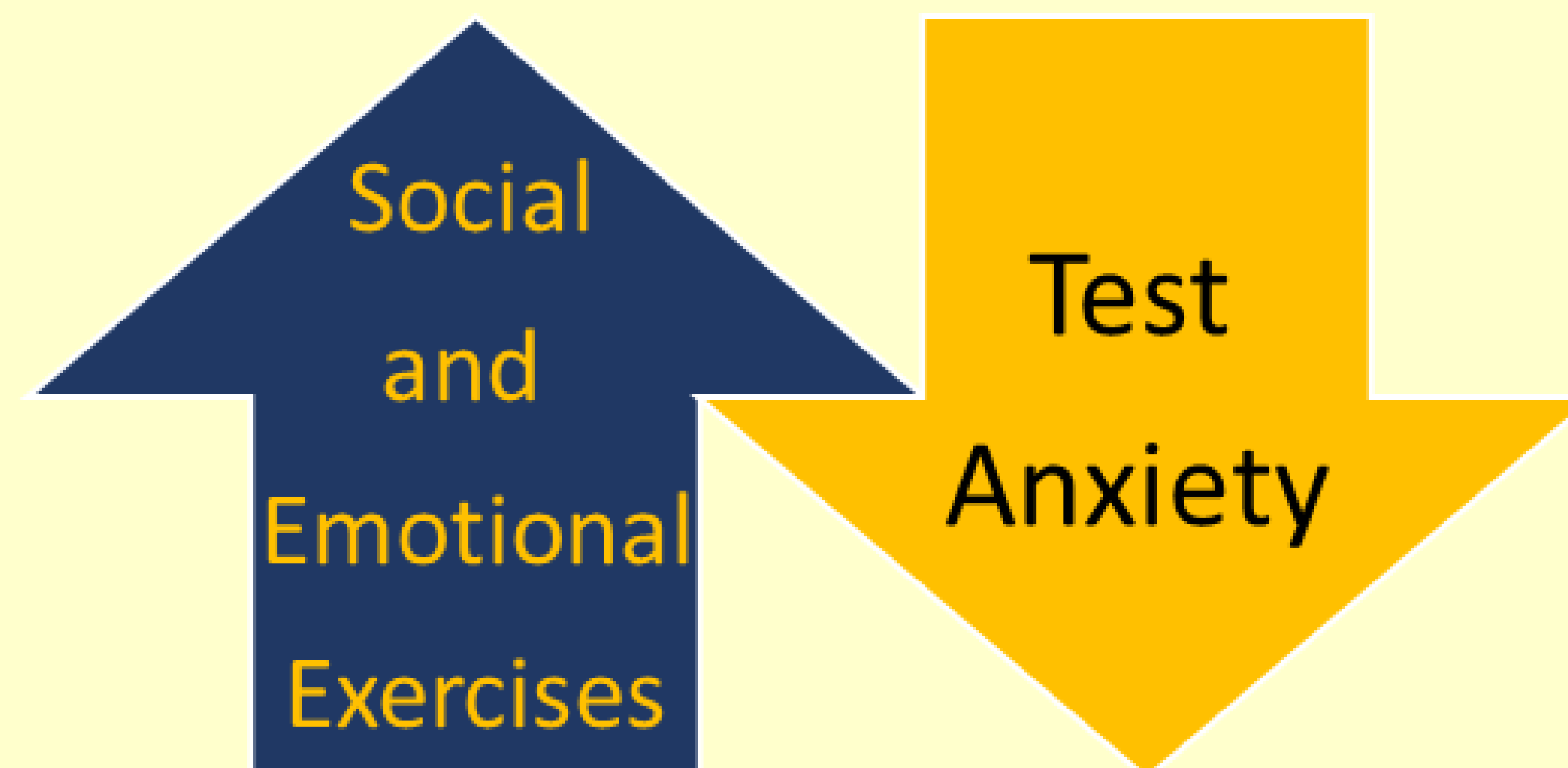
Test anxiety has been a widely studied issue in the education field and in classrooms. For many years, studies have shown that the implementation of social and emotional exercises can help reduce social anxiety in students (Wong et al., 2019). Studies have also shown that social anxiety can be reduced in students by implementing social and emotional curriculum and practices at school.

Results

- For Questions 1, 2, 3, and 5 from the questionnaire, no significant difference between the test without SEL exercises and the test with SEL exercises.
- For Question 4, there was also no significant difference between the test without SEL exercises and the test with SEL exercises. However, this question had the most variance by almost a full point and was only 0.009 away from being a significant difference.
- Although scores on Question 4 were close, these scores were not significant enough to accept the null hypothesis.

Purpose of the Study

- The purpose of this study is to measure the impact of using social and emotional exercises (SEL) before a test.
- The aim of this study is to examine student data from using the breathing exercises and positive verbal reinforcement before a test.
- The objective of this study is to collect the data to determine the effectiveness of the implementation of the socio-emotional exercises as a tool for student self-regulation before tests in math class.



Methodology

- First, consent and assent were obtained for each participant.
- Students were then given their normally scheduled tests. One test without SEL exercises before the test, one with SEL exercises before the test.
- After the tests, students were given a posttest a five question questionnaire by a third party researcher. The questionnaires was the same after both tests.
- The questionnaires were based on a 5 point Likert scale. They were compared and analyzed for the results of the study.

Implications

- This study has implications for both students and teachers alike.
- Students have these social and emotional exercises/skills with them to future math classes and on any test they come across to help reduce test anxiety.
- Teachers have the social and emotional exercises to attempt to diminish test anxiety in students before passing out administering the test.