

Peer Tutoring, Parental Support and School Environment as Correlates of Mathematics Anxiety of Secondary School Students in Owerri

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Abstract

This study investigated peer tutoring, parental support and school environment as correlates of mathematics anxiety of secondary school students in Owerri. The study adopted a correlation research survey design of ex-post facto type applying quantitative measure. The population for this study consisted of 300 senior secondary school students who have consistently scored below 25% in first and second term mathematics subject examination from ten randomly selected secondary schools in Owerri, Imo State. Four Standardized instruments were used for data collection. Data was analyzed using Pearson Product Moment Correlation and Multiple Regression Analysis statistical tools at 0.05 level of significance. The result indicates that significant relationship exists between the independent variables (Peer tutoring, parental support and school environment) and the dependent variable (mathematics anxiety of secondary school students) in order of magnitude as thus: peer tutoring ($R=0.526$, $p<0.05$), parental support ($R=0.402$, $p<0.05$) and school environment ($R=0.343$, $p<0.05$). The three independent variables (Peer tutoring, parental support and school environment) made a joint correlational impact of 68.5% on mathematics anxiety of secondary school students. The composite effect of the independent variables as jointly contributive on mathematics anxiety of secondary school students are revealed as thus, $R= .774$, $R^2= .685$, Adj. $R^2= .540$ and Std. error of estimate 7.113. The result of the multiple regression analysis produced an F-ratio $(3/296) = 58.79$ which was significant at $p<0.05$ alpha level. Likewise, peer tutoring correlates significantly with mathematics anxiety of secondary school students: $r(298) = .526$, $p<.05$. Also, parental support positively and significantly correlates with mathematics anxiety of secondary school students: $r(298) = .402$, $p<.05$. Furthermore, school environment correlates significantly with mathematics anxiety of secondary school students: $r(298) = .343$, $p<.05$. It was recommended that school authorities should encourage the use of peer tutoring teaching strategy as it is found to significantly improve the learning capability of academically-at-risk student.

Keywords: Mathematics anxiety, Parental support, Peer tutoring, School environment, and Students.

Introduction

Acquaintance with mathematical technicalities, concepts and skills are vital for developing the competence and capability required to solve mathematical tasks. This is necessary because mathematics plays indispensable role in stimulating societal scientific and technological development. Mathematics is basically needed in every aspect of human concern. Thus, mathematics as a critical tool required for technological advancement, creative innovation, value-added wealth creation, infrastructural and sustainable development is well documented in research (De las Cuevas, et al, 2022; Okoiye & Onah, 2024; Razali, 2021). Mathematics plays a significant role in human societal development because it serves as a rational fountain for creative and innovative re-engineering that helps to foster civilized change for human comfort (Okoiye & Onah, 2024).

This realization made Nigerian Government to stipulate that a student is required to have credit pass in Mathematics subject to gain admission into tertiary institutions in Nigeria. This indicates that any student that desire to attain tertiary education is expected to have a credit pass in Mathematics, English language and three other subjects in line with their intended career focus (Okoiye et al, 2017; Okoiye & Onah, 2024). This expectation can make poor mathematics-oriented students to express fear, helplessness, nervousness and anxiety while studying or attending to mathematical tasks. The consequential effect of this development can be the expression of mathematics anxiety (Okoiye et al, 2017; Okoiye & Onah, 2024). Mathematics anxiety is an expressed negative reaction by students when exposed to mathematical task. Specifically, mathematics anxiety is a state of psycho-emotional discomfort that expressively occurs in response to situations that involves mathematics tasks that makes a learner to express panic, sense of helplessness, mental disorganization and cognitive imbalance (Jelinek, 2022; Okoiye et al, 2017).

Researchers such as Foley et al (2017); Núñez-Peña and Bono (2019) investigated the outcome of mathematics anxiety on mathematics achievement of students in secondary schools and acknowledged that mathematics anxiety has significant negative bearing on students' cognitive achievement in mathematics. Diverse researchers in the field of educational and counselling psychology including Okoiye et al, (2017); Guita and Tan (2018) and Choi-Koh and Ryoo (2019) established that the practical use of peer tutoring teaching methodology decrease students' mathematics anxiety and meaningfully boost high academic attainment in mathematics. The significant impact of peer tutoring teaching and learning strategy on students' readiness to learn, positive disposition toward mathematics, social integration and self-confidence have been appropriately documented (Alegre et al., 2020; Moliner & Alegre, 2020). Ginga, Mohammed, and Usman (2019) posit that peer tutoring is a systemic collaborative instructional strategy that enable students to take rational responsibility of teaching each other as they assume the dynamic roles of tutees and tutors. This teaching strategy gives each student the golden opportunity to teach, observe progress their peers are making, review barriers and evaluate performance via observations. This strategy not only reduces disruptive behaviours and anxiety, but also

promotes improves connectivity, social competence, intellectual growth and high academic attainment.

Peer tutoring holds substantial potential in reducing mathematics anxiety as its engagement provides appropriate support to poor performing students when undertaking difficult tasks through group collaborative learning effort. Peer tutoring experience often creates a more relaxed and supportive learning environment, where humor can be used to foster positive learning outcome and decrease students' mathematics anxiety and positively impact their performance in the subject (Umar & Zakariyya, 2023). The establishment of peer tutoring systems is much encouraged within educational learning environment as it helps to improve learning outcomes among learners (Pugatch & Wilson, 2018). Peer tutoring has a positive impact on learning with benefits for both tutors and tutees (Education Endowment Foundation, 2018). It is considered worthwhile because more-knowledgeable students serve as the tutors. It is also primarily aimed to increase students' academic performance by engaging the students in behaviour geared towards achieving the said goal (Pugatch & Wilson, 2018).

Research report of recent acknowledges that parental support towards academic success of their children is gaining creative attention in public domain and discuss. Three notable areas of support have been identified as pivotal influence on children's educational outcomes and this includes: cognitive/intellectual, behavioural and personal supports. With cognitive/intellectual support parents ensure that they expose their children to stimulating educational activities and experiences. Behavioural support highlights parents' participatory behaviour in their children learning activities, such as supporting their reading habit and assisting children with their homework. Finally, personal support refers to parents' effort to convince and motivate their children about the importance of being focused in school during teaching and learning experience and attaining quality education (Huang et al., 2021). Parental cognitive/intellectual, behavioural and personal supports have a strong effect on student academic achievement (Huang et al., 2021). According to Macmull and Ashkenazi (2019) parents being a key role model and primary social agent to their children play a vital role in the development of mathematics anxiety based on their level of support because the measure of support rendered to their children concerning their learning experience greatly influence their children and have an impact on their achievements in mathematics and other subjects. For example, parental academic pressure and support were negatively related to students attain grades in mathematics (Chiu, 2017). Parental support in educational activities of children has been found to significantly reduce mathematics anxiety and improve academic performance of students (Ayeni, 2021; Onongha et al., 2022). One study found that the support parents render to their children in their academic pursuit had significant impact on their academic performance (Jeynes, 2016). The study involved over 20,000 students from various cultural and socio-economic upbringings, and the results showed that parental support was a stronger predictor of students' academic success than family income or parental education level. The study also found that parental support had a positive impact on students' attitudes towards school,

their motivation to learn, and their self-esteem (Jeynes, 2016). Numerous researches have revealed that parental support towards the education of their children has significant positive effects on the academic performance of students in Nigeria (Anierobi & Unachukwu, 2020; Onongha et al., 2022). In Nigeria, this is a crucial area of study, as the country continues to face multiple challenges of economic hardship and in improving its education system (Ayeni, 2021).

The significant role school environment plays in the academic and general wellbeing of students cannot be overemphasized as it oversees the nurturing and enhancement of students' cognitive, behavioural, and intellectual capacities (Usaini et al., 2015). Given this profound significance, schools must function as optimal environments where students can enthusiastically pursue their academic interests under the guidance of skilled educators. Recent studies (Akpan, 2020; Lone, 2021; Mukmina et al., 2021; Okoi et al., 2022) highlight the unique relevance and impact of the school environment on the academic attainment, personal and moral development of students. This research works projected the fundamental roles that schools play which are beyond academic instruction. In the dynamic environment of a school, where students engage in continuous interactions with teachers and peers, various aspects of their development are significantly influenced. These influences extend far beyond the mere acquisition of knowledge to encompass attitudes, interests, emotions, character, and motivation to learn (Werang et al., 2024). The school environment serves as a vital background for intellectual development, behaviour modification and character formation where young minds are shaped and developed (Akpan, 2020).

The consequence of suitable school infrastructural facilities and the provision of a convenient teaching and learning environment cannot be exaggerated in enabling effective learning and enhancing good academic performance. Usaini et al. (2015) emphasized the importance of a convenient school learning environment equipped with quality facilities and a progressive atmosphere. Such an environment plays a vital role in enhancing students' motivation to learn and attaining academic success. It not only stimulates students' active engagement in teaching and learning activities but also prompt them to express enthusiasm and motivation as they strive toward accomplishing success in school and their academic tasks. Research by Verma (2019) hypothesizes that in a convenient school learning environment; students are enthusiastic to learn and are focused to attain high academic performance in their study subjects. In principle, a satisfying school learning environment not only serves as a milieu for educational activities but equally influences students' attitudes toward learning positively. Furthermore, Verma (2019) affirmed that a convenient and satisfying school learning environment enriches students' focus, encourages the development and use of advanced critical thinking skills, promotes meaningful learning experiences, enable students develop capacity to manage anxiety and fosters higher levels of academic achievement. Therefore, the theoretical framework of this study is anchored on the theory of reason action by Ajzen and Fishbein (1975). The theory of reason action utilized mathematical model to predict behavioural intentions as a function

of attitude and subjective norms. While it highlights the fact that human beliefs, attitudes, and intentions are the three most important components that project's human behavioural dispositions. Beliefs usually describe the probability that a person thinks some action will cause a certain outcome; attitudes concern whether or not someone thinks that outcome of behavioural disposition would be favourable or unfavourable; and intention is the way that someone intends to behave in response to beliefs and attitudes. Thus, it is of note that students often have the belief that they learn better when tutored by their peers. They are better motivated and have positive attitude and interest to learn. Likewise, when parents and school environment positively support and reinforce learning dispositions of secondary school students, they become more focused, self-efficacious, determined, have personal belief they can excel even in the face of challenges and attain high academic attainment. This makes the application of the postulations of this theory germane for this study.

Statement of the Problem

When supportive solutions are not available for mathematics-anxious students, the experience of mathematics anxiety can be intellectually frustrating and traumatic. This development can make the daily classroom teaching and learning experience of these sets of students to be challenging and possibly express anger, helplessness, and negative self-verbalization. This makes the focus of this study: Peer tutoring, parental support and school environment as correlates of mathematics anxiety of secondary school students in Owerri germane.

Purpose of the Study

The purpose of the study is to empirically investigate peer tutoring, parental support and school environment as correlates of mathematics anxiety of secondary school students in Owerri and to specifically:

1. Determine if there is any correlation between peer tutoring, parental support, school environment and mathematics anxiety of secondary school students in Owerri
2. Ascertain the joint correlation impact of peer tutoring, parental support and school environment on mathematics anxiety of secondary school students in Owerri

Research Question

1. Does peer tutoring, parental support and school environment correlate with mathematics anxiety of secondary school students in Owerri?
2. What joint correlation impact do peer tutoring, parental support and school environment have on mathematics anxiety of secondary school students in Owerri?

Research Hypotheses

1. There is no significant correlation between peer tutoring and mathematics anxiety of secondary school students in Owerri

2. There is no significant correlation between parental support and mathematics anxiety of secondary school students in Owerri
3. There is no significant correlation between school environment and mathematics anxiety of secondary school students in Owerri

Methods

The study adopted a correlation survey design of quantitative nature and utilized purposive sampling technique to select 300 senior secondary school students of ages 14-19 years old and comprised of 133 (44.33%) boys and 167 (55.67%) girls who have consistently scored below 25% in first and second term mathematics subject examination from ten randomly selected secondary schools in Owerri, Imo State. Among these students, 159 (53%) of their parents are traders, 61 (20.33%) are teachers, 50 (16.67%) civil servants and 30 (10%) are pastors.

Instruments

Math Anxiety Scale by Bindak (2005) was used to measure mathematics anxiety level of senior secondary school students who have consistently scored below 25% in first and second term mathematics subject examination used for this study. It has 10 items on a 5-point Likert scale. The response structure includes "Never" to "Always", with a potential score range of 10 to 50. This instrument was adapted and simplified to suit Nigeria cultural and linguistic context. It was revalidated using a test-retest method and has internal reliability Coefficient (Cronbach's) α of .84. Higher scores indicate more mathematics anxiety.

Peer Tutoring Core Competency Test for College Students (Kim et al., 2019) was used to measure the outcome of students' peer tutoring engagement activities. It is a five-point Likert-scale type with response pattern of (1 = not at all true, 5 = very true). It is based on competencies of communication and collaboration. The competency of communication consists of two dimensions that assesses learners' ability to listen attentively and the ability to speaking clearly and coherently during peer tutoring engagement. Likewise, competency of collaboration has two dimensions that consist of responsibility for teamwork and ability to express mutual respect towards others. A five-point Likert-type scale (1 = not at all true, 5 = very true) was used as the response format for all items. This instrument was adapted and simplified to suit Nigeria cultural and linguistic context. It was revalidated using a test-retest method and has internal reliability Coefficient for communication (11 items, α = .91) and collaboration (10 items, α = .91).

Parental support Scale by (Werang et al., 2024) was used to measure level of parental support. It has 14 items that were distributed over three measurement indicators, namely: material support (4 items), moral support (7 items), and spiritual support (3 items). It has a four-point Likert response pattern ranging from 1 (Strongly Disagree) to 4 (Strongly Agree). This instrument was adapted and simplified to suit Nigeria cultural and linguistic context. It

was revalidated using a test-retest method and has internal reliability value of Cronbach's Alpha .71.

Students' School Environment Questionnaire was used to measure the impact of students' school learning environment on their expressed mathematics anxiety. It is researchers-design questionnaire with 7 items. For example, it has items such as: "I gain more from classroom teaching during mathematics lesson"; My teacher during teaching makes mathematics class interesting'; etc. It is a 4-point Likert rating response pattern questionnaire validated through a test-re-test method and has internal reliability Coefficient value of Cronbach's Alpha of 0.85.

Method of Data Administration

The researchers obtained the consent of the principals and class teachers' who helped to sought out students that have consistently scored below 25% in first and second term mathematics subject examination and having sought and obtained their consent, the researchers personally administered copies of the questionnaires with some explanation on how to complete them and the purpose of the research to the participants.

Ethical Clearance

The ethical committee on research of the Department of Educational Psychology/Guidance & Counselling Reviewed the research instruments and its intended purpose to determine the suitability for the target participants of the study (senior secondary school students). Necessary inputs were made and clearance was given as the study procedures upheld confidentiality principles and it is beneficial to all.

Method of Data Analyses

Data were analyzed using Multiple Regression to answer the research question and Pearson Product Moment Correlation (PPMC) to test the hypotheses raised for the study at 0.05 alpha level of significance.

Results

Research question 1: Does peer tutoring, parental support and school environment correlates with mathematics anxiety of secondary school students in Owerri?

Table 1: Showing descriptive statistics and correlation matrix of relationship between peer tutoring, parental support school environment and mathematics anxiety of secondary school students

Variables	N	Mean	Std Dev	1	2	3	4
Mathematics anxiety of secondary school students	300	70.34	10.12	1.000			
Peer tutoring	300	64.08	8.33	.526	1.000		

Parental support	300	61.34	7.86	.402	.524	1.000	
School environment	300	59.81	7.13	.343	.441	.515	1.000

The result in table 1 gives description of measures of association and it indicates that significant correlation exists between the independent variables (peer tutoring, parental support and school environment) and the dependent variable (mathematics anxiety of secondary school students) in order of magnitude as thus: Peer tutoring ($R=0.526$, $p<0.05$), parental support ($R=0.402$, $p<0.05$) and school environment ($R=0.343$, $p<0.05$). This implies that peer tutoring, parental support and school environment plays a critical role in reducing mathematics anxiety of secondary school students.

Research Question 2: What joint correlation impact do peer tutoring, parental support and school environment have on mathematics anxiety of secondary school students in Owerri?

Table 2: Regression summary table showing the joint correlation impact peer tutoring, parental support and school environment have on mathematics anxiety of secondary school students in Owerri

R= .774 R²= .685 Adj R²= .540 Std Error= 7.113					
Source	Df	Sum squares (ss)	Mean square	F-Ratio	Sig
Regression	3	14042.081	4680.694	58.79	.000
Residual	296	23568.002	79.62		
Total	299	37610.083			

Based on the result presented in table 2, the three independent variables (peer tutoring, parental support and school environment) made a joint correlational impact of 68.5% on mathematics anxiety of secondary school students. The composite effect of the independent variables as jointly contributive on mathematics anxiety of secondary school students are revealed as thus, $R= .774$, $R^2= .685$, $Adj. R^2= .540$ and Std. error of estimate 7.113. The result of the multiple regression analysis produced an F-ratio $(3/296) = 58.79$ which was significant at $p<0.05$ alpha level. This establish that peer tutoring, parental support and school environment has strong link with the reduction of mathematics anxiety of secondary school students.

Ho1: There is no significant correlation between peer tutoring and mathematics anxiety of secondary school students in Owerri

Table 3: PPMC summary table showing significant correlation between peer tutoring and mathematics anxiety of secondary school students in Owerri

Variables	N	Mean	SD	R	Df	P
Mathematics anxiety of secondary school students	300	70.34	10.12	.526	298	Sig
Peer tutoring	300	64.08	8.33			

The table shows that the variable peer tutoring correlates significantly with mathematics anxiety of secondary school students: $r(298) = .526, p < .05$. The mean and standard deviation for peer tutoring was 64.08 and 8.33 respectively. With this result the H_0 is thus, rejected. This indicates that the utilization of peer tutoring teaching method motivates students to learn and equally reduces mathematics anxiety among secondary school students.

H₀₂: There is no significant correlation between parental support and mathematics anxiety of secondary school students in Owerri

Table 4: PPMC summary table showing significant correlation between parental support and mathematics anxiety of secondary school students in Owerri

Variables	N	Mean	SD	R	Df	P
Mathematics anxiety of secondary school students	300	70.34	10.12	.402	298	Sig
Parental support	300	61.34	7.86			

The table shows that the variable parental support positively and significantly correlates with mathematics anxiety of secondary school students: $r(298) = .402, p < .05$. The mean and standard deviation for self-disclosure was 61.34 and 7.86 respectively. With this result the H_0 is thus, rejected. This shows that when parents are actively involved and supportive of their children learning effort, they become better focused, resilient and determined to attain academic success against all odd.

H₀₃: There is no significant correlation between school environment and mathematics anxiety of secondary school students in Owerri

Table 5: PPMC summary table showing significant correlation between school environment and mathematics anxiety of secondary school students in Owerri

Variables	N	Mean	SD	R	Df	P
Mathematics anxiety of secondary school students	300	70.34	10.12	.343	298	Sig
School environment	300	59.81	7.13			

The table shows that the variable school environment correlates significantly with mathematics anxiety of secondary school students: $r(298) = .343, p < .05$ the mean and

standard deviation for school environment was 58.38 and 7.03 respectively. With this result the H_0 is thus, rejected. This indicates that when school environment is conducive and positively support teaching and learning activities, it reinforces positive leaning attitudinal dispositions in students that propels success and sense of fulfilment among students.

Discussion of Findings

The result of the first research question revealed that significant correlation exists between the independent variables (peer tutoring, parental support and school environment) and the dependent variable (mathematics anxiety of secondary school students) in order of magnitude as thus: Peer tutoring ($R=0.526$, $p<0.05$), parental support ($R=0.402$, $p<0.05$) and school environment ($R=0.343$, $p<0.05$). This indicates that students learn better when they engage in peer tutoring. During peer tutoring students are more relaxed and motivated learning from their peers. This is consistent with the findings of diverse researchers in the field of educational and counselling psychology including Okoiye et al, (2017); Guita and Tan (2018) and Choi-Koh and Ryoo (2019) who established that the practical use of peer tutoring teaching methodology decreases students' mathematics anxiety and meaningfully boost high academic attainment in mathematics. The significant impact of peer tutoring teaching and learning strategy on students' readiness to learn, positive disposition toward mathematics, social integration and self-confidence have been appropriately documented (Alegre et al., 2020; Moliner & Alegre, 2020). Ginga, Mohammed, and Usman (2019) posit that peer tutoring is a systemic collaborative instructional strategy that enable students to take rational responsibility of teaching each other as they assume the dynamic roles of tutees and tutors. This teaching strategy gives each student the golden opportunity to teach, observe progress their peers are making, review barriers and evaluate performance via observations. This strategy not only reduces disruptive behaviours and anxiety, but also promotes improves connectivity, social competence, intellectual growth and high academic attainment. Also, parental support in educational activities of children has been found to significantly reduce mathematics anxiety and improve academic performance of students (Ayeni, 2021; Onongha et al., 2022). Likewise, Verma (2019) affirmed that a convenient and satisfying school learning environment enriches students' focus, encourages the development and use of advanced critical thinking skills, promotes meaningful learning experiences, enable students develop capacity to manage anxiety and fosters higher levels of academic achievement.

The result of the second research question shows that the three independent variables (peer tutoring, parental support and school environment) made a joint correlational impact of 68.5% on mathematics anxiety of secondary school students and produced an F-ratio $(3/296) = 58.79$ which was significant at $p<0.05$ alpha level. This indicates that when academically challenged students experience peer tutoring, positive parental support and enriching school learning environment, they will excel in their academic pursuit. For example, Ginga, Mohammed, and Usman (2019) posit that peer tutoring is a systemic collaborative instructional strategy that enable students to take rational responsibility of

teaching each other as they assume the dynamic roles of tutees and tutors. This teaching strategy gives each student the golden opportunity to teach, observe progress their peers are making, review barriers and evaluate performance via observations. This strategy not only reduces disruptive behaviours and anxiety, but also promotes improves connectivity, social competence, intellectual growth and high academic attainment.

The findings of the first research hypotheses shows that peer tutoring correlates significantly mathematics anxiety of secondary school students: $r(298) = .526, p < .05$. The mean and standard deviation for peer tutoring was 64.08 and 8.33 respectively. With this result the H_0 is thus, rejected. This result projects the fact that peer tutoring holds substantial potential in reducing mathematics anxiety as its engagement provides appropriate support to poor performing students when undertaking difficult tasks through group collaborative learning effort. Peer tutoring experience often creates a more relaxed and supportive learning environment, where humor can be used to foster positive learning outcome and decrease students' mathematics anxiety and positively impact their performance in the subject (Umar & Zakariyya, 2023). The establishment of peer tutoring systems is much encouraged within educational learning environment as it helps to improve learning outcomes among learners (Pugatch & Wilson 2018). Peer tutoring has a positive impact on learning with benefits for both tutors and tutees (Education Endowment Foundation 2018).

Also, the result of the second research hypotheses revealed that parental support positively and significantly correlates with mathematics anxiety of secondary school students: $r(298) = .402, p < .05$. The mean and standard deviation for self-disclosure was 61.34 and 7.86 respectively. With this result the H_0 is thus, rejected. This implies that the support parents render to their children in view of their learning experience is an essential stimulus for success. This corroborates the assertions of Macmull and Ashkenazi (2019) that parents being a key role model and primary social agent to their children play a vital role in the development of mathematics anxiety based on their level of support because the measure of support rendered to their children concerning their learning experience greatly influence their children and have an impact on their achievements in mathematics and other subjects. Numerous researches have revealed that parental support towards the education of their children has significant positive effects on the academic performance of students in Nigeria (Anierobi & Unachukwu, 2020; Onongha et al., 2022).

Likewise, the result of the third research hypotheses shows that school environment correlates significantly with mathematics anxiety of secondary school students: $r(298) = .343, p < .05$ the mean and standard deviation for school environment was 58.38 and 7.03 respectively. With this result the H_0 is thus, rejected. This indicates that when school learning environment is conducive and stimulating, it will positively impact on the developmental and intellectual wellbeing of students. The consequence of suitable school infrastructural facilities and the provision of a convenient teaching and learning environment cannot be exaggerated in enabling effective learning and enhancing good academic performance. This is in line with the findings of previous researchers. For

example, Usaini et al. (2015) emphasized the importance of a convenient school learning environment equipped with quality facilities and a progressive atmosphere. Such an environment plays a vital role in enhancing students' motivation to learn and attain academic success. It not only stimulates students' active engagement in teaching and learning activities but also prompt them to express enthusiasm and motivation as they strive toward accomplishing success in school and their academic tasks. Research by Verma (2019) hypothesizes that in a convenient school learning environment; students are enthusiastic to learn and are focused to attain high academic performance in their study subjects. In principle, a satisfying school learning environment not only serves as a milieu for educational activities but equally influences students' attitudes toward learning positively. This indicates that the school environment serves as a vital background for intellectual development, behaviour modification and character formation where young minds are shaped and developed (Akpan, 2020).

Recommendations

1. School authorities should encourage the use of peer tutoring teaching strategy as it is found to significantly improve the learning capability of academically-at-risk student.
2. Parents should endeavour to give appropriate support to their children as a means to motivate them to learn and attain great academic height.
3. School learning band teaching environment should be made conducive to stimulate and reinforce positive attitude to learning.

Conclusion

Mathematics plays a momentous role in human societal development as it serves as a pragmatic spring board for innovative change for the comfort of humanity. Based on this, students should be creatively supported to develop mathematics competence and overcome mathematics anxiety through exposure to counselling psychotherapeutic interventions and educational guidance.

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