Title

Math Self-Concept, Stereotypes, Achievement and Anxiety – A Cross-Sectional Study

Authors

von Bergen, Alexander
Cvencek, Dario
Ziegler, Esther
et al.

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Alexander von Bergen
ETH Zurich, Zurich, Switzerland

Dario Cvencek
Institute of Learning and Brain Sciences, Seattle, Washington, United States

Esther Ziegler
ETH Zurich, Zurich, Switzerland

Venera Gashaj
ETH, Zurich, Switzerland

Andrew Meltzoff
University of Washington, Institute of Learning and Brain Sciences, Seattle, Washington, United States

Manu Kapur
ETH Zurich, Zurich, Switzerland

Abstract

The present study assessed both implicit and explicit math self-concept, math-gender stereotype, math achievement, and math anxiety in 260 Swiss children from 1st, 3rd, and 5th grade. In line with prior research, explicit math self-concepts were found to decrease as a function of participant age cohort. Furthermore, already children in the first grade were found to implicitly endorse the math-gender stereotype. In line with these findings, math anxiety was found to be higher in older cohorts than in younger, and it was non-trivial in all age groups. Lastly, as expected, math achievement was higher for older children. Taken together, the present study found patterns of stereotypes increasing as a function of age, with simultaneous increases in math anxiety, and simultaneous decreases in math self-concept. These findings underline the importance of studying math-related constructs in children. Understanding these patterns will contribute to sustaining STEM interests in young children and adolescents.