

**‘Specialization in ICTs and Special Education: Psychopedagogy of  
Integration’  
Postgraduate Program  
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek  
Philology  
in collaboration with  
NCSR DEMOKRITOS Informatics and Telecommunications  
Institute**

**TEACHERS’ VIEWS ON MATHEMATICS ANXIETY AND  
MATHEMATICS SELF-EFFICACY OF CHILDREN WITH  
AUTISTIC SPECTRUM DISORDER IN REGULAR SCHOOL**

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POSTGRADUATE  
THESIS

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## Abstract

The present study investigates teachers' views on mathematics anxiety and mathematics self-efficacy of students with Autistic Spectrum Disorder (ASD), in general school. For the purposes of this study a questionnaire was used, which was completed by 120 teachers of public elementary and secondary schools in Greece. Results, according to teachers' views, indicated that there is negative and statistically significant correlation between mathematical anxiety and mathematical self-efficacy. It was also found highly positive and statistically significant correlation between mathematical anxiety and test anxiety in Mathematics. Gender, age and school level were not associated neither to mathematical anxiety, nor to mathematical self efficacy. However intelligence quotient (IQ) was found to play an important role to both mathematical self efficacy and mathematical anxiety of students with ASD.

The present study may be beneficial for instructors who wish to better understand mathematics self-efficacy and anxiety of students with ASD in order to increase their achievement.

**Key words:** Autism Spectrum Disorder, High Functioning Autism Disorder, Asperger Syndrome, mathematics anxiety, mathematics self-efficacy, mathematics proficiency.

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