

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
Του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης
σε συνεργασία με το
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

**ΟΙ ΑΠΟΨΕΙΣ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΓΙΑ ΤΟ ΜΑΘΗΜΑΤΙΚΟ ΑΓΧΟΣ ΚΑΙ
ΤΗΝ ΜΑΘΗΜΑΤΙΚΗ ΑΥΤΟ-ΑΠΟΤΕΛΕΣΜΑΤΙΚΟΤΗΤΑ ΤΩΝ ΠΑΙΔΙΩΝ ΜΕ
ΔΙΑΤΑΡΑΧΗ ΑΥΤΙΣΤΙΚΟΥ ΦΑΣΜΑΤΟΣ ΣΤΟ ΓΕΝΙΚΟ ΣΧΟΛΕΙΟ**

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

Της
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Μεταπτυχιακή διατριβή που υποβάλλεται
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τ.Ε.Φ – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο
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με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της
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Περίληψη

Η παρούσα έρευνα, διερευνά τις απόψεις των εκπαιδευτικών για το μαθηματικό άγχος και την μαθηματική αυτοαποτελεσματικότητα των μαθητών με Διαταραχή Αυτιστικού Φάσματος (ΔΑΦ) στο γενικό σχολείο. Για τους σκοπούς της έρευνας χρησιμοποιήθηκε ερωτηματολόγιο, το οποίο συμπλήρωσαν 120 εκπαιδευτικοί σε δημόσια Δημοτικά και Γυμνάσια στην Ελλάδα. Τα αποτελέσματα της έρευνας έδειξαν ότι, σύμφωνα με τις απόψεις των εκπαιδευτικών, υπάρχει αρνητική και στατιστικά σημαντική συσχέτιση μεταξύ του μαθηματικού άγχους και της μαθηματικής αυτοαποτελεσματικότητας. Επίσης βρέθηκε πολύ υψηλή θετική και στατιστικά σημαντική συσχέτιση μεταξύ του μαθηματικού άγχους και του άγχους της εξέτασης στο μάθημα των Μαθηματικών. Το φύλο, η ηλικία και η σχολική βαθμίδα δεν βρέθηκαν να παίζουν ρόλο ούτε στο μαθηματικό άγχος, ούτε στην μαθηματική αυτοαποτελεσματικότητα των μαθητών με ΔΑΦ. Ο δείκτης νοημοσύνης, ωστόσο, παίζει πολύ σημαντικό ρόλο τόσο στη μαθηματική αυτοαποτελεσματικότητα, όσο και στο μαθηματικό άγχος που βιώνουν οι μαθητές αυτοί. Η παρούσα έρευνα μπορεί να είναι επωφελής για τους εκπαιδευτικούς που θέλουν να καταλάβουν καλύτερα την μαθηματική αυτοαποτελεσματικότητα και το μαθηματικό άγχος των μαθητών με ΔΑΦ, με στόχο την καλύτερη απόδοση των μαθητών αυτών στο γενικό σχολείο.

Λέξεις κλειδιά: Διαταραχή Αυτιστικού Φάσματος, Υψηλής Λειτουργικότητας Διαταραχή Αυτιστικού Φάσματος, Σύνδρομο Asperger, μαθηματικό άγχος, μαθηματική αυτοαποτελεσματικότητα.

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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