

## COMPUTERIZED MATH TUTORING PROGRAMS DESIGNED TO REDUCE MATH ANXIETY AND IMPROVE MATH PERFORMANCE IN PRIMARY AND SECONDARY SCHOOL CHILDREN

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### *Abstract*

*A significant number of children present poor performance on standardized math tests, as well as more general difficulties with math-related problem-solving. Students' difficulties on math problems led researchers to create tutoring programs which offer complementary support and guidance to students who experience difficulties. The literature on the effects of math tutoring is quite disparate, as it encompasses programs which differ markedly in duration, populations delivering and receiving the intervention and outcome measures. Available reviews and meta-analyses on tutoring have focused solely on peer and cross-age tutoring programs. A review that can integrate the results coming from the marked variety of the tutoring programs available in the literature is not yet available, to our knowledge. In the first part of the current article, we will critically analyze and synthesize the results of the available math tutoring programs for primary and secondary school children. After providing this summary, we will discuss some practical implications. In the second part of the article, we will present a new computerized math tutoring program designed for reducing math anxiety and improving mathematical skills in Romanian primary school children. We think such a program is needed as it has the potential to improve children's academic results on the short term and professional perspective in the long run.*

*Keywords: tutoring programs; review; primary school children; secondary school children; computerized math tutoring program*

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