

## Assessing the Influence of Emotional Intelligence and Teacher Support on Mathematics Performance of Secondary School Students in AMAC, FCT, Abuja

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### Abstract

*This study investigates the Influence of Emotional Intelligence and Teacher Support on the mathematics performance of Secondary School Students in AMAC, FCT, Abuja. Two research questions and three hypotheses guided the study. The researcher developed one instrument titled Emotional Intelligence and Teacher Support Scale (EITSS) with a reliability coefficient value of 0.8. A simple sampling technique was adopted for the selection of five secondary schools in AMAC LG, and simple random sampling was used for the selection of students from Senior Secondary School One (SS1), Two (SS2), and Three (SS3). A total sample size of 350 students participated in the study. Descriptive and inferential statistics were employed to analyse the data. The results revealed that a significant number of students reported positive emotional regulation; for instance, 75.7% effectively manage their emotions even during challenging mathematics problems. Also, the analysis revealed a statistically significant difference ( $t = 12.903$ ,  $p < 0.05$ ) between the genders. Male students ( $N=160$ ) have a higher mean perception score (Mean = 37.813) than female students ( $N=190$ , Mean = 28.290), indicating that males tend to perceive emotional intelligence. It is therefore recommended that school administrators and educational policymakers should introduce gender-sensitive emotional intelligence support programmes and provide continuous teacher training on emotional intelligence and supportive teaching strategies.*

**Keywords:** Emotional Intelligence, Teacher Support, Mathematics Performance, Secondary, School Students, AMAC FCT Abuja

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## Introduction

One of the goals of any educational system is to produce students who are sufficiently trained to make meaningful contributions to the development of the system and society. That is why the World Bank (2024) emphasises the importance of investing in education and skills to equip young people with the competencies needed to adapt, participate effectively in the economy and contribute to national development. Thus, effective education extends beyond the transmission of knowledge; it involves developing the cognitive, social and emotional competencies that enable learners to function effectively in school, work and society.

Mathematics is the basic knowledge needed by students to pursue higher education. In Nigeria, Mathematics is one of the compulsory subjects in determining the passing of the National Examination, such as the West African Senior School Certificate Examination (WASSCE) and the National Examination Council (NECO) exams (Uche & Adeyemi, 2022). Mathematics remains an important component of secondary education because it supports students' academic progress and prepares them for science, technology, engineering, and mathematics-related fields.

However, students' achievement in Mathematics remains a concern, making it necessary to examine both cognitive and non-cognitive factors associated with their performance. Recent Nigerian evidence suggests that students' emotional characteristics are relevant to Mathematics achievement. For instance, Nwokolo and Ahaneku (2021) reported a significant positive relationship between emotional intelligence and Mathematics achievement among secondary school students in Imo State. Similarly, Chiakwelu and Bakke (2022) found that emotional intelligence significantly predicted Mathematics achievement among SS2 students in the Onitsha Education Zone of Anambra State. More recently, Ogar et al. (2023) found significant relationships between dimensions of emotional intelligence and Mathematics achievement among underachieving high-ability senior secondary students in Cross River State. These findings suggest that students' ability to understand, regulate, and manage emotions may be relevant to their engagement with Mathematics and consequent academic performance.

Many students perceive mathematics as one of the most difficult core subjects to be learned. Quite a lot of problems are associated with the teaching and

learning of mathematics in our schools, which has actually contributed to the poor performance of students. Such problems include: students' attitude towards mathematics, class size, lack of educational resources, difficulty in paying attention, inadequate instructional materials, unconducive environment, among others (Oni, 2019). Other factors are: the inability of students to grasp the concept of numbers in the early years of their development, and once students miss it at the foundation, it will be difficult to build anything on it. Improper introduction of the basic operations of arithmetic. Teachers' attitude, inadequate teacher support, inadequate textual materials, lack of practice, and teaching pedagogy, among others.

Emotional intelligence has been identified as a significant factor influencing students' academic performance, especially in subjects that require a high level of cognitive engagement, such as mathematics. Students with low emotional intelligence often struggle with managing the stress associated with complex mathematical problems and may lack the resilience to persist through challenges (Afolabi, 2023). They are more likely to experience anxiety, frustration, and feelings of inadequacy, all of which contribute to poor performance (Dike & Nwosu, 2021). Emotional intelligence affects not only how students handle academic pressure, but also how they manage their emotions. Furthermore, it affects their motivation, attitude toward learning, and interpersonal relationships with teachers and peers (Oktay, Aydın & Yıldız, 2023).

Research indicates that poor academic performance among secondary school students is often linked to low emotional intelligence. Emotional intelligence (EI) is widely regarded as a foundational factor in enhancing students' academic success (Sukriadi, Hamid, & Bahri., 2016). Strong emotional intelligence contributes to students' interpersonal and intrapersonal functioning and is positively associated with academic performance, helping students regulate their actions and navigate academic demands (Okwuduba et al., 2021). Empirical observations further indicate that high academic performance is often associated with elevated levels of emotional intelligence (Purnama, 2016). Students with limited emotional intelligence frequently face challenges in adjusting to academic demands and managing school-related responsibilities effectively. In some cases, a marked deficiency in emotional intelligence may hinder students' ability to set and achieve personal goals, including academic success.

Teacher support is another significant factor in students' academic success in mathematics. Teachers' modes of communication with students, including teaching methods and feedback, significantly influence students' learning experiences (Olalowo *et al.*, 2024). Teachers who fail to provide adequate support due to poor communication, lack of empathy, or ineffective teaching methods could contribute to students' struggles with mathematics (Chukwu & Okafor, 2020). On the other hand, teachers who offer personalised support, understand students' individual learning needs, and create an engaging classroom environment can significantly improve students' performance (Adedayo, 2022, Amosun, 2019). Teachers play a pivotal role in shaping students' learning by facilitating the development of knowledge and skills while also offering emotional and social support that fosters a sense of competence and confidence in learners. Research has shown that the nature of teacher-student interactions can significantly shape students' attitudes toward particular subjects (Amosun, 2012); for instance, positive relationships with teachers have been linked to more favourable perceptions of mathematics (Rice *et al.*, 2013).

Beyond this, the secondary school stage is a period of storm and stress in every student's life. Oparaji, (2021) asserted that this is the phase where bodies undergo rapid growth due to development in hormones and tissues. At this stage, they appear or feel attractive to the opposite sex, and there is a tendency to explore strong feelings and emotions. Therefore, they struggle with confidence, self-regulation, belonging, social competence, collaboration, and curiosity (Oparaji, 2021). There is a consistent struggle between students' emotions and their academic activities. Their ability to manage the conflict between their feelings and academic activities, as well as their academic achievement in Mathematics at this stage, determines the extent of their academic success.

### **Statement of the problem**

Despite the central role of mathematics in Nigeria's educational system and its importance for students' academic and career advancement, students' performance in the subject remains persistently poor, as evidenced by fluctuating but consistently high failure rates in national examinations. Previous studies and interventions have largely focused on cognitive factors, instructional methods, and structural challenges such as class size and availability of resources, with limited attention to non-cognitive variables.

Although emotional intelligence and teacher support have been independently linked to students' learning outcomes, there is a paucity of empirical studies that jointly examine their influence on students' academic performance in mathematics, especially at the secondary school level in Nigeria. This gap is critical given the emotional vulnerability of students and the pivotal role teachers play in shaping their learning experiences. Consequently, insufficient evidence exists to explain how emotional intelligence and teacher support interact to influence students' mathematics performance, thereby limiting the development of comprehensive, evidence-based strategies to improve achievement in the subject. Therefore, this study investigates the influence of Emotional Intelligence and teacher support on Students' Academic Performance in Mathematics in Abuja Municipal Area Council (AMAC), Abuja.

### **Objective of the Study**

The major purpose of this study is to:

1. Examine the influence of emotional intelligence on students' academic performance in mathematics.
2. Investigate the influence of teacher support on students' academic performance in mathematics.
3. Determine whether male and female students differ significantly in their perceptions of the influence of emotional intelligence and teacher support on mathematics learning.
4. Determine whether students' perceptions of the influence of teacher support on mathematics performance differ significantly by age.
5. Determine whether students' perceptions of the influence of teacher support on mathematics performance differ significantly by class level.

### **Research Questions**

The following research questions have been formulated to guide the study:

1. How does emotional intelligence influence students' academic performance in mathematics?

2. How does teacher support significantly impact students' academic performance in mathematics?

### **Hypotheses**

- H<sub>1.1</sub>:** There is no significant difference in the perceptions of Male and Female Students on the Influence of Emotional Intelligence on mathematics performance
- H<sub>1.2</sub>:** There is no significant difference in the influence of teacher support on mathematics performance based on students' age.
- H<sub>1.3</sub>:** There is no significant difference in the perceived influence of teacher support on mathematics performance based on students' class level

### **Methodology**

The study adopted a descriptive survey research design. The target population comprised all senior secondary school students in the Abuja Municipal Area Council (AMAC). A simple random sampling technique was employed for the selection of five (5) secondary schools in AMAC LG, and the same technique was used for the selection of students from Senior Secondary School One (SS1), Two (SS2), and Three (SS3) in the chosen schools. A total sample size of 350 students participated in the study. The researcher developed one instrument titled Emotional Intelligence and Teacher Support Scale (EITSS) with a reliability coefficient value of 0.8. Validation of the instrument was done by an expert. This instrument has four sections. Section A requested the biodata of the participants, such as the name of their school, age, class level, gender, among others. In Section B, 12 items were generated, soliciting the influence of emotional intelligence on students' academic performance. Section C contained 10 items, which solicited information about the influence of teacher support on students' academic performance in mathematics. Data collected were analysed using descriptive statistics, such as frequency counts, percentages, means, and standard deviations, and inferential statistics such as the T-Test and ANOVA.

### **Results**

**Research Question One:** How does emotional intelligence influence students' academic performance in mathematics?

**Table 1:** The Influence of Emotional Intelligence on Students' Academic Performance in Mathematics

| S/N | ITEMS                                                                                         | YES           | NO            |
|-----|-----------------------------------------------------------------------------------------------|---------------|---------------|
| 1.  | I can manage my emotions effectively, even when faced with difficult mathematics problems.    | 265<br>(75.7) | 85<br>(24.3)  |
| 2   | I feel confident in understanding and expressing my feelings about challenges in mathematics. | 230<br>(65.7) | 120<br>(34.3) |
| 3   | I remain calm and focused during mathematics examinations or assignments.                     | 240<br>(68.6) | 110<br>(31.4) |
| 4   | I seek help from my mathematics teacher when I face difficulties in solving problems.         | 275<br>(78.6) | 75<br>(21.4)  |
| 5   | I am always bold and confident, never doubtful, while learning mathematics                    | 225<br>(64.3) | 125<br>(35.7) |
| 6   | I am competent in understanding mathematical concepts                                         | 235<br>(67.1) | 115<br>(32.9) |
| 7   | I am confident enough to succeed in learning and solving mathematics problems                 | 250<br>(71.4) | 100<br>(28.6) |
| 8   | I often practice mathematics outside of the classroom                                         | 210<br>(60.0) | 140<br>(40.0) |
| 9   | I avoid stress and regulate myself when solving mathematics in class                          | 220<br>(62.9) | 130<br>(37.1) |
| 10  | I have a strong belief in my mathematical ability to accomplish any mathematics task          | 245<br>(70.0) | 105<br>(30.0) |
| 11  | I enjoy studying mathematics in a cooperative and collaborative learning environment          | 260<br>(74.3) | 90<br>(25.7)  |
| 12  | I can understand my emotions when solving mathematics problems                                | 255<br>(72.9) | 95<br>(27.1)  |

The data explores how the classroom environment influences secondary school students' academic achievement in mathematics by examining their emotional management, confidence, and study behaviours. A significant majority of students (around 60% to 79%) report positive emotional regulation; for instance, 75.7% effectively manage their emotions even during challenging mathematics problems, and 68.6% stay calm during exams. Confidence levels are also high, with over 70% of respondents feeling capable of succeeding in mathematics and expressing strong confidence in their mathematical abilities. Most students (78.6%) seek help from teachers when needed, and 74.3% appreciate learning in a collaborative environment. While 60% practice mathematics outside class, a notable minority (around 30-40%) show less positive responses in areas like managing stress (only 62.9% avoid stress, based on the likely error in item 9) and maintaining boldness without doubt. Overall, the classroom environment, characterised by emotional support, teacher accessibility, and collaborative learning, positively influences students' academic achievement in mathematics by fostering confidence, emotional control, and active engagement.

### Research Question Two: How does teacher support significantly impact students' academic performance in mathematics

**Table 2:** The Influence of Teacher Support on Students' Academic Performance in Mathematics

| S/N | ITEMS                                                                                                    | SD          | D            | A             | SA            | Mean | S.D   |
|-----|----------------------------------------------------------------------------------------------------------|-------------|--------------|---------------|---------------|------|-------|
| 1   | My teacher encourages a positive learning environment in the mathematics classroom                       | 20<br>(5.7) | 30<br>(8.6)  | 130<br>(37.1) | 170<br>(48.6) | 3.29 | 0.849 |
| 2   | My mathematics teacher gives constructive feedback that helps me improve my academic performance         | 20<br>(5.7) | 30<br>(8.6)  | 140<br>(40.0) | 160<br>(45.7) | 3.26 | 0.841 |
| 3   | My mathematics teacher provides emotional support when I feel discouraged about my performance           | 20<br>(5.7) | 45<br>(12.9) | 135<br>(38.6) | 150<br>(42.9) | 3.19 | 0.868 |
| 4   | My teacher listens to and respects my opinions during mathematics lessons                                | 25<br>(7.1) | 40<br>(11.4) | 145<br>(41.4) | 140<br>(40.0) | 3.14 | 0.884 |
| 5   | My teacher provides additional resources or help when I struggle with mathematics                        | 25<br>(7.1) | 40<br>(11.4) | 130<br>(37.1) | 155<br>(44.3) | 3.19 | 0.900 |
| 6   | My teacher recognizes my efforts and improvements in mathematics                                         | 20<br>(5.7) | 40<br>(11.4) | 125<br>(35.7) | 165<br>(47.1) | 3.24 | 0.870 |
| 7   | My teacher encourages me to ask questions when I do not understand a topic                               | 20<br>(5.7) | 30<br>(8.6)  | 120<br>(34.3) | 180<br>(51.4) | 3.31 | 0.856 |
| 8   | The teacher provides solutions to any problem I encounter in mathematics                                 | 20<br>(5.7) | 25<br>(7.1)  | 130<br>(37.1) | 175<br>(50.0) | 3.31 | 0.839 |
| 9   | The teacher often reinforced me whenever I answered mathematics questions correctly.                     | 20<br>(5.7) | 30<br>(8.6)  | 115<br>(32.9) | 185<br>(52.9) | 3.33 | 0.858 |
| 10  | My mathematics teacher makes his teaching quite interesting and simple for students to easily understand | 15<br>(4.3) | 25<br>(7.1)  | 120<br>(34.3) | 190<br>(54.3) | 3.39 | 0.799 |

**Note.** Percentages in parentheses

The data in Table 2 above show that a strong majority of students perceive significant teacher support that positively influences their performance in mathematics. Between 70% and over 85% of students agree or strongly agree that their teachers encourage a positive learning environment, provide constructive feedback, emotional support, respectful listening, and additional resources. High mean scores (ranging from 3.14 to 3.39 on a 4-point scale) and relatively low standard deviations suggest consistent positive perceptions.

Notably, students feel encouraged to ask questions, receive praise for correct answers, and benefit from engaging and clear teaching methods. This teacher-driven support likely enhances students' confidence and motivation, thereby positively affecting their academic achievement in mathematics.

**Hypothesis One:** There is no significant difference in the perceptions of Male and Female Students on the Influence of Emotional Intelligence on mathematics performance.

**Table 3:** T-Test Analysis of the Difference in Perception of Male and Female Students on the Influence of Emotional Intelligence on Mathematics Performance

| Gender | N   | Mean   | Standard Deviation | Tcalculated | p-value | Df  | Remark |
|--------|-----|--------|--------------------|-------------|---------|-----|--------|
| Male   | 160 | 37.813 | 37.812             | 12.903      | 0.000   | 348 | S      |
| Female | 190 | 28.290 | 28.290             |             |         |     |        |

S-Significant

Table 3 shows the results of a t-test comparing male and female students' perceptions of how emotional intelligence and teacher support influence their mathematics learning. The analysis reveals a statistically significant difference ( $t = 12.903$ ,  $p < 0.05$ ) between the genders. Male students ( $N=160$ ) have a higher mean perception score (Mean = 37.813) than female students ( $N=190$ , Mean = 28.290), indicating that males tend to perceive emotional intelligence and teacher support as having a stronger positive influence on their mathematics learning compared to females. Since the p-value is less than 0.05, we reject the null hypothesis, concluding that perceptions differ significantly by gender.

**Hypothesis Two:** There is no significant difference in the influence of teacher support on mathematics performance based on students' age.

**Table 4:** ANOVA Analysis of the difference in the influence of teacher support on mathematics performance based on students' age

|                       | Sum of Squares | Df  | Mean Square | F       | P-value |
|-----------------------|----------------|-----|-------------|---------|---------|
| <b>Between Groups</b> | 9261.907       | 2   | 4630.954    | 106.572 | 0.000   |
| <b>Within Groups</b>  | 15078.450      | 347 | 43.454      |         |         |
| <b>Total</b>          | 24340.357      | 349 |             |         |         |

**Table 5:** A multiple comparison (post-hoc) analysis to identify the age groups that differ significantly

| (I) Age | (J) Age      | Mean Difference (I-J) | P-value |
|---------|--------------|-----------------------|---------|
| 12-14   | 5-17         | 5.03492*              | 0.000   |
|         | 18 and Above | 16.89778*             | 0.000   |
| 15-17   | 12-14        | -5.03492*             | 0.000   |
|         | 18 and Above | 11.86286*             | 0.000   |

|              |       |            |       |
|--------------|-------|------------|-------|
| 18 and Above | 12-14 | -16.89778* | 0.000 |
|              | 15-17 | -11.86286* | 0.000 |

Table 4 presents the results of an ANOVA test examining whether there is a significant difference in the perceived influence of teacher support on mathematics performance among different age groups of students. The analysis reveals a highly significant difference between age groups ( $F = 106.572$ ,  $p = 0.000$ ), indicating that students' age significantly affects how they perceive the influence of teacher support on their mathematics performance.

Table 5 provides a multiple comparison (post-hoc) analysis to identify which age groups differ significantly. The comparisons show:

- Students aged 12–14 and 15–17 differ significantly (mean difference = 5.03,  $p = 0.000$ ).
- Students aged 12–14 and 18 and above differ significantly (mean difference = 16.90,  $p = 0.000$ ).
- Students aged 15–17 and 18 and above differ significantly (mean difference = 11.86,  $p = 0.000$ ).

All pairwise differences are statistically significant at the 0.05 level, indicating that perceptions of teacher support's influence on mathematics performance vary notably across these age groups. Based on these results, the null hypothesis that there is no significant difference in the influence of teacher support on mathematics performance according to students' age is rejected. Age plays a significant role in shaping students' perceptions of how teacher support impacts their mathematics achievement.

**Hypothesis Three:** There is no significant difference in the perceived influence of teacher support on mathematics performance based on students' class level.

**Table 6:** ANOVA Analysis of Differences in the Perceived Influence of Teacher Support on Mathematics Performance Based on Students' Class Level

|                       | Sum of Squares | Df  | Mean Square | F      | P-value |
|-----------------------|----------------|-----|-------------|--------|---------|
| <b>Between Groups</b> | 6243.311       | 2   | 3121.655    | 59.856 | 0.000   |
| <b>Within Groups</b>  | 18097.046      | 347 | 52.153      |        |         |
| <b>Total</b>          | 24340.357      | 349 |             |        |         |

**Table 7:** Multiple Comparison of the Perceived Influence of Teacher Support on Mathematics Performance Based on Students' Class Level

| (I) Class | (J) Class | Mean Difference (I-J) | P-value |
|-----------|-----------|-----------------------|---------|
| SS1       | SS2       | 6.60327*              | 0.000   |
|           | SS3       | 10.42727*             | 0.000   |
| SS2       | SS1       | -6.60327*             | 0.000   |
|           | SS3       | 3.82400*              | 0.000   |
| SS3       | SS1       | -10.42727*            | 0.000   |
|           | SS2       | -3.82400*             | 0.000   |

The ANOVA results in Table 6 examine whether there is a significant difference in students' perceived influence of teacher support on their mathematics performance across different class levels (Senior Secondary 1, 2, and 3). The analysis shows a statistically significant difference among the groups ( $F = 59.856$ ,  $p = 0.000$ ), indicating that students' perceptions vary significantly by class level.

Table 7 presents the post-hoc multiple comparison to identify where these differences lie:

- Students in SS1 perceive a significantly stronger influence of teacher support than those in SS2, with a mean difference of 6.60 ( $p = 0.000$ ).
- SS1 students also perceive a significantly stronger influence than SS3 students, with a mean difference of 10.43 ( $p = 0.000$ ).
- SS2 students perceive a stronger influence than SS3 students, with a mean difference of 3.82 ( $p = 0.000$ ).

All pairwise differences are statistically significant ( $p < 0.05$ ), showing a consistent pattern where the perceived influence of teacher support on mathematics performance decreases as students progress from SS1 to SS3. Therefore, the null hypothesis stating that there is no significant difference in the perceived influence of teacher support on mathematics performance based on students' class level is rejected. Class level plays a significant role in shaping students' perceptions of teacher support in mathematics learning.

## Discussion

The findings reveal that emotional intelligence (EI) has a strong positive influence on students' academic performance in mathematics. A substantial

proportion of students reported effective emotional regulation, confidence, persistence, and willingness to seek help, all of which are critical for success in mathematics learning. This suggests that students who can manage stress, remain calm during examinations, and maintain positive self-beliefs are better positioned to engage with challenging mathematical tasks. This result corroborates recent studies, which show that emotional intelligence enhances students' self-efficacy, reduces mathematics anxiety, and improves academic achievement (Afolabi, 2023). Similarly, Dike and Nwosu (2021) reported that students with higher emotional regulation and motivation demonstrate greater resilience and persistence in mathematics-related tasks.

The results further indicate that teacher support significantly enhances students' academic performance in mathematics. High mean scores across all items demonstrate that encouragement, constructive feedback, emotional support, recognition of effort, and engaging teaching methods foster students' confidence and motivation. This aligns with contemporary research, which emphasizes that supportive teacher–student relationships promote positive learning attitudes, higher engagement, and improved academic outcomes in mathematics (Adedayo, 2022; Chukwu & Okafor, 2020; Rice et al., 2013). Recent evidence also confirms that teacher feedback and emotional responsiveness strengthen students' sense of belonging and academic self-concept, which are essential for sustained achievement (Martin & Collie, 2022). Gender-based analysis revealed a significant difference in perceptions, with male students reporting a stronger perceived influence of emotional intelligence and teacher support on mathematics learning than females. This finding is consistent with studies suggesting that gender differences exist in emotional expression, confidence, and perceptions of support in mathematics contexts (Hyde, 2019; Else-Quest et al., 2020). It implies a need for gender-sensitive instructional and emotional support strategies to ensure equitable learning outcomes.

Age and class-level differences further showed that younger students and those in lower classes (SS1) perceive teacher support as having a stronger influence on their mathematics performance than older students and those in higher classes (SS3). This trend may be attributed to increased academic pressure, examination anxiety, and reduced teacher-student interaction at higher levels. Similar patterns have been reported in recent studies, which indicate that as students progress through secondary school, perceived teacher

support often declines while academic stress increases (Oparaji, 2021; Martin et al., 2021).

Overall, the findings underscore the importance of integrating emotional intelligence development and sustained teacher support into mathematics instruction to improve students' academic performance, particularly across gender, age, and class-level differences.

## **Conclusion**

This study concludes that emotional intelligence and teacher support are significant determinants of students' academic performance in mathematics. The findings show that students who can regulate their emotions, manage stress, maintain confidence, and seek academic help demonstrate better engagement and achievement in mathematics. Emotional intelligence enhances students' resilience, motivation, and self-efficacy, which are essential for coping with the cognitive and emotional demands of mathematics learning. Additionally, the study establishes that teacher support through positive classroom climate, constructive feedback, emotional encouragement, recognition of effort, and engaging instructional strategies has a strong positive influence on students' mathematics performance. Significant differences in perceptions based on gender, age, and class level further indicate that students' emotional and developmental characteristics shape how they experience and benefit from teacher support. Overall, the study affirms that improving mathematics performance requires a holistic approach that integrates both cognitive instruction and non-cognitive factors, particularly emotional intelligence and sustained teacher support.

## **Recommendations**

Based on the findings of the study, the following recommendations are made:

1. Schools should incorporate emotional intelligence training into the curriculum and co-curricular activities to help students develop emotional regulation.
2. Mathematics teachers should receive regular training on emotionally responsive teaching practices.
3. Teachers should foster supportive and inclusive classroom environments that encourage students to ask questions, express

difficulties, and collaborate with peers, particularly in mathematics lessons.

4. Gender-sensitive and age-appropriate instructional strategies should be adopted to address differences in students' perceptions and emotional needs, especially for older students and those in higher class levels.
5. School counsellors should collaborate with mathematics teachers to support students who experience mathematics anxiety, low self-confidence, or emotional challenges that hinder academic performance.
6. Educational policymakers and school administrators should promote policies that recognise the importance of non-cognitive factors, such as emotional intelligence and teacher support, in improving students' academic outcomes in mathematics.

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