**Tips to Get Rid of Maths Phobia & Exam Stress**

**Source: Beas Dev Ralhan, CEO, Next Education**

Maths phobia is a very common malady affecting the student community. The dread of the subject aggravates during the time of examinations especially when it is added to board exam stress as students feel flustered trying to cram and memorise the various formulae and theorems at the last minute.

Sometimes, even parents inadvertently pass on their fear of the subject to the children. Added to this is the widely-held perception that maths requires an extraordinary level of intelligence.

All these factors contribute to creating fear for the subject. However, it should be understood that a little creativity and regular practice can go a long way in alleviating maths phobia and in reducing the stress during board exams.

**Understanding maths phobia**

To understand maths phobia, we need to accept the fact that it's not an easy subject to grasp as compared to other subjects. Maths phobia can be categorised as a feeling of anxiety that students feel when they attempt to solve problems.

It is marked by stress, which ranges from mild to high, inducing a sense of helplessness and psychological disorganisation. This can have a prolonged impact on the mind and in some cases, negative influence on health as well.

Some students even experience serious issues like depression, panic attacks, shivering, headache and nausea.

So, it is imperative to eliminate this phobia at the very beginning, in order to stop it from developing into more serious problems. This can be possible only when the reasons behind maths phobia are understood.

The reasons for maths phobia can be different for each child. On the part of teachers, they need to be very patient and their pace should be adjusted keeping in mind the aptitude and comprehension capabilities of different students.

They can break down mathematical concepts into small understandable units so students can understand them easily. Teachers should also make sure they are accessible and approachable to students when they face a challenge.

This kind of support from teachers goes a long way in eradicating a negative attitude towards maths, making them proficient in the subject.

**Here are six tips to help you get rid of maths phobia and board exam stress:**

1. **Acknowledge the phobia**

The first step in getting rid of maths phobia is to acknowledge that you have it. Once this realisation sets in, it is easier to take steps that will help alleviate any stress or panic caused by the subject.

1. **Try breathing exercises**

Since maths can induce stress and panic, breathing exercises come in handy and help calm the mind. A calm mind is very crucial for tasks that require critical thinking and problem-solving.

1. **Practice maths daily**

Incorporating maths into everyday activities will make it a part of your life. Fear of the subject will disappear once you understand that maths is everywhere.

Math skills are very important in everyday life and help in dealing with tasks ranging from simple to complex.

1. **Apply maths in real life**

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1. **Ask Questions**

A student should never be afraid to ask questions in the maths class. Asking questions will help to resolve any doubts a student might have. Postponing this process can have adverse effects on the understanding of the subject.

1. **Take help from classmates**

Working together to solve maths problems can help students immensely. Learning in a cooperative environment works wonders for a subject like maths. This also adds a lot of fun and excitement in learning the subject.

When students practise the tips given above, it becomes easier to develop math skills as well as boost confidence levels. Maths as a subject is not an insurmountable challenge; regular practice, reading up on tips and tricks, finding creative ways to solve problems etc can make it easier to grasp in no time.

It is important that students are not frustrated and remain calm and concentrate when faced with a challenging math problem.

This will remove the psychological blocks that young students develop due to past negative experiences of trying to learn the subject.