Abstract
Math anxiety is an evoked disruptive emotional response when facing numbers or math-related situations (Suarez-Pellicioni, 2016). Math anxiety has been shown to influence on math performance over every stage of learners. However, there is no review and meta-analysis study to investigate educational intervention for math anxiety. Most research on math anxiety have been investigated on a diagnostic perspective, while there are relatively a few studies on prescriptive purpose. In this meta-analysis, I would like to point out the essential pillars of educational approaches to relieve math anxiety and how much effective different types of interventions are. This meta-analysis will pave the way to defeat math anxiety.

Purpose and Significance
The goal of the study is to review previous math anxiety intervention studies. Most researches on math anxiety have investigated to find the sources of math anxiety and to reveal the relationship between math anxiety and math performance. However, there are a few studies to see how educational approaches relieved math anxiety. This meta analysis will guide us to find how to reduce math anxiety.

Literature Background
Math anxiety-performance link in international study (Foley, et al. 2017)
- The higher math anxiety, the lower math score
- The higher math performance, the more vulnerable to math anxiety

Framework
Three main cognitive factors that evoke math anxiety and affect math performance (Suarez-Pellicioni, 2016)
- Working memory (Ashcraft, 2001)
- Low-level numerical ability
- Inhibition-attention control functions

Conclusions
In this study, I would like to review the studies on intervention for relieving math anxiety. A literature review says that math anxiety can influence on math performance and math anxiety is related with cognitive factors such as working memory, low-level numerical ability, and executive functions. I suggest that intervention studies should consider people with a high capacity of working memory. Teachers should encourage to equip with basic math skills, and they should look into an ability to control inhibition and to pay an attention to the tasks. This meta-analysis will guide us to find the starting point to defeat math anxiety.

Future Direction
After my proposal is reviewed, I will conduct this meta analysis along with the sequences I presented.
I will continue on
- Collecting articles for meta analysis.
- Determining the criteria for screening articles
- Analyzing the effect size for intervention studies.
- Classifying articles into behavioral and neural studies.

References