

Dear Colleagues,

Research in the fields of education and psychology has shown that both teachers and the family context play crucial roles in mathematics education. However, many students face difficulties managing the affective dimension, such as negative attitudes, low motivation, or anxiety, which can lead to negative consequences, such as frustration and lack of interest in the subject. Therefore, understanding the numerous factors that affect the teaching–learning process is key to attaining proper educational attention. In mathematics education, different aspects must be taken into account, such as teacher training, the needs and difficulties of students, including possible psychopathologies such as anxiety or phobias. Further research is needed in both psychology and education to improve the teaching and learning of mathematics, including prevention and intervention programs. Key areas for research include exploring the affective dimension of mathematics education, the role and attitudes of families, and investigating teacher training, instrument construction, and teaching strategies.

All Guest Editors