

ZMATH 2014a.00174

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Mathematics anxiety and mathematical beliefs: what is the relationship in elementary pre-service teachers?

Issues Undergrad. Math. Prep. Sch. Teach., J. 5, Teacher Attributes, 9 p. (2013).

Summary: Three hundred-one pre-service teachers enrolled in elementary teacher education program were administered two surveys to measure mathematics anxiety and mathematical beliefs. Results of the study revealed that there were significant differences between third year and fourth year pre-service teachers regarding their mathematics anxiety and mathematical beliefs. They held strong beliefs about teaching and learning mathematics that were aligned with the teacher education program. The results suggested that the pre-service teachers who held stronger beliefs and felt less anxious were more confident about their abilities to teach mathematics effectively. Thus, the significant relationship between mathematics anxiety and mathematical beliefs should be acknowledged.

Classification: C29

Keywords: preservice teacher education; mathematics anxiety; beliefs; student teacher attitudes; self esteem; teacher competencies; preservice teachers

<http://www.k-12prep.math.ttu.edu/journal/attributes/haciomeroglu02/article.pdf>