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The relationships among mathematics teaching efficacy, mathematics self-efficacy, and mathematical beliefs for elementary pre-service teachers.

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Summary: Ninety-five elementary pre-service teachers enrolled in a mathematics content course for elementary school teachers completed 3 surveys to measure mathematics teaching efficacy, mathematics self-efficacy, and mathematical beliefs. The pre-service teachers who reported stronger beliefs in their capabilities to teach mathematics effectively were more likely to possess more sophisticated beliefs as well as were more likely to have more confidence in solving mathematics problems. Mathematical beliefs also had a statistically significant effect on mathematics teaching efficacy and on mathematics self-efficacy. Thus, the significant relationship between mathematical beliefs and mathematics teaching efficacy should be acknowledged by mathematics teacher educators.

Classification: C29 C49 B50

Keywords: self-efficacy; teacher educators; elementary school teachers; mathematics teachers; teacher effectiveness; preservice teachers; student teacher attitudes; mathematical beliefs

<http://www.k-12prep.math.ttu.edu/journal/attributes/briley01/article.pdf>