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Linking preservice teachers' mathematics self-efficacy and mathematics teaching efficacy to their mathematical performance.

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Summary: This study examined preservice teachers' mathematics self-efficacy and mathematics teaching efficacy and compared them to their mathematical performance. Participants included 89 early childhood preservice teachers at a Midwestern university. Instruments included the Mathematics Self-Efficacy Scale (MSES), Mathematics Teaching Efficacy Beliefs Instrument (MTEBI), and the Illinois Certification Testing System (ICTS) Basic Skills Test. The results indicate that preservice teachers' mathematics self-efficacy is positively correlated to their personal mathematics teaching efficacy. In addition, their mathematical performance is related to their mathematics self-efficacy and mathematics teaching efficacy. In regard to affecting student outcomes, only those preservice teachers who are very confident in their ability to teach believe they can have an effect on their students. Implications on teacher education programs are discussed.

Classification: B50

Keywords: preservice teacher education; preservice teachers; teacher education programs; self efficacy; teaching methods; beliefs; mathematics achievement; early childhood education; basic skills; correlation; mathematics skills; teaching skills; teacher effectiveness; females; measures (individuals); mathematics tests
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