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Comparison of prospective and practicing teachers' mathematics efficacy beliefs regarding mathematics teaching and classroom management.

Maaß, Jürgen (ed.) et al., Beliefs and attitudes in mathematics education. New research results. Rotterdam: Sense Publishers (ISBN 978-90-8790-722-8/hbk; 978-90-8790-721-1/pbk; 978-90-8790-723-5/e-book). 119-129 (2009).

Summary: This paper examines the prospective and practicing teachers' mathematics efficacy beliefs concerning instructional practices, student engagement and classroom management. The result shows significant differences between prospective and practicing teachers' mathematics efficacy in instructional practices, student engagement and classroom managements with practicing teachers having higher mathematics efficacy in all the three areas examined.

Classification: C29 B50

Keywords: mathematics efficacy beliefs; instructional practices; student engagement; classroom management; preservice teacher education; inservice teacher education; professional development