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Preservice teachers' self-esteem and mathematics achievement.

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Summary: The purpose of this article is to examine the relationship between preservice teachers' general self-esteem and mathematics achievement through the inclusion of variables that are supported by recent research in psychology and social cognitive theory. A structural equation model is used to examine the paths from mathematics achievement to general self-esteem and vice versa. To this end, the concepts of self-esteem and the relationships between self-esteem and academic achievement are first explained, followed by a description of the baseline model that was used for the analysis of the data. The methodology of the study, with emphasis on the description of the intervening variables, is then summarized. Last, the results of the study are discussed and conclusions are drawn from the main findings.

Classification: C29 C39 C49

Keywords: self-esteem; achievement; pre-service teachers

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