

ABSTRACT

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Title: MATHEMATICS TEACHER SELF-EFFICACY IN PRE-SERVICE ELEMENTARY SCHOOL TEACHERS

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Self-efficacy plays a large role in self-development and plays a major role in determining whether or not a person will succeed at a given task. Self-efficacy is also extremely pertinent in education since teachers with a higher sense of self-efficacy are more likely to be enthusiastic about the subject and use more inquiry-based methods of teaching rather than traditional styles. Teachers with a higher sense of self-efficacy are more effective and confident teachers in the classroom. Many students, teachers, and pre-service teachers have an aversion towards mathematics, so this study examined the mathematics teacher self-efficacy of pre-service elementary school teachers enrolled in a mathematics content course. Participants were given the Mathematics Teacher Efficacy Belief Instrument (MTBEI) at the beginning and the end of a mathematics content course to measure their mathematics teacher self-efficacy. The results of this study showed an overall statistically significant increase of mathematics teacher self-efficacy between the pre and the post-test surveys as well as a statistically significant increase in one of the survey's subscales. Therefore, this mathematics content course improves mathematics teacher efficacy in pre-service elementary school teachers.