

The Effects of Female Teacher Perceptions of Mathematics on the Quality of Teaching at The Basic School Level

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Abstract

This study explored the influence of perceptions of Female Mathematics Teachers (FMTs) on their preparation, presentation and output of lessons delivered. Using a descriptive survey, 20 mixed primary schools were randomly selected for the study. Also, 11 Junior High Schools (JHSs) with Female Mathematics Teachers (FMTs) were purposively selected to participate in the study. All FMTs from the 31 basic schools selected were included in the study. The analysis of the data was based on percentage computations of responses from a questionnaire that was administered. The frequency of rejection or acceptance of items to a large extent represented the perceptions of FMTs in basic schools about their competence in lesson preparation and presentation. The findings show that FMTs at the primary and the JHS levels have very high confidence in themselves and felt they were equally as competent as their male colleagues. This fact notwithstanding, female teachers, teaching beyond the primary schools tend to avoid teaching mathematics. This is evident from the proportion of FMTs at the JHS and beyond in Ghana. The study recommends motivation, in-service training and scholarships for FMTs so as to equip more females to be able to teach Mathematics effectively at the basic level in Ghana.

Keywords: Competence, Female Mathematics Teachers (FMTs), In-service Training, Perception, Self-esteem

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1. Introduction

Teachers in public primary schools in Ghana adopt multiple subject teaching, whereby a teacher teaches all the subjects taught in the class or teaches more than one subject. By this arrangement, public primary school teachers in Ghana teach mathematics as well. According to the data from Ghana Education Service (2018), the proportion of female to male trained teachers at the basic school in Ghana was 45.8% female and 54.2% male for primary school whilst at the JHS 30.3% were females and 69.7% males. The proportion for the Northern Region of the country is 26% female and 74% male for primary and 19.2% female and 81.8% male for JHS. This is an improvement in the gender proportions compared to the records for 2015/2016 academic year which was 46.6% female and 53.4% male for primary and 30.5% female whilst 69.5% are male for JHS. This improvement in the proportion of female teachers means a lot in mathematics teaching in Ghanaian primary schools since all these female primary school teachers teach numeracy, arithmetic or mathematics.

Thompson and Asare-Danso (2016) enumerates that the preoccupation of the constructivist teacher, as they term it, is to motivate young learners to indulge or engage in activities that would sustain their interest in concepts being learned. The teacher is thus expected to adopt attitudes and practices that would engage young learners in practical tasks. After pupils have successfully engaged in these tasks, teachers are expected to adopt appropriate assessment skills to probe the level of success of the task and concepts learned. Basic school mathematics teachers are expected to exhibit these skills in order to build the requisite mathematics foundation for pupils. These professional practices required of teachers and the expected output from pupils especially in mathematics is not what the records of BECE and WASSCE show, as year on year achievements relative to other BECE and WASSCE subjects are poorer for mathematics.

Several interventions have been implemented over the years by both the Ghanaian government and non-governmental organisations to improve on achievement in mathematics and science at the basic level of education through practical or pupil-centred approaches. Some of these interventions by non-governmental organisations are; GES-JICA STM project (2002-2007), IBIS-ACE community teacher volunteer project (2012), UTTDBE programme (2005-2012), USAID e-learning project among others. All these projects were implemented in the Northern Region as well as other parts of the country.

The core areas of the mathematics curriculum at the basic level include numeracy, shape and space, algebra and data collection and handling. The GES Basic school syllabus for mathematics (2015) lists the core objectives of the JHS and primary schools' mathematics as follows;

The learner will:

- i. socialize,
- ii. adjust to and handle number words,
- iii. perform number operations,
- iv. make use of appropriate strategies of calculation.

A Study Of Mathematics Novice Teacher Perceptions

**Carmel Mesiti, Wee Tiong
Seah, Berinderjeet Kaur, Cath
Pearn, Anthony Jones, Scott
Cameron, Emma Every, Kate Copping**

A Study Of Mathematics Novice Teacher Perceptions:

A Study of Mathematics Novice Teacher Perceptions of Their Self-efficacy by the Type of Alternative Certification Program Marilyn Anita Evans, 2008 **Mathematics Teachers Engaging with Representations of Practice** Orly Buchbinder, Sebastian Kuntze, 2018-01-09 This book presents innovative approaches and state of the art empirical studies on mathematics teacher learning It highlights the advantages and challenges of such tools as classroom videos concept cartoons simulations and scenarios The book details how representations of practice encourage and afford professional development and describes how these tools help to investigate aspects of teacher expertise beliefs and conceptions In addition the book identifies the methodological challenges that can emerge and the obstacles educators might encounter when using representations of practice The book examines the nature of these challenges and provides suggestions for solving them It offers a variety of different approaches that can help educators to develop professional learning activities for prospective and in service teachers Novice Mathematics Teachers' Professional Learning Xiaoli Lu, 2022-05-04 This book investigates three novice high school mathematics teachers professional learning processes in the early stages of their careers at schools in Shanghai China Teacher professional learning is examined as a complex and dynamic system that connects both cognitive and situated perspectives on learning theory Inspiring mathematics teachers to adopt student focused pedagogies is challenging particularly in China where tensions in teacher centred content focused and examination oriented practices are predominant The three novice teachers who participated in this study brought different beliefs and knowledge derived from their different individual experiences to bear on their teaching practices However they were strongly influenced by the environments in which they taught and mainly adopted a professional learning approach to teacher centred practices despite reporting that they favoured student centred teaching practices The study also observed professional learning towards student centred pedagogical aspects in a single teacher case with mentorship support indicating that student centred pedagogies may be promoted within the constraints of the existing dominant teaching practice **Handbook of Research on Teacher Education** Myint Swe Khine, 2022-07-07 This comprehensive book presents emergent findings and promising results in teacher education curriculum assessment teaching and learning approaches pedagogical innovations and practices and professional development in educating the next generation of students The volume reflects the current trends and highlights teacher education programs in all 14 MENA countries in one place The chapters in this handbook discuss the challenges and the ways to improve teacher education by the educators in the Middle East region including Bahrain Egypt Iran Iraq Jordan Kuwait Lebanon Oman Palestine Qatar Saudi Arabia Syria Turkey United Arab Emirates and Yemen It also provides an extensive and rich reference for future comparisons across the countries The book contains chapters written by experienced international teacher educators who draw on their experience and expertise to perennial issues and formidable challenges in teacher preparation and meaningful school reforms This volume is a valuable resource and essential companion

for teacher educators faculty members staff developers trainee teachers undergraduate and postgraduate students researchers school leaders policy makers and professional learning communities to refresh their knowledge and improve their understanding This book is a must read for anyone interested in evolving issues in teacher education in the Middle East region Psychological Studies in the Teaching, Learning and Assessment of Mathematics Yiming Cao,Zsolt Lavicza

,Shuhua An,Lianchun Dong,2024-05-31 There is no doubt that the onset of a new decade has brought high expectations of academic progress for scholars especially for researchers in mathematics education The International Group for the Psychology of Mathematics Education was born in 1976 which focused on the international exchange of knowledge in the psychology of mathematics education the promotion of interdisciplinary research with psychologists mathematicians and mathematics teachers and the development of the psychological aspects of teaching and learning mathematics and its implications **Research in Mathematics Education in Australasia 2020-2023** Carmel Mesiti,Wee Tiong

Seah,Berinderjeet Kaur,Cath Pearn,Anthony Jones,Scott Cameron,Emma Every,Kate Copping,2024-07-02 This book provides a critical review of research in mathematics education published in or about the Australasian region in the four years from 2020 to 2023 Research in Mathematics Education in Australasia 2020 2023 RiMEA 2020 2023 is the eleventh edition of the four yearly review of mathematics education research in Australasia It is compiled by the Mathematics Education Research Group of Australasia MERGA It is primarily focused on research from Australia New Zealand and Singapore but also includes research from other Southeast Asian countries and the South Pacific Although each edition of RiMEA is shaped by the preceding volumes each new edition evolves in response to events coinciding with each new review period Following an introduction by the editors RiMEA 2020 2023 will contain a reflection chapter authored by the editors of the previous edition Research in Mathematics Education in Australasia 2016 2019 on how research in mathematics education in theAustralasian region has progressed over the four years since This book provides a comprehensive critical review of research literature in the Australasian region on significant topics published within the review period It serves as a resource for researchers and promotes quality research in the Australasian region Furthermore it provides an introduction to mathematics education research in the Australasian region for Ph D candidates early career researchers and other researchers beginning a new field of research Second Handbook of Research on Mathematics Teaching and Learning Frank K. Lester,2007-02-01 The

audience remains much the same as for the 1992 Handbook namely mathematics education researchers and other scholars conducting work in mathematics education This group includes college and university faculty graduate students investigators in research and development centers and staff members at federal state and local agencies that conduct and use research within the discipline of mathematics The intent of the authors of this volume is to provide useful perspectives as well as pertinent information for conducting investigations that are informed by previous work The Handbook should also be a useful textbook for graduate research seminars In addition to the audience mentioned above the present Handbook contains

chapters that should be relevant to four other groups teacher educators curriculum developers state and national policy makers and test developers and others involved with assessment Taken as a whole the chapters reflects the mathematics education research community s willingness to accept the challenge of helping the public understand what mathematics education research is all about and what the relevance of their research findings might be for those outside their immediate community

Mentoring for Wellbeing in Schools Benjamin Kutsyuruba, Frances K. Kochan, 2024-01-01 This volume of the Perspectives on Mentoring Series explores the role of mentoring in promoting wellbeing of both mentees or proteges and mentors in K 12 school settings At its core mentoring is about helping advising supporting and guiding mentees and proteges to gain a wide variety of skills abilities and or attributes Another outcome of mentoring less often discussed is the positive impact it can have on the mental health and wellbeing of both the mentor and mentee Of particular interest for this edited volume is how mentoring can promote mental health build resilience and develop capacity to maintain and sustain emotional psychological and social wellbeing for all in the K 12 school settings The notion of wellbeing in general includes both hedonic aspects of feeling good positive emotions and eudemonic conducive to happiness aspects of living well that entail experiences of positive relationships meaningfulness in life and work senses of mastery and personal growth autonomy and achievement This edited volume expands and adds to the existing literature on mentoring in schools by offering a collection of works that examine the connection between mentorship and wellbeing This volume includes chapters that describe effective mentoring for wellbeing detail positive approaches to mentoring youth offer recommendations for growing the wellbeing of pre service teachers early career teachers and mid late career teachers illustrate approaches to growing a community of educators through mentoring and developing teacher leaders as agents of change and facilitators of wellbeing and discuss studies and models for nurturing and promoting wellbeing among and through school leaders in national and international settings Through these chapters authors advocate for greater attention to how to support and nurture wellbeing as central to mentorship efforts in K 12 school settings

ENDORSEMENTS *Mentoring for Wellbeing in Schools* shines light on wellbeing in studies of mentoring in K 12 education This collection provides researchers practitioners and policymakers alike with a rich array of wellbeing in mentoring relationships not as an add on feature of mentorship but rather an essential aspect of mentors support and role As demonstrated from various perspectives a culture of wellbeing in schools has multiple benefits for people and organizational cultures including teacher and leader preparation Readers especially those concerned with the flourishing of schools in a pandemic world will walk away better prepared to make mentoring work Carol A Mullen Virginia Tech Effectively marshalled by Kutsyuruba and Kochan respected international authorities on mentoring the authors provide a wealth of examples and guidance on much needed means of promoting wellbeing and human flourishing in schools Given the vast number of threats and impediments to the wellbeing of students trainee teachers established teachers and principals worldwide this work is extremely timely Arguably it should be compulsory reading for school principals mentors teacher

educators mentor trainers education researchers in these spaces and perhaps more importantly anyone who holds public office and makes or has the capacity to influence decisions which impact the work of school teachers and principals Andrew J Hobson University of Brighton UK

Resources in Education ,2000-10 *Living Culturally Responsive Mathematics Education with/in Indigenous Communities* ,2019-11-26 Living Culturally Responsive Mathematics Education with in Indigenous Communities explores challenges and possibilities across international contexts involving Indigenous and non Indigenous scholars teachers and Elders responding to calls for improved education for all Indigenous students Authors from Australia New Zealand United States Micronesia and Canada explore the nature of culturally responsive mathematics education Chapters highlight the importance of relationships with communities and the land each engaging critically with ideas of culturally responsive education exploring what this stance might mean and how it is lived in local contexts within global conversations Education researchers and teacher educators will find a living pathway where scholars educators youth and community members critically take up culturally responsive teachings and the possibilities and challenges that arise along the journey Contributors are Dayle Anderson Dora Andre Ihrke Jo ann Archibald Q um Q um Xiem Maria Jose Athie Martinez Robin Averill Trevor Bills Beatriz A Camacho A J Sandy Dawson Dwayne Donald Herewini Easton Tauvela Fale Amanda Fritzlan Florence Glanfield Jodie Hunter Roberta Hunter Newell Margaret Johnson Julie Kaomea Robyn Jorgensen Jerry Lipka Lisa Lunney Borden Dora Miura Sharon Nelson Barber Cynthia Nicol Gladys Sterenberg Marama Taiwhati Pania Te Maro Jennifer S Thom David Wagner Evelyn Yanez and Joanne Yovanovich

Research in Mathematics Education in Australasia 2016-2019 Jennifer Way,Catherine Attard,Judy Anderson,Janette Bobis,Heather McMaster,Katherin Cartwright,2020-04-20 The tenth edition of the four yearly review of mathematics education research in Australasia compiled by the Mathematics Education Research Group of Australasia MERGA critically reviews research in mathematics education in the four years from 2016 to 2019 Its goals are to provide a reference guide for researchers and to promote further quality research in Australasia

Handbook of Classroom Management Carolyn M. Evertson,Carol S. Weinstein,2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a

recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management

Artificial Intelligence in Education Myint Swe Khine, 2024-10-30 This comprehensive volume explores the possibilities challenges and ethical considerations of Artificial Intelligence AI in education through a machine generated literature review that examines emerging research trends and findings Each chapter presents summaries of pre defined topics and includes a human written introduction by the book editor It covers critical areas such as educational data mining learning analytics personalised learning adaptive assessment intelligent tutoring systems as well as the ethical challenges of AI in education This volume provides valuable insights for educators researchers policymakers and students seeking to understand the transformative potential of AI in education It serves as a reference point for navigating the evolving landscape of AI assisted learning and offers a glimpse into the future of education in an AI driven world The auto summaries were generated by a recursive clustering algorithm using the Dimensions Auto summariser from Digital Science The editor of this book selected the SN content to be auto summarised and decided the order of appearance Please note that these are extractive auto summaries consisting of original sentences but are not representative of the original paper as we do not show the full length of the publication Please note that only published SN content is represented here and that machine generated books are still at an experimental stage

The Professional Education and Development of Teachers of Mathematics Ruhama Even, Deborah Loewenberg Ball, 2008-11-16 The premise of the 15th ICMI Study is that teachers are key to students opportunities to learn mathematics What teachers of mathematics know care about and do is a product of their experiences and socialization together with the impact of their professional education The Professional Education and Development of Teachers of Mathematics assembles important new international work development research theory and practice concerning the professional education of teachers of mathematics As it examines critical areas to reveal what is known and what significant questions and problems warrant collective attention the volume also contributes to the strengthening of the international community of mathematics educators The Professional Education and Development of Teachers of Mathematics is of interest to the mathematics education community as well as to other researchers practitioners and policy makers concerned with the professional education of teachers

Educators' Work Integrated Learning Experiences Iman C.

Chahine, Lalini Reddy, 2024-09-17 This edited volume explores the power of educators work integrated learning experiences as transformative narratives transcending classroom boundaries Through critical reflection and storytelling teachers share their personal journeys across diverse cultural contexts offering fine grained descriptions of their growth and development Drawing on the belief that storytelling serves as a meeting ground for culture cognition and emotions educators narrate their encounters and immerse readers in glocal realms This book celebrates the immersion and excursion stories that shape educators lived experiences and personal histories illuminating how this knowledge can inspire highly impactful classroom practices for all students This volume is intended for in service and pre service educators teacher educators school administrators as well as undergraduate and graduate students in Social Sciences and Humanities Its primary goal is to delve into educators stories as they engage in work integrated learning programs across diverse global local contexts The Narrative of Mathematics Teachers, 2018-11-26 The issue of mathematics teaching and its impact on learners attainments in this subject has continuously been on the public agenda The anthology of chapters in this book consists of varied up to date studies of some of the best mathematics education researchers and mathematics teaching experts exploring the varied aspects of this essential The book depicts the elementary school mathematics teachers world while relating to three aspects which comprise the professional environment of mathematics teachers Teachers education and teachers knowledge Teaching and Teachers personality The chapters are written on a level which addresses and might interest a wide readership researchers in service teachers pre service teachers parents and learners Scripting Approaches in Mathematics Education Rina Zazkis, Patricio Herbst, 2017-10-30 This book shows how the practice of script writing can be used both as a pedagogical approach and as a research tool in mathematics education It provides an opportunity for script writers to articulate their mathematical arguments and or their pedagogical approaches It further provides researchers with a corpus of narratives that can be analyzed using a variety of theoretical perspectives Various chapters argue for the use of dialogical method and highlight its benefits and special features The chapters examine both low tech implementations as well as the use of a technological platform LessonSketch The chapters present results of and insights from several recent studies which utilized scripting in mathematics education research and practice **The Mathematics Teacher Education Partnership** W. Gary Martin, Brian R. Lawler, Alyson E. Lischka, Wendy M. Smith, 2020-01-01 This book provides an overview of a body of work conducted over the past seven years related to the preparation of secondary mathematics teachers by the Mathematics Teacher Education Partnership MTE Partnership a national consortium of more than 90 universities and 100 school systems The MTE Partnership is organized as a Networked Improvement Community NIC which combines the disciplined inquiry of improvement science with the power of networking to accelerate improvement by engaging a broad set of participants The MTE Partnership is addressing key challenges in secondary mathematics teacher preparation including Supporting the development of content knowledge relevant to teaching secondary mathematics Providing effective clinical experiences to

teacher candidates Recruiting secondary mathematics teacher candidates ensuring program completion and their subsequent retention in the field as early career teachers Supporting overall transformation of secondary mathematics teacher preparation in alignment with these challenges Ensuring a focus on equity and social justice in secondary mathematics teacher recruitment preparation and induction This book outlines existing knowledge related to each of these key challenges as well as the work of Research Action Clusters RACs formed to address the challenges Each RAC includes participants from multiple institutions who work collaboratively to iteratively develop test and refine processes and products that can help programs more effectively prepare secondary mathematics teacher candidates The book describes promising approaches to improving aspects of secondary mathematics teacher preparation developed by the RACs including specific products that have been developed which will inform the work of others involved in secondary mathematics teacher preparation In addition reflections on the use of the NIC model provides insights for others considering this research design Particular references to the Standards for Preparing Teachers of Mathematics Association of Mathematics Teacher Educators 2017 are included throughout the book Competencies in Teaching, Learning and Educational Leadership in the Digital Age J. Michael Spector,Dirk Ifenthaler,Demetrios G. Sampson,Pedro Isaias,2016-07-26 This book makes a contribution to a global conversation about the competencies challenges and changes being introduced as a result of digital technologies This volume consists of four parts with the first being elaborated from each of the featured panelists at CELDA Cognition and Exploratory Learning in the Digital Age 2014 Part One is an introduction to the global conversation about competencies and challenges for 21st century teachers and learners Part Two discusses the changes in learning and instructional paradigms Part Three is a discussion of assessments and analytics for teachers and decision makers Lastly Part Four analyzes the changing tools and learning environments teachers and learners must face Each of the four parts has six chapters In addition the book opens with a paper by the keynote speaker aimed at the broad considerations to take into account with regard to instructional design and learning in the digital age The volume closes with a reflective piece on the progress towards systemic and sustainable improvements in educational systems in the early part of the 21st century **Handbook of Research on the Educator Continuum and Development of Teachers** Zugelder, Bryan S.,L'Esperance, Mark,2022-06-24 In light of recent sociological events and the COVID 19 pandemic education has undergone an incredible change in both policy and delivery As a result many educators have sought different career paths It is essential to maintain a concentrated effort to retain educators however recruiting teachers into the profession is only one area of focus there must be intentional support for teacher development along the educator continuum in order to sustain the profession through institutional struggles The Handbook of Research on the Educator Continuum and Development of Teachers expands on the body of research related to the educator continuum with a holistic view of teacher development This book combines theory concepts and research studies that pinpoint facets of the educator continuum providing researchers with scholarly contributions that

advance the profession Covering topics such as instructional coaching special educator career development and teacher retention this major reference work is a valuable resource for educational faculty and administration teacher colleges educators of K 12 and higher education pre service teachers government officials teacher education administrators libraries researchers and academicians

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