

# 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

**Ruhama Even, Deborah Loewenberg  
Ball**



## **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      *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      **Teacher Education and Practice**,2016-10-11 Teacher Education and Practice a peer refereed journal is dedicated to the encouragement and the dissemination of research and scholarship related to professional education The journal is concerned in the broadest sense with teacher preparation practice and policy issues related to the teaching profession as well as being concerned with learning in the school setting The journal also serves as a forum for the exchange of diverse ideas and points of view within these purposes As a forum the journal offers a public space in which to critically examine current discourse and practice as well as engage in generative dialogue Alternative forms of inquiry and representation are invited and authors from a variety of backgrounds and diverse perspectives are encouraged to contribute Teacher Education

Practice is published by Rowman Littlefield      **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      **Resources in Education** ,2000-10      **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 Induction of Early Childhood Educators Laura K. Doan,2024-01-11 The Induction of Early Childhood Educators presents new strategies for reducing the number of educators who are leaving the field within the first five years of work Based on new research carried out with beginning early childhood educators in British Columbia Canada Laura K Doan proposes a set of new best practices in mentoring and inducting novice early childhood educators The book offers a clear insight into the needs identity challenges joys frustrations isolation triumphs and support that all new educators face The chapters cover a range of theoretical approaches such as communities of practice teacher efficacy adult learning theory and professional identity development and show how these can be applied to mentoring observations feedback and continuing professional development While the primary research was carried out in the Canadian context Doan shows how best practice can be applied elsewhere with examples from around the world      **Building Teacher Quality in India** Alexander W. Wiseman,Preeti Kumar,2021-08-04 India has one of the largest student populations in the world the quality of teaching is blamed for the poor performance by Indian students on internationally comparative assessments By analyzing various measures of teacher quality this book provides a framework for policymakers to further improve teacher quality in India      Handbook of Education Policy Research Lora Cohen-Vogel,Peter Youngs,Janelle Scott,2025-07-17 The second edition of the Handbook of Education Policy Research the largest volume published in AERA s history addresses a variety of policy and contextual issues in early childhood K 12 and postsecondary education that have received extensive empirical attention during the past 15 years With the pandemic and social turmoil as a backdrop the editors build on the breadth and depth of the first edition while expanding the scope of the

project to include subjects methods theories and analyses that have contributed powerfully to the study of education policy and politics in the 2010s and 2020s The field has become more comprehensive and inclusive and the authors represent a diversity of racial ethnic and gender identities and intellectual and disciplinary orientations Most chapters come from multiple authors reflecting the multi sourced development of research in education policy since the first volume was published This compilation consists of 70 chapters and nine commentaries that map past present and future directions of the field and richly attend to critical issues of interest to students researchers policy makers and practitioners *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

**Advancing Research on Teachers' Professional Vision: Implementing novel Technologies, Methods and Theories** Christian Kosel, Tina Seidel, Christian Hartmann, Ann-Sophie Grub, 2024-07-25 A classroom full of students can be overwhelming for teachers It is critical that teachers are able to filter and meaningfully interpret the relevant information in this complex scenario Much of this filtering and interpretation occurs through selective visual perception Over the last decade a rapidly growing number of studies in empirical educational research used eye tracking to investigate teachers selective visual perceptual processes in the classroom Theoretically visual attention and perception are often conceptualized as knowledge based noticing coupled with knowledge based reasoning about what is visually perceived Recent eye tracking studies have shown that experienced teachers in particular show improved selective attention of classroom events through faster detection of relevant information and improved monitoring of learning relevant situations Researchers agree that a critical driver of selective attention processes is the professional knowledge declarative procedural and metacognitive of experienced teachers which controls selective perceptual processes in a top down process The findings are significant and provide important insights for research on teacher professionalization

**The SAGE Handbook of Research on Teacher Education** D. Jean Clandinin, Jukka Husu, 2017-06-14 The SAGE Handbook of Research on Teacher Education offers an ambitious and international overview of the current landscape of teacher education research as well as the imagined futures The two volumes are divided into sub sections Section One Mapping the Landscape of Teacher

Education Section Two Learning Teacher Identity in Teacher Education Section Three Learning Teacher Agency in Teacher Education Section Four Learning Moral Ethical Responsibilities of Teaching in Teacher Education Section Five Learning to Negotiate Social Political and Cultural Responsibilities of Teaching in Teacher Education Section Six Learning through Pedagogies in Teacher Education Section Seven Learning the Contents of Teaching in Teacher Education Section Eight Learning Professional Competencies in Teacher Education and throughout the Career Section Nine Learning with and from Assessments in Teacher Education Section Ten The Education and Learning of Teacher Educators Section Eleven The Evolving Social and Political Contexts of Teacher Education Section Twelve A Reflective Turn This handbook is a landmark collection for all those interested in current research in teacher education and the possibilities for how research can influence future teacher education practices and policies *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 Research on Field-Based Teacher Education* Hodges, Thomas E., Baum, Angela C., 2018-10-26 Teacher education is an evolving field with multiple pathways towards teacher certification Due to an increasing emphasis on the benefits of field based learning teachers can now take alternative certification pathways to become teachers The Handbook of Research on Field Based Teacher Education is a pivotal reference source that combines field based components with traditional programs creating clinical experiences and on the job learning opportunities to further enrich teacher education While highlighting topics such as certification design preparation programs and residency models this publication explores theories of teaching and learning through collaborative efforts in pre Kindergarten through grade 12 settings This book is ideally designed for teacher education practitioners and researchers invested in the policies and practices of educational design **Exploring classroom assessment practices and teacher decision-making** Dennis Alonzo, Chris Davison, Chris Ann Harrison, 2023-05-25

**New Pedagogical Approaches in Game Enhanced Learning: Curriculum Integration** de Freitas, Sara, Ott, Michela, Popescu, Maria Magdalena, Stanescu, Ioana, 2013-04-30 This book addresses the major challenges associated with adopting digital games into a standard curriculum providing fresh perspectives from current practitioners in the education field Provided by publisher **Teacher Education in England** Tony Brown, 2017-10-30 Models of teacher education in England have undergone major upheaval in recent years Teacher Education in England draws on the experiences of some of the people directly involved in these changes and explores the implications that they have had on their professional lives The book also explores the challenges faced by universities in responding to the ascendance of school led teacher training and the ways in which this impacts on conceptions of teacher education more generally in England and

beyond Drawing on 150 interviews with teacher educators and trainees this book documents how the systemic changes to teacher education have been implemented and explores the impact of these changes on the people directly affected by them Presenting insider accounts the book shows that the structural adjustments have impacted on many dimensions of teacher education that had characterised university input and that they have also unsettled more familiar understandings of professional identity and staffing composition Demonstrating that the redistribution of teacher education across new apparatuses bolsters market forces whilst maintaining the option of creating new forms of training that transcend established boundaries Brown also explores the opportunities that are opened up by the new models Teacher Education in England is the first substantial study to focus on School Direct since its implementation in 2013 As such the book should be of great interest to academics researchers and postgraduate students engaged in the study of teacher education and educational policy It should also be essential reading for teacher educators as well as teachers and trainee teachers

**American Doctoral Dissertations** ,2000      **Educating Prospective Secondary Mathematics Teachers** Marilyn E. Strutchens,Rongjin Huang,Despina Potari,Leticia Losano,2018-06-01 This book highlights innovative approaches to preparing secondary mathematics teachers Based on empirical findings gathered in several countries on five continents it provides a wealth of best practices for preparing secondary mathematics teachers and discusses issues related to their professional and personal growth such as identity content knowledge and pedagogical content knowledge which also includes knowledge of integrating technology into teaching and learning mathematics Divided into four parts the book focuses on field experiences technologies tools and resources teacher knowledge and teacher professional identities Some of the main threads running through the book are the importance of university and school partners working together to ensure preservice secondary mathematics teacher success in developing pedagogical strategies that lead toward students mathematical engagement and achievement the critical need for preservice secondary mathematics teachers to develop strong content knowledge and pedagogical content knowledge and the importance of providing opportunities during pre service education for developing prospective teachers professional identities

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

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