

Abstract

This study examined prospective teachers' perceptions of teaching and learning mathematics through a series self-made drawings and narratives that asked them to illustrate mathematics classrooms of their past, present, and their idealized classroom of the future. These drawings revealed teacher's perceptions of old, new and idealized mathematical teaching experiences, as well as a growing awareness of curricula that constitute effective mathematics instruction at Saint Gabriel's College, Dusit, Bangkok.

This study investigated perceptions of mathematics teaching effectiveness among elementary teachers with high and low levels of mathematics teacher efficacy. Participants in this study included twenty elementary teachers and one hundred and twenty students of primary 2 at Saint Gabriel's College in Bangkok, Thailand, who are teaching and learning mathematics in primary level. Data sources were the Mathematics Teaching Efficacy Beliefs Instruments, questionnaires and interviews. The interviews indicated that mathematics instructional strategies as well as past experience with mathematics and their influence upon perceptions of teaching effectiveness and learning perspective were associated with the mathematics teacher's efficacy.

The board of council of Saint Gabriel's College has presented a vision of reformed mathematics learning based upon constructivist approaches that has far-reaching implications for teacher practices in the mathematics classroom. Teachers

are the crucial component to the success of the current reform movement in mathematics education (Battista, 1994). Teacher implementation of effective instructional practices in mathematics has been linked to teacher efficacy (Enon, 1995). Teacher efficacy is a significant predictor of mathematics instructional strategies, and highly efficacious teachers are more effective mathematics teachers than teachers with a lower sense of efficacy.

Teacher efficacy was derived from Bandura's (1977) conceptualization of self-efficacy, which is defined as individuals' judgments of their capabilities to accomplish certain levels of performance. Bandura asserted that self-efficacy

From the findings, the researcher could conclude that the mathematics teachers at the primary level need to develop their teaching and methods. Moreover, the student appreciated to learn classroom management. Based on the research results, the researcher used several interventions in three areas of the organization. After intervention, the researcher collected the data to check the initial impact of ODI/IDI Intervention on classroom management, teaching strategies, and teacher's perception about strategic direction, it has much impact. Therefore, based on the research hypothesis, there is a significant difference between Pre ODI/IDI and Post ODI/IDI, thus affirming its initial impact on classroom management, teaching strategies, and teacher's perception about strategic direction