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Error Analysis: Case of Pre-service Teachers

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ABSTRACT The main aim of the study was (1) to identify errors committed by pre-service teachers in Mathematical literacy and (2) to understand why pre-service teachers continue to make such errors. Having used Newman's Error Analysis as the theoretical framework for the study, a four-point Likert scale and a content-based structure-interview questionnaire was developed to address the afore-stated research objectives. The study was conducted by means of a case study guided by the positivists' paradigm with research sample of 105 pre-service university teachers as respondents. In order to test the reliability and consistency of the questionnaires for this study, Cronbach's Alpha was tested for the reliability ofstandardised items with $\alpha = 0.705$, suggesting an above average reliable instrument. There was moderately weak correlation of $r = +.40$ between reviewing homework before submission and correct answers ($p<.01$). Even though there was a moderate correlation pre-service teachers could not unanimously agree on the confidence when submitting their work. The majority (56%) were indecisive. There was no distinction between those who always took time to answer test questions (42.9%) and those who sometimes (44.8%) did.