

Impact of Teacher Self-efficacy on Learner Performance within a Changing Mathematics Curriculum: A Case for Previously Disadvantaged Schools

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ABSTRACT The performance of learners in the so-called 'critical subjects' such as mathematics in South Africa has been a cause for concern for a number of years especially when test scores of learners are compared against international standards and practices. It is well documented that South African learners underperform in national and international assessment instruments (ANA, PIRLS, TIMSS etc.) when numeracy and mathematical skills are assessed. This paper examines the impact of mathematics teachers' self-efficacy in teaching mathematics in previously disadvantaged schools has on academic performance of learners within a changing curriculum. A mixed method approach was adopted using one questionnaire (n=16), interviews (n=6) and a mathematics test (n=100) to generate data on the topic suggesting that teachers' self-efficacy in mathematics teaching impacts on the conceptual understanding of mathematics and consequently on academic achievement.