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Entitled

UAE KINDERGARTEN TEACHERS' MATHEMATICAL BELIEFS AND SELF-REPORTED PRACTICES

by

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Date & Venue

4:00 pm

Friday, 15 April 2022

Zoom link: [https://uae-u.ac-](https://uae-u.ac-ae.zoom.us/j/86285117185?pwd=ZmhQQnhZVHNkeEk3M0xwSUplZkVnQT09)

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Meeting ID: 862 8511 7185

Password: 2022415

Abstract

This study used mixed-method approach to explore UAE kindergarten teachers' beliefs, practices and confidence towards the nature of teaching mathematics to kindergarten students. The researcher designed a survey questionnaire by cross-referencing several instruments and the review of related literature. Chain and criterion sampling were used to recruit the sample and ninety kindergarten teachers from across the UAE participated in the study. For the qualitative part of the study, four teachers were selected using purposive sampling to reflect a range of qualifications and experiences. Non-parametric tests were used to find the strength of association between the variables. After a comprehensive data analysis and establishing associations from various sources (such as surveys and interviews), the study established that, kindergarten teachers' beliefs towards the nature of teaching and learning mathematics were positively associated with their instructional practices and confidence in teaching mathematics. However, teachers teaching practices and instructional interactions with students varied from their professed beliefs. Although the teacher's possessed constructivist beliefs, their practices did not always reflect those beliefs. The interviews revealed that, teachers lacked the potential to immerse children in rich mathematical discourse and that they underestimated children's ability to do complex mathematics. These findings have significant implications for children's learning, and the information gained from this study can be beneficial to teachers, teacher educators, and policymakers.

Key words: UAE teachers' beliefs, teachers' practices, kindergarten practices, mathematical thinking