

# **Pre-service Teachers' Perceptions towards Educational Games in Teaching Mathematics**

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## **Abstract**

The main purpose of this study is to investigate pre-service teachers' perceptions towards educational games in teaching mathematics. A descriptive (survey) research design was used for this study. A total of 203 fourth-year and fifth-year pre-service teachers with the elective subject, mathematics was randomly selected by using a proportional stratified sampling method. A questionnaire including four main dimensions was used as the research instrument with a total of 48 items. The descriptive statistics and inferential statistics were used. The mean score of the perceptions towards the effect of using educational games in teaching mathematics 51.64 was the highest, and that of the perceptions towards the barriers to using educational games in teaching mathematics 36.55 was the lowest. There were no significant differences between the fourth-year pre-service teachers' perceptions and the fifth-year pre-service teachers' perceptions. Similarly, there were no significant differences between male and female pre-service teachers' perceptions except the perceptions regarding value education with children's games. The research findings proved that this study will contribute to some extent to effective mathematics teaching and innovative teaching strategies by integrating games into education.

**Keywords:** Game, Educational Games, Perception, Pre-service Teachers, Values Education

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