Abstract Teachers’ dispositions and attitudes towards mathematics are closely related to the quality of their teaching and the students’ learning of mathematics. This study aims to investigate preservice teachers’ dispositions towards mathematics. Mathematics as a subject area is generally thought of as difficult and complicated and, as a result, it is culturally acceptable for a student or a teacher to refer to themselves as “not a math person”, while, in contrast it is not acceptable to be “not a reading person” (Epstein and Miller, 2011). This general acceptance of not being good at math stems from an underlying phobia or negative disposition that most students, as well as teachers, have towards mathematics. 57 pre-service teachers were surveyed in Saudi Arabia. In the findings, several functions of mathematical disposition are analyzed. Results and recommendations are further discussed.

Key words: Mathematical Disposition, Math Anxiety, Teacher Education.