

STATE INSTITUTIONAL CHARACTERISTICS AND TEACHER QUALITIES: EFFECTS ON CURRICULUM ADAPTATION IN MATHEMATICS TEACHER EDUCATION

Ferdinand V. Tamoria¹, Ma. Nympha b. Joaquin² & Milagros D. IBE³

¹Associate Professor, President Ramon Magsaysay State University, Zambales, Philippines

^{2,3}Professor Emeritus, College of Education, University of the Philippines, Philippines

ABSTRACT

The study explored how 10 state teacher education institutions (TEIs) in Central Luzon, Philippines adapted the Revised Bachelor of Secondary Education – Mathematics (BSEd-Math) Curriculum for pre-service mathematics teachers. The primary objective was to examine the effects of selected institutional characteristics and qualities of mathematics teacher educators (MTEs) on the extent of curriculum adaptation at the institutional and classroom levels. Utilizing a mixed-methods descriptive-correlational research design, survey data were collected from 10 administrators and 37 MTEs handling BSEd-Math classes in said TEIs. Data were coded, summarized, and analyzed using linear regression and correlation. At the institutional level, a number of campuses was found to have a large negative effect on adoption time while SUC level and budget allocation have large negative effects on the degree of innovation. Budget allocation, number of accredited programs, and BSED program accreditation level have large positive effects on compliance level; but the only number of accredited programs was found significant. At the classroom level, technological pedagogical content knowledge (TPCK) of MTEs was found to have a moderately positive but significant effect on adoption time while both self-efficacy and TPCK have moderately positive but significant effects on the degree of innovation. MTEs' qualities have no significant effect on compliance level. The study recommends intensifying program accreditation and enhancing teacher self-efficacy and TPCK for successful curriculum adaptation at the institutional and classroom levels.

KEYWORDS: Curriculum Adaptation, Mathematics, State Institution, Teacher Education

Article History

Received: 12 Jun 2018 | Revised: 23 Jun 2018 | Accepted: 02 Jul 2018
