

A Study of Pedagogical Content Knowledge of Primary Assistant Teachers in Teaching Science

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Abstract

The purpose of this study was to investigate the pedagogical content knowledge of primary assistant teachers in their science teaching. A questionnaire was used to collect the required data for pedagogical content knowledge of upper primary science teachers. The subjects participated in this study were 332 upper primary science teachers from Yangon City Development Area and the response rate was (97.6%). The internal consistency for pedagogical content knowledge questionnaire was (.925). Independent sample *t*-test, one-way ANOVA and post-hoc test by Tukey HSD were employed for the analysis of the quantitative data. ANOVA results indicated that significant difference was found in pedagogical content knowledge of upper primary teachers by strata at 0.001 level. So were the types of school, science teaching service and training. According to the results of *t*-test, differences in pedagogical content knowledge were significantly found between male and female teachers. Qualitative investigation points out that effective science teaching needs thorough knowledge of pedagogical practice for doing science teaching activities.

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