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Pedagogical Content Knowledge (PCK) of Social Science Teacher in Relation to Teachers Characteristics

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ABSTRACT Impactful teaching is of paramount importance in the teaching-learning process. Pedagogical content knowledge of teachers plays a crucial role in determining the quality of teaching. The present study aimed to evaluate social science teachers' pedagogical content knowledge (PCK), focusing on variations in PCK based on personal and professional characteristics. The present study employed a descriptive survey method and used systematic random sampling. Data was collected from 200 school teachers of Meghalaya using a multiple-choice pedagogical content knowledge questionnaire. The results showed that most teachers had moderate PCK and there was no significant difference in PCK based on gender and school location. However, a significant difference was found based on teachers' qualifications and teaching experience. The current study also found that teachers' PCK positively relates to their teaching experience. The study's findings can be used to improve the effectiveness of teacher preparation programs for both pre-service and in-service teachers.