

INVESTIGATING THE NATURE OF GENERAL PEDAGOGICAL KNOWLEDGE RELATED TO THE TEACHING QUALITY OF TEACHERS WITH A NATIONAL DIPLOMA IN TEACHING

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The research aims to identify the weaknesses in the classroom learning and teaching process of junior secondary teachers in Sri Lanka, largely based on subject-related knowledge and teacher quality. The present study examines how teachers create a classroom-quality learning environment using general pedagogical knowledge in the teaching-learning process of junior secondary school. The general pedagogical knowledge (GPK) model was built by Shulman (1987) and improved by Konig et al. (2014). This was used as the theoretical basis of this current study. This study was conducted with five objectives: the contribution to the quality of teaching GPK Model contained in professional subjects of the NCOE, teachers' understanding of GPK Model, how the GPK Model is used in the classroom learning and teaching process, and identifying differences according to background factors, and teachers' teaching methodology to make suggestions for the development of GPK Model related to quality. The research design is an Explanatory Sequential Mixed Method. As a first step, the GPK Model contained in the vocational curriculum of the NCOE was examined under the content analysis methodology which contributes to creating a quality learning environment in the classroom. The second step was the Survey method. The stratified random sample of 272 teachers from Wattegama, Kandy and Gampola Educational Zones was examined using a questionnaire on awareness of the GPK Model and the effect of background factors. A Multiple Case Study was conducted with 16 teachers from 4 schools to investigate the use of the GPK Model in the classroom learning and teaching process in a qualitative approach. Data was collected from structured classroom observations and semi-structured interviews. Data analysis was performed using descriptive and thematic analysis methods. The study findings, content related to lesson planning, classroom management, learning process, assessment process, and motivation process, which was considered as the GPK Model of the NCOE professional curriculum, was at a general level, and research literacy was at a minimum level. It was concluded that the teachers' understanding of the GPK Model was at an optimum level. However, its use in classroom observation was at a minimum level of 18%. The hypothetical test revealed that the age of the teachers and the subject being taught influenced the change in the GPK Model. It was found that GP knowledge did not vary according to grade, similar to the findings of Atjonen et al. (2011). It is suggested that the teaching quality of teachers can be further enhanced through the inclusion of the GPK Model in the pre-service teacher education curriculum along with practical activities in a classroom-quality learning environment.

Keywords: General Pedagogical Knowledge, Quality teaching, National College of Education