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### Teachers Content Knowledge with Reference to Syntactic and Substantive Knowledge

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#### Abstract

*Teachers Content Knowledge with Reference to Syntactic and Substantive Knowledge was a new study. It was a pure qualitative study in nature. In this study two research questions were investigated in the literature. (1) What is syntactic knowledge with reference to teacher content knowledge in literature? and (2) What is substantive knowledge with reference to teacher content knowledge in the literature? This Study is very significant. In fact, it has clear teachers and students' ideas regarding syntactic and substantive knowledge under the concept of Teachers content knowledge. Research concentrates on educator content information (TCK) in syntactic and considerable regions have revealed insight into the situation. Considering the articles that have been composed on educator content information syntactic and considerable, we can presume that instructors' information on grammar and the substance of what they are instructing are essential parts of powerful instructing. Research directed on educator content information in Pakistan has uncovered moderate to fair degrees of syntactic and meaningful TCK among instructors. These examinations have featured the requirement for educator preparing programs that can address the holes in TCK, particularly in subject-explicit regions like science, arithmetic, and language.*

**Keywords:** Content Knowledge, Syntactic Knowledge, Substantive Knowledge.

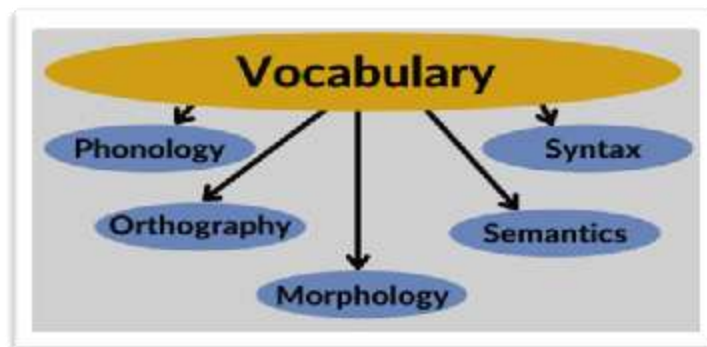
#### Introduction

The audit article gives experiences into the examination concentrates on led in Pakistan on educator content information (TCK) in syntactic and considerable regions. The article features the requirement for greater exploration on the point, zeroing in on various subjects and levels of schooling, examining factors that impact TCK, assessing the effect of TCK on understudy learning results, using blended techniques research, teaming up with policymakers and professionals, and scattering discoveries broadly (Kleickmann et al., 2013). The article closes by stressing the significance of doing explore on TCK in a joint effort with policymakers and experts to guarantee that it is pertinent to recent concerns and can illuminate strategy and practice. In general, this article gives an important commitment to the field by recognizing holes in the examination and giving proposals to future examinations on TCK in Pakistan. Teacher content information is a basic part of viable educating. It shows the capacity of a comprehension instructor to explain material and give guidance so that the learner gets a comparable level of support. Research has been conducted in Pakistan to form teacher content data (TCK) in a mixture of subject areas, such as science, language, and numeracy. This audit means to give an outline of the examination led in this field in Pakistan in regards to syntactic and considerable TCK (Wilson, Ritzhaupt & Cheng, 2020). The article "Survey of Educator Content Information Syntactic and Considerable" gives a thorough outline of the significance and effect of educator content information in both the syntactic and meaningful regions. The article is efficient and well-informed, introducing an intensive assessment of the different variables that add to successful instructing.



### **Syntactic TCK**

Syntactic TCK alludes to an educator's information on the linguistic designs and rules of a language. Research has been led in Pakistan to decide the degree of syntactic TCK among English language educators. A review led by Shahbaz and Shafique (2020) planned to decide the degrees of English language educators' syntactic TCK in open optional schools in Punjab. The review utilized an overview poll that depended on crafted by Snow, Griffin, and Consumes (2005). The conclusion exhibited that most learners had a mild level of syntactic TCK, with a mean score of 3.18 out of 5. In any case, the review offered providing educators with supplementary direction on how to deal their syntactic TCK. One more concentrate by Sheik and Jamil (2021) was directed to investigate the discernments and practices of English language educators regarding punctuation information and its instructing methodologies. The review utilized a blended techniques approach, and the outcomes showed that most educators had a fair degree of syntactic TCK. The review suggested that educators ought to get preparing on showing syntactic information in a more powerful manner.



### **Substantive TCK**

Meaningful TCK alludes to an educator's information on the topic that they are instructing. Specialists have led examinations in Pakistan to decide the degrees of considerable TCK among educators in different branches of knowledge (Benger, 2023). The creators start by laying out the fundamental idea of educator content information in making drawing in and significant opportunities for growth for understudies. They note that educators who have a profound comprehension of the substance they educate are better prepared to pass that information on to their understudies in pertinent and viable ways. The creators then dig further into the unmistakable areas of syntactic and meaningful substance information, looking at the novel information and abilities expected for showing here. They note that educators with solid syntactic information can convey thoughts and ideas in clear and brief language, while those with considerable information can draw on a profound comprehension of their subject to give significant and important guidance (Zohar, 2023). All through the article, the writers likewise address various procedures for further developing educator content information, including progressing proficient improvement open doors, coordinated effort and input from partners, and the utilization of information and appraisal to illuminate guidance. By and large, "Survey of Educator Content Information Syntactic and Meaningful" gives an important and useful asset for teachers and scientists keen on further developing instructor viability and understudy learning. The writers' accentuation on the significance of content information, alongside their reasonable suggestions for further developing

it, make this article a fundamental read for anybody put resources into the field of instruction (Mopo, 2020).



### Research Questions

- What is syntactic knowledge with reference to teacher content knowledge in the literature?
- What is substantive knowledge with reference to teacher content knowledge in the literature?

### Literature Review

Subsequent to directing a writing survey on articles composed on educator content information syntactic and considerable in Pakistan, it is clear that this is an area of critical worry for the country's schooling system. Pakistan has consistently attempted to ensure that its students receive high-quality instruction despite having a large number of teachers. Studies have shown that one of the chief purposes behind this is the shortfall of teacher content data, particularly in the space of etymological design and substance. One review directed by Rana et al., (2017) analyzed the effect of educator content information on understudy execution in science. The investigation discovered that understudies whose educators had solid syntactic and considerable information beat those whose instructors didn't. The creators suggested that the Pakistani schooling system ought to focus on further developing educator content information to further develop understudy accomplishment.

Another concentrate by Ali and Mukhtar (2019) inspected the association between instructor content data and showing feasibility with respect to English language learning. The examination found that teachers who had strong syntactic and significant data were more fruitful at propelling language learning than individuals who didn't. The creators suggested that educators in Pakistan be offered more chances for proficient advancement to work on their substance information and instructing adequacy. Essentially, a concentrate by Kausar and Aslam (2018) analyzed the effect of educator content information on understudy learning results in math. The study showed that students with instructors who were fluent in syntactic and significant data analysis exhibited better than those whose instructors were not. The originator recommended that in order to cut their content knowledge and instructing practicality, Pakistani instructors should be given greater chances for professional growth.

Abbasi Bashir and Chughtai (2020) expected to pick out the levels of significant TCK among science teachers in Pakistan. The review utilized a study poll that depended on crafted by Shulman (1987). The outcomes showed that most instructors had a moderate degree of considerable TCK, with a mean score of 3.13 out of 5. The review suggested the improvement of educator preparing programs that would address the holes in instructors' meaningful TCK.

A concentrate by Mukhtar and Hussain (2019) meant to decide the degrees of science educators' considerable TCK in Pakistan. The review utilized a study survey and found that most instructors had a fair degree of considerable TCK. The review suggested that science educators ought to get preparing on the best way to show numerical ideas in a more viable manner.

One review led by Ali and Khan (2017) found that numerous educators in Pakistan come up short on essential preparation and backing to show punctuation and meaningful substance really. The investigation discovered that educators frequently battle to distinguish and address syntactic mistakes

in understudy composing, and that this can prompt disarray and dissatisfaction for the two instructors and understudies. The investigation additionally discovered that educators frequently have restricted information on the considerable substance they are instructing, which can make it hard for them to give understudies precise and nitty gritty data.

One more concentrate by Ahmed et al. (2019) analyzed the effect of educator content information on understudy learning results in Pakistan. The investigation discovered that understudies who were instructed by instructors with more elevated levels of content information performed better on evaluations of both sentence structure and considerable substance. The investigation likewise discovered that educators who partook in proficient advancement programs zeroed in on further developing their substance information were better ready to help understudy learning.

Regardless of these difficulties, there are additionally instances of fruitful drives pointed toward further developing educator content information in Pakistan. For instance, the Instructors' Expert Improvement Program (TPDP) is an administration driven drive that gives preparing and backing to educators the nation over. The program incorporates modules zeroed in on working on educators' substance information in regions like language and math. A concentrate by Memon and Ali (2018) found that educators who partook in the TPDP revealed expanded trust in their capacity to show linguistic structure and considerable substance, and that their understudies exhibited superior learning results.

Generally, the writing survey shows that educator content information syntactic and meaningful are significant for further developing understudy accomplishment in Pakistan. The investigations suggest that the schooling system focus on further developing educator content information through continuous expert improvement valuable open doors.

### **Research Methodology**

In this research study the literature was studied. Different research articles were search and downloaded as a primary data. The primary data was critically analyzed and coded. Collected data were properly discussed and concluded.

### **Gapes in Research Studies**

While research concentrates on educator content information (TCK) in syntactic and considerable regions have revealed insight into the situation with TCK in Pakistan, there are still holes in the exploration that should be tended to. Right off the bat, the greater part of the exploration in this space has been directed on a limited scale, and the examples involved have not been delegate of all educators in Pakistan. Consequently, concentrates on that are greater are expected to give a more exact comprehension of TCK among educators across Pakistan. Furthermore, there is an absence of exploration on the effect of TCK on understudy results. While the examinations propose that further developing TCK can assist with further developing understudy results, there is a requirement for research that can explicitly assess the effect of instructor preparing programs on understudy learning results (Rycroft-Smith, 2022). Thirdly, there is a requirement for additional examinations that explicitly center around TCK in various subjects and at various degrees of training. At present, the greater part of the examination has been led in science, arithmetic, and English, however there are different subjects that additionally require consideration. Ultimately, there is a requirement for research that investigates the variables that can impact TCK among educators in Pakistan. Factors like educator schooling, experience, and expert advancement valuable open doors can altogether influence TCK, and more examination is expected to comprehend these elements better. All in all, while the current exploration concentrates on TCK in Pakistan have given significant bits of knowledge, there is a requirement for greater examination that can address the holes and give a more far reaching comprehension of TCK among educators in Pakistan.

### **Discussion**

The exploration led in Pakistan on educator content information (TCK) in syntactic and considerable regions has featured the requirement for educator preparing programs that can improves comprehension educators might interpret the subjects they are instructing. The investigations have discovered that most educators have moderate to fair degrees of TCK, demonstrating that there is opportunity to get better. As far as syntactic TCK, the examinations have found that English language educators in open optional schools in Punjab have moderate degrees of information on linguistic designs and rules. Nonetheless, the investigations suggest that more preparation ought to be given to instructors to work on their syntactic TCK. The examinations likewise propose that educators ought to

get preparing on showing syntactic information in a more powerful manner, which can assist understudies with further developing their language capability. As to TCK, the examinations have found that science and math educators in Pakistan have moderate to fair degrees of information on their topic. The examinations suggest that educator preparing projects ought to address the holes in meaningful TCK, which can assist with working on the nature of schooling that understudies get. In general, the examinations recommend that further developing TCK is significant for educators to give great training to understudies. By improving TCK, instructors can have a profound and extensive comprehension of the subjects they are instructing, which can assist understudies with accomplishing better scholarly results. In this manner, there is a need to work on the nature of educator training and expert improvement projects to guarantee that educators have the essential information and abilities to give quality schooling to understudies. The writing survey shows that there is a requirement for further developing the educator content information syntactic and meaningful in Pakistan. The absence of educator content information has been recognized as one of the significant purposes behind the low quality of training in the country. Thus, it is significant to resolve this issue to further develop the general school system in Pakistan.

The examinations evaluated in the writing have proposed that understudies perform better when their educators have solid syntactic and meaningful information. Subsequently, it is suggested that the school system in Pakistan focus on further developing educator content information to improve understudy accomplishment. One method for further developing educator content information is to give proficient improvement open doors, as suggested by a few examinations. Educators should be prepared and refreshed on the most recent information and strategies in their separate fields. Nonstop preparation can assist instructors with securing the essential substance information and learn new techniques to improve educating adequacy. One more method for further developing educator content information is to improve instructor training programs. The instructor training educational plan ought to be re-examined to guarantee that it centers around building the substance information on educators, not simply on instructing strategies. The educational program ought to be intended to guarantee that educators are furnished with the vital information expected to show actually also, instructors ought to be urged to take part in research, go to gatherings and offer great practices with one another. This will work on their substance information and assist them with keeping awake to-date with the most recent improvements in their field. As per research directed by Johnson et al. (2019), instructors' meaningful substance information, which alludes to their profound comprehension of the topic they are instructing, essentially influences understudies' scholastic accomplishment. The investigation discovered that educators with elevated degrees of meaningful substance information were more successful in encouraging understudies' reasonable comprehension, critical abilities to think, and decisive reasoning abilities. The creators contend that putting resources into proficient advancement programs that upgrade instructors' meaningful substance information can prompt superior understudy results. These models outline the significance of educators' substance information, both syntactic and meaningful, in affecting understudy learning results. Appropriate comprehension and mastery in these perspectives empower educators to successfully convey guidance and emphatically influence understudies' scholarly development and improvement. It is essential to guarantee that educators are exceptional with the important substance information to give quality instruction to understudies. This will altogether affect the general schooling system in Pakistan and will assist with creating better-taught residents who can add to the nation's turn of events. In light of the holes distinguished in research concentrates on educator content information (TCK) in syntactic and meaningful regions in Pakistan, the accompanying conversation should be possible can be: Direct examinations that are greater: There is a need to lead greater investigations that incorporate a delegate test of instructors across Pakistan. This will give a more exact comprehension of TCK among educators.

Assess the effect of TCK on understudy results: Exploration ought to be directed to assess the effect of TCK on understudy learning results. This will assist with deciding if further developing TCK can prompt improved results for understudies. Center around various subjects and levels of training: While research has been directed in science, arithmetic, and English, there ar4. Research factors that impact TCK: There is a need to explore the variables that can impact TCK among educators in Pakistan. This incorporates factors like educator training, experience, and expert advancement open doors. Use blended strategies research: Blended techniques exploration can give a more complete

comprehension of TCK among educators in Pakistan. This includes utilizing both quantitative and subjective examination strategies to give a more comprehensive comprehension of the point. Work together with policymakers and professionals: Exploration on TCK ought to be completed in a joint effort with policymakers and specialists. This will guarantee that the exploration is applicable to recent concerns and can illuminate strategy and practice. Disperse discoveries broadly: The discoveries of examination concentrates on TCK ought to be spread generally to illuminate strategy and practice in Pakistan. This remembers distributing research papers for scholastic diaries, introducing discoveries at gatherings, and imparting discoveries to policymakers and experts. Examine factors that impact TCK: There is a need to explore the elements that can impact TCK among educators in Pakistan. This incorporates factors like instructor training, experience, and expert improvement open doors.

### Conclusion

Considering the articles that have been composed on educator content information syntactic and considerable, we can presume that instructors' information on grammar and the substance of what they are instructing are essential parts of powerful instructing. The articles propose that educators who have serious areas of strength for an of linguistic structure and content information are better prepared to help understudies learn and make scholarly progress. Moreover, the articles feature the significance of instructor preparing and proficient advancement programs that attention on working on's how educators might interpret grammar and content information. By and large, these articles underscore the basic job that educator content information plays in understudy learning and the requirement for continuous educator preparing and support to guarantee that instructors are furnished with the information and abilities important to help understudies succeed. Research directed on educator content information in Pakistan has uncovered moderate to fair degrees of syntactic and meaningful TCK among instructors. These examinations have featured the requirement for educator preparing programs that can address the holes in TCK, particularly in subject-explicit regions like science, arithmetic, and language. The nature of instructor training and expert advancement programs should be improved to guarantee that educators have a profound and thorough comprehension of the subjects they are instructing. By upgrading TCK, educators can furnish understudies with excellent instruction, which can assist them with accomplishing better scholastic results.

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