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## The Attitudes of Teachers towards Integrated Learning in Primary Schools

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### Abstract

The present paper attempts to determine the Attitudes of Teachers towards Integrated Learning in Primary Schools in the Prakasam district of Andhra Pradesh. Various Indian and foreign studies were reviewed. Descriptive Survey method has been used in this study. The sample consisted of 100 teachers from Prakasam District using a stratified random sampling method. The questionnaire was constructed for primary school teachers to find out the opinions of school teachers on Integrated Learning in Primary Schools in the Prakasam district of Andhra Pradesh. The data were analyzed using various statistical methods like Mean, SD, t-test and ANOVA by SPSS package. The scores obtained by different groups are compared across the variables like gender, school management, general qualification, professional qualification, designation, teaching experience and locality. The results indicated that there is a positive and high perception of Integrated Learning in Primary Schools. The results are discussed in light of previous research studied; Implications and Recommendations for further research were also suggested.

**Keywords:** Attitudes of Teachers, Integrated Learning.

### Introduction:

Children come to school as integrated people with thoughts and feelings, words, pictures, ideas and fantasies. They are intensely curious about the world. They are scientists, artists, musicians, historians, dancers and runners. The challenge that teachers face is to use the wealth they bring. They must be encouraged to use it to develop thinking so that they have access to the fullest possible range of mental abilities. Creativity, adaptability, critical reasoning, and collaboration are highly valued skills; when it comes to fostering those skills in the classroom, integrated study is an extremely effective approach, helping students to develop multifaceted expertise and grasp the important role interrelationships can play in the real world. Integrated learning, sometimes called interdisciplinary learning, combines diverse disciplines comprehensively, enabling students to develop a meaningful understanding of the complex associations and influences within a topic. A happy by-product of this approach, which is often coupled with project-based learning, is that it makes school more interesting and productive for students and teachers. Integrated learning

systems feature programmed instruction for teachers and students. Their purpose is to direct and coach the student through the learning experience.

Integrated studies allow students to gain knowledge in a truly interdisciplinary fashion. In today's dynamic global economy, centred on the development and exchange of knowledge and information, individuals prosper who are fluent in several disciplines and comfortable moving among them. Creativity, adaptability, critical reasoning, and collaboration are highly valued skills. When it comes to fostering those skills in the classroom, integrated study is an extremely effective approach, helping students develop multifaceted expertise and grasp the important role interrelationships can play in the real world.

### **Need and Importance of the Study.**

It is worth noting that Integrated Learning provides the right platform for teachers to build a strong foundation at the primary stages, right from Kindergarten to elementary classes. It is to be observed here that in the context of increasing the quality at the primary level in the country, a number of initiatives have been brought into the existing school system. Integrated Learning, even though not propagated by its title, teachers were encouraged and inspired to follow the method through various means and approaches. In order to implement integrated learning in the classroom, the teacher needs to plan in advance cooperatively with other teachers and subject areas in a highly complex manner. This requires the competency of the teachers' commitment to work in a group and incorporate the concepts in an effective manner. In this context, it is felt to research the opinions of teachers regarding the implementation of Integrated learning in primary schools of the Prakasam District.

### **Objective of the study**

1. To study the significant differences in the perceptions of teachers towards Integrated Learning in Primary Schools of Prakasam District based on Socioeconomic variables viz, a) Gender, b) School Management, c) Board of Affiliation, d) General Qualification, e) Professional Qualification, f) Designation g) Teaching Experience and h) Locality of the school.

### **Hypothesis of the present study**

1. There will be no significant differences in the perceptions of teachers towards Integrated Learning in Primary Schools of Prakasam District based on socioeconomic variables viz, a) Gender, b) School Management, c) Board of Affiliation, d) General Qualification, e) Professional Qualification, f) Designation g) Teaching Experience and h) Locality of the school.

### **Limitations of the study**

The present study, "Integrated Learning in Primary Schools of Prakasam District", is a wide area for research. In Primary Education, all the teachers handling 1<sup>st</sup> to 5<sup>th</sup> Classes are taken as a population. Among them, 400 teachers are considered for this study as a sample. Further, as the problem is very wide, a wider sample of teachers is necessary for drawing generalizations. The geographical area is also limited to only Prakasam District.

### **Review of Related Literature:**

**Mumun Syaban. (2017)** studied "Effects of Integrated Learning Model toward the Student Attitude in Solving the Environmental Issues at Primary School in Bandung City, West Java, Indonesia". The objectives of this study are the following: to describe the definition of the integrated learning model, to explain the domains of the integrated learning process and to explore the expected result of the application of the integrated learning model. Results showed that the integrated learning model is a technique of teaching and learning which involves the integration of knowledge, skills and

attitudes in the learning process. There are three domains in the integrated learning process: cognitive, affective and psychomotor. The expected result of the integrated learning model is that the development of the attitude of students at the primary school level should be much wider than that of at junior high school, high school or the higher level of education.

**Loredana Sofia Tudor (2014)** studied “Primary school skills development through integrated activities”. The purpose of this study is to determine the effectiveness of integrated teaching activities measured against school age students’ competencies, as they are provided for educational finality provided in the National Curriculum. The results of the study highlight the achievement of integrated activities is effective teaching in terms of training/skills development specific to school-age children.

**Phosri Worawuth, Somprach Kanokorn, Prayuth Chusorn and Phosri Wilawan (2014)** conducted a study on “Integrated Learning Teacher Professional Development in Primary Schools”. This study aimed to compare the skills of teachers to manage integrated learning before and after the development and the achievement of students who have integrated learning activities, which is higher than 70 per cent of the target group; the group consists of 13 teachers, 146 students, with the total number of 159 people. This study was based on the concepts of Kurt Lewin, which has four steps: plan, action, observe, and reflect. The following tools were used to collect data: questionnaires, interviews, observation, and tests; they were used to analyze the data for basic statistics, including percentage, mean, standard deviation, and data analysis using SPSS to determine the basic statistics.

**Variables:** Gender, School Management, Board of Affiliation, General Qualification, Professional Qualification, Designation, Teaching Experience and Locality of the school.

#### **Design of the Study**

The researcher followed the survey method of descriptive research. For this investigation, the questionnaire had been considered as a suitable tool for the collection of data.

#### **Research Tool:**

The present study is collected from the perceptions of teachers towards Integrated Learning in Primary Schools of Prakasam District; a Questionnaire was constructed and administered to find out the Integrated Learning in Primary Schools.

#### **Sample:**

According to the research, the survey will be conducted with 100 teachers who are located in the Prakasam District of Andhra Pradesh.

#### **Statistical Techniques Used:**

The investigation has been carried out by descriptive statistical analysis, such as calculating measures of central tendency like Mean and calculating measures of dispersion like Standard Deviation. For testing the null hypothesis, the ‘t’ - test and Analysis of Variance have been used by the investigator. The ‘t’ test is used to test the null hypothesis when the data is correlated from matched groups. Analysis of (ANOVA) variance is used to find out the effect, if any, of the variables studied.

**Table 1: Mean, SD, and 'F'/'t' Values on the perceptions of students based on their Socioeconomic variables towards Classroom Climate**

Variable	Category	Mean	S.D.	F/t-value	p-value
Gender	Male	123.24	10.90	0.79 <sup>NS</sup>	0.43
	Female	124.18	12.56		
School Management	Government	121.24	9.52	10.04**	0.00
	Private Unaided	126.53	13.17		
	Private Aided	125.89	14.33		
Board Affiliation	State	122.94	11.30	5.04*	0.01
	CBSE	125.13	13.10		
	ICSE	132.00	11.08		
General Qualification	UG	117.40	9.20	7.94**	0.00
	Graduate	129.36	10.21		
	Post Graduate	133.00	10.73		
Professional Qualification	D.Ed.,	127.71	11.25	4.66*	0.01
	B.Ed.,	123.81	11.71		
	M.Ed.,	120.43	12.04		
Designation	Head Master	123.19	11.46	5.66**	0.00
	Teacher	129.34	12.46		
Teaching Experience	Below 10	122.43	11.49	8.55**	0.00
	10 to 20'	127.78	12.15		
	Above 20	121.82	10.91		
Locality	Rural	121.21	10.44	6.58**	0.00
	Urban	129.13	12.78		

\*\*Significant at 0.01, \*Significant at 0.05 level and NS: Not Significant

Table 1 reveals teachers' mean overall perceptual score based on their gender towards Integrated Learning in Primary Schools. The mean perceptual score for male category teachers was 123.24 with SD 10.90, whereas for the female category teachers was 124.18 with SD 12.56. The t – value was 0.79, and the p-value was 0.43, which was statistically not significant. Hence, the null hypothesis was accepted. It shows that there is no significant difference between the overall perceptions of both male and female category teachers and they expressed one and the same opinion towards Integrated Learning in Primary Schools.

With regard to school management, the mean perceptual score of teachers towards Integrated Learning in Primary Schools of Prakasam district, the mean perceptual score for teachers working in Government schools was 121.24 with SD 9.52, whereas for Private Unaided was 126.53 with SD 13.17 and it was for teachers working in Private Aided schools was 125.89 with SD 14.33. The F– value was 10.04, and the p-value was 0.00, which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. It shows that there is a significant difference among the perceptions of teachers based on their school management and teachers working in Private Unaided schools were expressed higher perceptions towards Integrated Learning in Primary Schools than that of teachers working in Government and Private Aided Schools.

With regard to the Board of Affiliation, the mean perceptual score of teachers towards Integrated Learning in Primary Schools in the Prakasam district, the mean perceptual score for teachers working in schools affiliated with the State Government was 122.94 with SD 11.30, whereas for teachers working in CBSE schools was 125.13 with SD 13.10 and it was for teachers working in ICSE schools was 132.00 with SD 11.08. The F-value was 5.04, and the p-value was 0.01, which was statistically significant at 0.05 level. Hence, the null hypothesis was rejected. It shows that, there is a significant difference among the perceptions of teachers based on their Board of Affiliation and teachers working in ICSE schools were expressed higher perceptions towards Integrated Learning in Primary Schools than that of teachers working in State Government and CBSE Schools.

With regard to general qualification, the mean perceptual score of teachers towards Integrated Learning in Primary Schools in Prakasam district, the mean perceptual score for UG qualified category teachers was 117.40 with SD 9.20, whereas for Graduation qualified category teachers was 129.36 with SD 10.21 and for Post Graduation qualified category teachers was 133.00 with SD 10.73. The F-value was 7.94, and the p-value was 0.00, which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. It shows that there is a significant difference among the teachers based on their general qualification, and post-graduation qualified category teachers expressed higher perceptions towards Integrated Learning in Primary Schools than UG and graduation-qualified category teachers.

With regard to Professional Qualification, the mean perceptual score of teachers towards Integrated Learning in Primary Schools in Prakasam district, the mean perceptual score for D.Ed., qualified category teachers was 127.71 with SD 11.25, whereas for B.Ed., qualified category teachers it was 123.81 with SD 11.71 and it was for M.Ed., qualified category teachers was 120.43 with SD 12.04. The F – value was 4.66 and the p-value was 0.01, which was statistically significant at 0.05 level. Hence, the null hypothesis was rejected. It shows that there is a significant difference among the perceptions of teachers based on their professional qualifications and D.Ed., qualified category teachers expressed higher perceptions towards Integrated Learning in Primary Schools than that of B.Ed., and M.Ed., qualified category teachers.

With regard to Designation, the mean perceptual score of teachers towards Integrated Learning in Primary Schools in Praksam District, the mean perceptual score for Headmaster category respondents was 123.19 with SD 11.46, whereas for the teacher category respondents was 129.34 with SD 12.46. The t – value was 5.66 and the p-value was 0.00, which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. It shows that, there is a significant difference between the overall perceptions of both Headmaster and teacher category respondents and teacher category respondents expressed high perceptions towards Integrated Learning in Primary Schools than Headmaster category respondents.

With regard to teaching experience, the mean perceptual score of teachers towards Integrated Learning in Primary Schools in the Prakasam district, the mean perceptual score for below 10 years teaching experience category teachers was 122.43 with SD 11.49, whereas it was for 10 to 20 years teaching experience category teachers was 127.78 with SD 12.15 and it was for above 20 years teaching experience category teachers was 121.82 with SD 10.91. The F–value was 8.55 and the p-value was 0.00, which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. It shows that there is a significant difference among the perceptions of teachers based on their teaching experience and 10 to 20 years of teaching experience category teachers expressed high perceptions towards Integrated Learning in Primary Schools than that of below 10 and above 20 years of teaching experience category teachers.



With regard to locality, the mean perceptual score of teachers towards Integrated Learning in Primary Schools in Prakasam district, the mean perceptual score for rural area teacher category respondents was 121.21 with SD 10.44, whereas for the urban area teacher category respondents was 129.13 with SD 12.78. The t-value was 6.58 and the p-value was 0.00, which was statistically significant at 0.01 level. Hence, the null hypothesis was rejected. It shows a significant difference between the perceptions of rural and urban area category respondents, who expressed higher perceptions towards Integrated Learning in Primary Schools than that of urban area teacher category respondents.

#### **Findings and conclusions of the study:**

1. There is no significant difference between the perceptions of both male and female category teachers and they expressed one and the same opinion towards Integrated Learning in Primary Schools.
2. There is a significant difference among the perceptions of teachers based on their school management and teachers working in Private Unaided schools expressed higher perceptions towards Integrated Learning in Primary Schools than teachers working in Government and Private Aided Schools.
3. There is a significant difference among the perceptions of teachers based on their Board of Affiliation and teachers working in ICSE schools were expressed high perceptions towards Integrated Learning in Primary Schools than that of teachers working in State Government and CBSE Schools.
4. There is a significant difference among the teachers based on their general qualification and Post Graduation qualified category teachers were expressed high perceptions towards Integrated Learning in Primary Schools than UG and graduation-qualified category teachers.
5. There is a significant difference among the perceptions of teachers based on their professional qualifications and D.Ed., qualified category teachers expressed high perceptions towards Integrated Learning in Primary Schools than B.Ed., and M.Ed., qualified category teachers.
6. There is a significant difference between the perceptions of both Headmaster and teacher category respondents and teacher category respondents expressed high perceptions towards Integrated Learning in Primary Schools than that of Headmaster category respondents.
7. There is a significant difference among the perceptions of teachers based on their teaching experience and 10 to 20 years teaching experience category teachers expressed higher perceptions towards Integrated Learning in Primary Schools than those below 10 and above 20 years of teaching experience category teachers.
8. There is a significant difference between the perceptions of both rural and urban area category respondents expressed higher perceptions towards Integrated Learning in Primary Schools than that of urban area teacher category respondents.

#### **Recommendations:**

1. District and state administrators should use quality indicators to identify, support, and fund a portfolio of teacher learning opportunities and should provide guidance for school leaders and teachers on how to select high-quality learning experiences in primary schools appropriate to specific contexts.
2. Plan a group of coherent learning experiences for primary school teachers that attend to teachers' individual and context-specific needs in partnership with professional networks, cultural institutions, and the broader community as appropriate.

3. Teachers and school and district administrators should articulate, implement, and support teacher learning opportunities in primary schools as coherent, graduated sequences of experiences toward larger goals for improving primary school teaching and learning.

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