

A STUDY ON THE IMPACT OF PARALLEL AND INTEGRATED TEACHING METHODS IN ELEMENTARY SCHOOLS IN CHENNAI

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Abstract

This study investigates the impacts of implementing parallel and integrated teaching methods in Chennai elementary schools. Teachers' and students' perspectives are analyzed while examining these instructional strategies, which aim to improve student involvement and critical thinking. The study employs a mixed-methods approach to investigate the experiences of instructors, obstacles encountered during implementation, and the degree of assistance offered. It also assesses how the strategies affect motivation and teamwork as perceived by the students. To improve the learning environment in Chennai's elementary schools, the results are intended to offer insightful information to educators, administrators, and policymakers. The findings may also have an impact on future pedagogical approaches and educational policies.

Keywords: Parallel, Integrated, Elementary School

INTRODUCTION

A child's academic journey begins with elementary school, and the teaching strategies used in this formative stage greatly impact the learning outcomes. These methods, designed to enhance student engagement and critical thinking skills, represent a departure from traditional instructional approaches. This study is intended to improve student involvement and critical thinking skills, and it differs from typical educational methodologies. Traditional teaching methodologies are being reevaluated in the ever-changing field of education to consider varied

learning styles and encourage a deeper comprehension of subjects. Parallel teaching entails numerous instructors instructing separate groups of pupils at the same time, creating a dynamic learning environment. Integrated teaching, on the other hand, smoothly integrates multiple disciplines or skills to provide students with a comprehensive educational experience.

TRADITIONAL TEACHING METHODS

Conventional teaching methods are instructional strategies that have been employed in education for a long time. These techniques usually use a teacher-centered approach, in which the instructor serves as the student's main information source and transfers knowledge to them via textbooks, lectures, and scheduled lessons.

TYPES

❖ **LECTURE-BASED TEACHING:** A one-way flow of information is the defining feature of this method; the teacher gives the material, and the students listen and take notes. This is particularly used to communicate difficult subjects and theoretical ideas.

❖ **DIRECT INSTRUCTION:** After providing the guided practice of the skill, the teacher evaluates the students' comprehension. This is frequently used to teach techniques or procedures, like grammatical norms in language or mathematical algorithms.

❖ **DRILL AND PRACTICE:** To reinforce abilities or memorize information, this strategy uses practice and repetitive activities. Till they master a task, students repeat it. This is frequently used in topics that need memory, like multiplication tables, and vocabulary.

MODERN TEACHING METHODS

The term "modern teaching methods" describes creative ways of education that make use of technology,

active learning, and student-centered techniques to improve the educational process. With an emphasis on collaboration, critical thinking, and the practical application of information, these approaches frequently shift from a teacher-centered approach to one that is more dynamic and interactive.

TYPES

- ❖ **PROJECT-BASED LEARNING:** Students engaged in PBL work on lengthy projects that tackle issues or problems from the real world. Collaboration, problem-solving, and applying knowledge in real-world situations are stressed.
- ❖ **FLIPPED CLASSROOM:** With a flipped classroom, students can learn independently because the course material is provided online. After that, interactive exercises, class discussions, and idea applications take place.
- ❖ **GAMIFICATION:** Gamification is the process of adding game elements like prizes, challenges, and competition to the learning process to make it more entertaining and engaging.

PARALLEL TEACHING

Separating the students into groups and assigning different teachers to each group to teach the same material at the same time is known as parallel teaching.

Traditional Approach: Several teachers giving separate presentations on the same subject matter could constitute parallel teaching in a traditional context.

Modern Approach: The modern approach to parallel teaching could include project-based learning, where several groups work on various tasks concurrently.

INTEGRATED TEACHING

The term "integrated teaching" describes how several disciplines or abilities are combined into a seamless educational process. It seeks to demonstrate how many ideas are related to one another.

Traditional Approach: Integrated teaching entails combining lessons from several subjects and presenting them as interconnected components inside a single unit in a traditional teaching framework.

Modern Approach: Technology is frequently used to investigate cross-disciplinary themes, providing interactive and multimedia-rich experiences that show the linked nature of knowledge.

OBJECTIVES OF THE STUDY

- [1] To study the implementation of parallel and integrated teaching methods in Chennai's elementary schools and assess their impact on student engagement, critical thinking, and learning outcomes.
- [2] To study whether teachers and students hold positive views regarding the effectiveness of parallel and integrated teaching methods.

HYPOTHESIS OF THE STUDY

H1: There is a significant difference between the level of implementation of parallel and integrated teaching methods and improvements in student engagement, critical thinking skills, and learning outcomes.

H2: There is a positive perception among teachers and students regarding parallel and integrated teaching methods.

RESEARCH DESIGN

- The study is based on a mixed-method approach.
- The stratified sampling method is used to identify the samples for this research.
- There are 60 teachers and 60 students included as samples for the study.
- Data were collected from 12 schools.
- Both private and government schools were included in the data collection.

RESEARCH GAP

The lack of comparative studies between integrated and parallel teaching approaches that are adapted to the elementary education setting of Chennai is the research gap. Due to a lack of longitudinal investigation, the long-term effects on academic achievement and the development of critical abilities are not well understood.

Furthermore, teachers' perceptions and readiness for a successful implementation have received too little attention. Filling in these gaps will provide important information for choosing the best teaching strategy for Chennai's elementary schools.

LITERATURE REVIEW

According to Mark Bullen and Tannis Morgan (2015), The study looks at the effects of digital learners in higher education. It emphasizes the importance of tailoring training to the requirements of the students being taught rather than making assumptions about a "net generation" learner. It is preferable to use program-relevant technologies rather than merely hopping on technology bandwagons. It is critical to recognize that not all pupils have equal access to technology and that their comfort and ability levels may differ. The paper advises against embracing the concept of "digital natives" and instead concentrates on the concept of digital learners.

Christopher and Gu, Qing and Sammons, Pam (2016): Their approach, similar to that of exceptional classroom teachers, is intuitive, knowledge-based, and strategic. Their success is defined by their ability to adapt to the situation and understand and address the needs of others. Effective principals cultivate environments that enhance both staff and student.

According to Tingting Liover. Et al. (2023), the course of three project-based learning(PBL) units that are in line with the Next Generation Science Standards (NGSS), the study focuses on third-grade pupils. The results show that NGSS-aligned summative test performance is predicted by post-unit assessment performance. On the summative exam, students who complete more PBL lessons show larger gains; nevertheless, predictions do not favor students from diverse backgrounds. This study emphasizes how crucial the PBL approach, equality, and coherence are to fostering knowledge-in-use and scientific accomplishment.

Keri M. Guilbault (2022) explored the difficulties that teachers of gifted students encountered during the pandemic, such as stress, exhaustion, and worries about fulfilling students' requirements while also ensuring their well-being. The situation also offered chances for inventive and new ways of teaching. Teachers had to adjust to alterations in how they taught, learning platforms, and technology while requiring assistance with aspects like career development, flexible scheduling, class sizes, and mental health resources from school administrators.

DATA ANALYSIS

I. Based on hypothesis (H1), the correlation analysis aimed to assess the relationship between the level of implementation of parallel and integrated teaching methods and improvements in student engagement, critical thinking skills, and learning outcomes. The analysis sought to determine whether these variables were positively or negatively correlated.

CORRELATION	IMPLEMENTATION AND STUDENT ENGAGEMENT
Pearson Correlation	-.123
Sig. (2-tailed)	.349

Table 1.1

Table 1.1 represents the correlation results indicate a Pearson correlation coefficient of -0.123 between the level of implementation of teaching methods and student engagement. Additionally, the associated p-value is 0.349. There is insufficient evidence to reject the null hypothesis that there is no significant link between the amount of implementation of instructional methods and student engagement because the p-value is greater than 0.05. Student involvement tends to somewhat decline with increasing levels of teaching technique application, as indicated by the negative sign.

II. Based on hypothesis (H2), there is a positive perception among teachers and students regarding parallel and integrated teaching methods. Descriptive statistics and Inferential statistics are been used as statistical tools.

	N	Mean	Std. Deviation	Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error
ROLE	120	1.50	.502	-2.034	.438
SCHOOL	120	2.00	.820	-1.513	.438
OVERALL PERCEPTION	120	3.42	1.254	-1.211	.438
EFFECTIVENESS	120	3.06	1.330	-1.287	.438
ENGAGEMENT	120	3.03	1.372	-1.309	.438

Table 1.2

Table 1.2 represents the Descriptive statistics which provides the insights into central tendency, variability, and shape of the distributions for each variable. The averages suggest a generally positive perception of roles, school affiliations, overall teaching methods, effectiveness, and student engagement among the respondents. The standard deviations provide information about the spread of responses around the means, indicating the degree of variability in perceptions. The negative kurtosis values suggest relatively moderate distributions without significant outliers.

DEPENDENT VARIABLE	(I) SCHOOL	(J) SCHOOL	Std. Error	Sig.
OVERALL PERCEPTION	PRIVATE	GOVERNMENT	.265	1.000
		GOVT AIDED	.285	.415
	GOVERNMENT	PRIVATE	.265	1.000
		GOVT AIDED	.288	.422
	GOVT AIDED	PRIVATE	.285	.415
		GOVERNMENT	.288	.422
EFFECTIVENESS	PRIVATE	GOVERNMENT	.308	.993
		GOVT AIDED	.302	.967
	GOVERNMENT	PRIVATE	.308	.993
		GOVT AIDED	.289	.997
	GOVT AIDED	PRIVATE	.302	.967
		GOVERNMENT	.289	.997
ENGAGEMENT	PRIVATE	GOVERNMENT	.290	.980
		GOVT AIDED	.316	.040
	GOVERNMENT	PRIVATE	.290	.980
		GOVT AIDED	.280	.006
	GOVT AIDED	PRIVATE	.316	.040
		GOVERNMENT	.280	.006

Table 1.3

Table 1.3 shows the overall perception and effectiveness among teachers and the students. It represents there is no significant difference between in any pairs of school types. For engagement, there is a significant difference between private and government-aided schools and between government and government-aided schools. This suggests that perceptions of engagement differ significantly between the schools.

SUGGESTIONS

- Monitoring and improving student engagement, gathering qualitative feedback, and sharing findings with the educational community can all help to deepen understanding and enhance teaching practices.
- It might be advantageous for schools, especially those that receive government funding, to investigate and apply tactics that have worked well in private or public education to raise student involvement.
- Effective collaboration and knowledge exchange among diverse educational institutions may facilitate the adoption of optimal practices aimed at fostering student involvement.

CONCLUSION

The research emphasizes how important it is to implement focused interventions in order to improve methods for engagement in these situations. Overall, the results highlight the complexity of educational practices and support customized approaches to teaching strategies based on the unique requirements and features of various school settings. The elementary education system in Chennai can benefit from continued enhancements to its teaching methods and student outcomes through cooperative efforts and knowledge-sharing among schools.

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