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Teachers' Perspectives on Integrating Home and School-Based Learning in Primary Education: A Qualitative Study

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ABSTRACT

This research study was design to understand teachers' opinions regarding the home versus school education differences in primary student development while identifying possible learning challenges that home-schooled students face compared to their classmates in regular classrooms. It was a Phenomenology study to dig out the teachers' perspective regarding their experience with homeschooled children in term their social adjustment, academic performance and overall development in comparison to children enrolled in traditional schools. The research design conformed to qualitative methods through conducting interviews with fifteen primary-grade teachers in five schools. The analysis showed that an integrated educational approach improves student grades simultaneously with enhancing students' interaction and pushing better participation from parents. The respondents identified problems which include disparity in resource availability and parent-school communication irregularities. Teachers shared that homeschooled children are more studious, independent and responsible however their social skills are weak. Students with traditional education system are more active in co-curricular activities and more enjoy group work. Teachers' views show that there is no huge gap between both of these children however homeschooled children face issues in adjustment initially they require individual attention from the teachers but gradually they adopt the situation on their individual pace. The research ends with the findings that homeschooling creates individualized educational experiences and promotes independent thinking but faces difficulties with social engagement and diverse learning content demands coordinated actions between teachers and monetary bodies and guardians to support students' equal academic and social development between all educational contexts.

Introduction

Integrated education which merges home and school settings now receives broad examination as a comprehensive method to improve student education. John Dewey among other progressive educational thinkers founded integrated education which uses experiential learning and extended family participation after traditional educational spaces (Dewey, 2016). The established relation between parental involvement and student success has inspired researchers to create models that strengthen home-school cooperation (Epstein et al., 2015). Digital tools combined with communication platforms make such collaborative efforts both easier to access and more result-oriented according to Edwards and Warin (2013). Modern educational policies actively promote parental engagement through family literacy initiatives and home-based learning programs according to Goodall and Montgomery (2014) since they understand the fundamental importance of family support in reinforcing school-based learning.

Homeschooling gives children customized teaching with adaptive curriculum but creates social isolation problems and extra responsibility for parents according to Ray (2017). The benefit of traditional schooling includes standardized educational programs together with social relationships among students and resources availability although it suffers from classroom crowding and differences in students' backgrounds (OECD, 2019). The Pakistani education system suffers from multiple structural failures which include insufficient funding as well as deteriorated physical facilities but achieves higher educational standards through private institutions that remain unreachable to lower earning families (World Bank, 2019; ASER, 2020). The National Education Policy and Single National Curriculum work toward reform by using technology to reduce urban-rural learning gap (UNICEF, 2020). The integration of home and school environments represents a modern system of obtaining educational fairness which requires both structural reform and innovative solutions for quality education to reach every student.

Literature Review

Multiple research studies have proven that parental involvement stands as a critical factor for child academic success. The research indicates that children whose parents get involved in school activities achieve better reading results and excel in math and develop enhanced social competencies (Epstein, 2001; Fan & Chen, 2001). For successful home-school integration parents and educators must establish common educational targets together with standardized teaching approaches and collaborative responsibility (Harris & Goodall, 2008). The wide-scale deployment of home-school networking is obstructed by digital disparities along with insufficient parental participation according to Hill and Tyson (2009).

Under the constructivist theory integrated learning combines various subjects into unified learning units which enables students to understand conceptual relationships while connecting new information to what they already know (Drake & Burns, 2004). Through this method students become more motivated while developing advanced analytical skills because they learn subject matter that directly relates to real-world realities (Fogarty, 2019). Integrative teaching practices in primary education establish fundamental knowledge and development of problem-solving competencies that students require in their future approach of connected worldly challenges (Beane, 2007).

Integrated Learning offers substantial promise for contemporary classrooms seeking to prepare students for modern demands because it represents a notable departure from established methods despite facing obstacles from subject barriers along with teaching instructor training deficiencies

(Drake & Reid, 2018). The basis for students' continuing education begins with integrated learning at their primary level. Students naturally show curiosity at this developmental stage while possessing the readiness to investigate the world around them. Students benefit from integrated learning when teachers unite subjects including science with language arts and mathematics because this approach makes learning relate more directly to actual world situations. The integrated learning approach provides students with deep understanding of complex material and helps their cognitive development through discipline-to-discipline connections (Drake & Burns, 2004).

The integration approach guides students to solve complex real-world problems since it develops their critical thinking and problem-solving abilities which are necessary modern life skills (Fogarty, 2012). An important advantage of integrated learning arises from how well it improves students' strong motivation along with their active participation in educational activities. Students gain better classroom engagement because they see connections among their subjects' lessons and find their learning to be relevant. The elevated student involvement ties to better educational results because students maintain and implement their acquired knowledge through various circumstances. Students develop deeper affection for learning through integrated learning because it combines practical projects with team work and active student involvement according to Beane (2018).

The combination of various subject fields through integrated learning helps students build critical emotional capabilities through group collaboration and discussion tasks on cultural and ethical subjects (Drake & Reid, 2018). Teachers stand as essential figures who determine the success of integrated learning program execution (Sibt-e-Ali et al., 2024; Afaq et al., 2022). Instructors carry out the tasks of designing interdisciplinary curricula and building student-centered learning environments and performing evaluations of complex student outcomes. Teaching effectiveness requires teachers to have deep subject-matter knowledge that allows them to establish real connections between different lessons (Jacobs, 2009). Traditional educational models must be abandoned in favor of instructor facilitation which helps students explore through collaborative activities (Beane, 2011). Professional development continues as an essential element for teachers to acquire integrated teaching methods which includes planning curricula and implementing project-learning approaches and performance assessment frameworks (Fogarty, 2015).

Appropriate educational support enables teachers to create meaningful high-quality integrated learning activities that deliver educational effects in both school and real-life contexts. Home-based learning emerged as essential in Pakistan during the COVID-19 pandemic since schools needed different instructional approaches because of extended closures. Students living in urban environments maintained their school learning with digital resources provided by schools but students in rural regions received minimal benefit from the online education provided by their institutions (Medlin 2013; Thomas & Pattison 2013). Inadequate access to digital devices and unreliable internet connectivity between rural and urban areas created the main source of learning inequality during remote learning (Saeed et al., 2021). The situation revealed Pakistan's existing digital disparity while offering proof of the immediate need for specific programs that would enhance educational access through improved technology equipment for students living in under-served communities.

Methodology

Under interpretivist research paradigm the study examines teachers' views about integrating education across home and school environments at the primary level. The researchers selected

qualitative research encompassing phenomenology to gather teachers' daily educational realities in term their experiences regarding homeschooled and traditional schooled children. A total of fifteen participants from five Rawalpindi private schools were included through purposive sampling. Schools which have children with homeschooled students were the part of the sample. The researcher collected interview data through structured discussions using a validated communication tool which examined teachers' views about integrated learning as well as their problems and solution methods. Deductive thematic analysis was implemented under Bronfenbrenner's bio-ecological systems theory enabled researchers to uncover research-related themes within the gathered data.

Data Analysis

The teachers evaluated home-school educational integration through both beneficial and difficult aspects of their experiences. The participants demonstrated through concrete examples how their educational strategy affected teaching methods as well as student achievement results. The meeting between educators revealed their concerns about resource constraints and communication breakdowns but included productive strategies such as working together and designing creative solutions to these issues. Academic achievements showed improved results following integration based on data particularly in reading and scientific subjects. Teachers observed students made important improvements in their social abilities and emotional wellness as well as their interactions with peers.

Educational professionals noted that helping home-schooled students develop socially and cognitively poses significant challenges because these students display specific differences compared to conventional school students. The crucial element in achieving positive results from integrated learning was parental engagement. Teachers discussed improvements with parental engagement as well as obstacles and presented methods to develop better communication between families and educational institutions. School staff together with parents provided essential feedback regarding the learnings and challenges of this teaching method and provided constructive recommendations for enhancement. The successful implementation of integrated learning depended on administrator backing alongside proper resources and specialized training according to a consensus of teachers. The participants presented specific integration enhancement proposals that included additional training opportunities alongside structured support structures for teaching staff alongside parental support networks. These findings demonstrate how integrated education affects primary school students academically and socially as well as emotionally.

Discussion

Our analysis of qualitative data introduced substantial variations regarding education progress among primary students who learn from home against students who attend school. The educational developments depend on individual teaching methods and restricted social interactions together with broad curriculum scope and exposure to multiple viewpoints. Home education environments enable students to become accomplished at self-teaching themselves while building deep dedication for learning specific subjects because homeschooling provides adaptable educational settings. Educational professionals expressed worries about nonexistent or non-standardized educational materials in home schooling because they think comprehensive educational designs benefit student learning (Ray, 2017; Collom, 2005).

The participating teachers reported restrictions in peer interaction opportunities among homeschooled children because of which essential social skills like communication and

collaboration development could be delayed. Traditional school environments lead to better social competence development through extensive social encounters beyond the strong social skills which homeschooled children typically demonstrate (Medlin, 2013; Thomas & Pattison, 2013). The ability of homeschooling students to explore subjects deeply makes both creativity and independent thinking flourish within their cognitive development (Murphy, 2014). Group work deficits together with limited exposure to different perspectives create barriers for students to master aspects of critical thinking and collaborative problem resolution which constitute vital components of complete cognitive development (Good & Brophy, 2008). Teachers proposed adding structured collaborative activities into education and enhancing community involvement while adding various viewpoints to the curriculum to overcome these challenges. Educators suggested that homeschooling success depends on continuous backing alongside constructive criticism along with well-defined protocols and training programs which would benefit teachers and parents (Fisher & Frey, 2009). The success of homeschooling depends on creating balanced learning establishments which support inclusive personalized learning but must first address social and academic obstacles.

Conclusion

The research investigated teachers' views about difference of primary school students in developing academic, social and cognitive skills between homeschooling and traditional classroom education with the goal of understanding their advantages and disadvantages. The research demonstrates homeschooling delivers customized independent student learning that develops strong subject understanding from adaptable individualized instruction programs (Ray, 2017). Research showed doubts regarding homeschooling's insufficient program structure as well as its failure to address all curriculum content (Collom, 2005). Social development proved to be a central concern in homeschooling because educators found that minimal peer contact spaces restricted students' abilities to build up their collaboration and communication abilities. Teachers suggested using planned group work together with local community education programs and diverse instruction topics as solutions to overcome homeschooling limits. The research finds that personalized home-based education presents positive learning experiences but parents must adopt specific strategies to achieve proper academic depth and both social development and intellectual growth. Making inclusive learning environments requires combined work between parents and teachers together with educational institutions.

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