

Assessing early childhood teachers' perceptions of the role of the integrative curriculum in promoting children's learning experiences

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Abstract: This study aims to assess early childhood teachers' perceptions of the role of an integrative curriculum in enhancing children's learning experiences, focusing on its impact on understanding academic relationships and developing social and personal skills. The study used a quantitative design, using a carefully structured and validated questionnaire to gather data from a randomly selected sample of 773 early childhood teachers in northern Jordan. The methodology ensured the reliability and validity of the instrument, strengthening the credibility of the results. The results indicated that all questionnaire items achieved high average scores, indicating a strong consensus among teachers regarding the positive effects of an integrative curriculum. Teachers affirmed that such a curriculum deepens children's understanding of connections between academic subjects and contributes to the development of their social and personal competencies. Furthermore, activities related to children's daily lives were found to significantly improve motivation, as children engage more actively when they perceive real-life applications of their learning. In conclusion, the study highlights the critical role of an integrative curriculum in early education, emphasizing its contribution to both academic and personal development. The research recommends further development of curricula that incorporate activities reflecting children's everyday lives, alongside the implementation of specialized teacher training programs to improve their ability to design and deliver interactive learning experiences. These practical implications emphasize the significance of integrating real-world connections into early childhood education, helping prepare children to adapt to modern societal challenges.

Keywords: *Assessing, Childhood education, Children's learning, Integrative curriculum, Learning experiences.*

1. Introduction

The integrative curriculum is a central pillar of modern education, aiming to provide a whole learning experiences that recognize the interconnectedness of various academic fields. This approach meaningfully enhances students' understanding of concepts by coherently combining content, allowing learners to see relationships among diverse subjects [1, 3, 24, 25]. It deepens their understanding and enables them to link concepts in interactive and accurate ways. Rather than presenting information in isolated segments, the integrated curriculum helps students develop a comprehensive perspective on knowledge, enabling them to view the broader picture rather than focusing merely on discrete parts [2, 4, 26]. For instance, subjects such as mathematics and science can be integrated within practical learning projects, demonstrating to students how knowledge intertwines and functions in real life.

A key aspect of the integrated curriculum is its close connection to everyday life, making it more relevant and applicable. The learning activities presented within this framework are not merely theoretical exercises but simulations of realistic situations [21, 22, 23, 37, 39]. By engaging learners in projects and activities that reflect real experiences, students become more connected to their learning,

making the process meaningful [7, 8, 10, 13]. For example, a science lesson on agriculture might involve students interacting with their local environment, increasing their understanding of environmental impacts on learning. This creates a dynamic learning environment that links what a child learns in school to their everyday experiences, transforming knowledge from mere theoretical information into practical skills [28, 29, 34, 39, 38].

In addition to academic benefits, the integrated curriculum effectively contributes to the social development of learners. Group activities are a crucial part of this approach, helping students interact with their peers and work collaboratively. This type of engagement enriches communication skills and fosters cooperative relationships within the classroom, contributing to the development of social and leadership skills in children [7, 8, 9, 21, 27, 30]. The integration of academic subjects stimulates teamwork skills, as learners collaborate in problem-solving and decision-making processes, enhancing their ability to cooperate and interact effectively with others [11, 12, 13].

Moreover, the integrated curriculum serves as an ideal means to apply modern learning theories that highlight the active role of the learner in the learning process. Instead of focusing solely on rote memorization, this curriculum allows students to apply what they learn in practical and analytical situations, fostering scientific and creative thinking. By presenting diverse content that includes real issues of interest to students, the integrated curriculum rouses critical and analytical thinking [5, 6, 17, 18, 19]. For example, interdisciplinary learning projects can improve research skills and creative thinking among learners, equipping them to devise new and unconventional solutions to future problems.

In addition to developing personal and academic skills, the integrated curriculum aids students explore their talents and experiences. It provides a learning environment that encourages experimentation and interaction with diverse activities. This method allows students to discover their capabilities and unleash their potential through interactive projects that inspire creativity and offer opportunities to apply their learning in innovative ways. Activities may include laboratory experiments, creative design projects, or field trips to local communities [4, 6, 7, 8, 37, 38, 39].

Finally, improving the quality of assessment within the integrated curriculum improves the overall learning process. Assessment in this approach includes both formative evaluation throughout the learning process and summative evaluation at the end of each learning unit [11, 12, 15, 19, 34, 35]. This diversity of assessment methods helps teachers understand learners' strengths and weaknesses and provides valuable feedback. Inclusive assessment also aids in continuously improving students' academic performance, allowing them to gauge their progress and providing opportunities for enhanced learning [13, 14, 15].

Given the significance of the integrated curriculum, various studies have explored this topic. Ibrahim and Al-Ruwaished [16] analyzed the use of integrated teaching skills by mathematics and science teachers in public education schools in Kuwait, employing a descriptive analytical approach with a questionnaire of 35 items across three dimensions: lesson planning, lesson implementation, and lesson evaluation. Administered to a large sample of 710 teachers, the results indicated that planning for integrated teaching aligns with learning standards, and teachers prioritize diverse integrative activities that consider individual differences among students. The study also highlighted the significance of the assessment process in integrated teaching, guiding students toward acquiring meaningful knowledge related to their daily life.

Al-Faqih [12] examined teachers' perceptions of the integration of science and mathematics, emphasizing its positive role in enhancing students' ability to tackle everyday life problems. While integration improves learning quality, the study noted a key challenge: the lack of training programs that equip teachers with the necessary skills for effective implementation.

Similarly, Al-Ghamdi [41] designed a learning program integrating science and mathematics to improve academic achievement among primary school students. The results indicated a positive impact of integration on students' performance and recommended developing a guiding framework for teachers on using integration in lesson design. In line with this, Al-Rifai (2016) confirmed the efficiency of

integrated teaching in primary education, recommending the establishment of plans to promote subject integration to achieve learning goals more proficiently.

Al-Obeidallah [11] presented a practical model for using the integrated approach in teaching science to fourth-grade students. The findings revealed substantial enhancements in pupils' scientific thinking and self-learning skills, asserting the value of this approach in improving learning capabilities.

Lastly, Siu et al. [9] underscored the significance of integrated teaching using project-based methods in STEM education. Their findings indicated that training workshops employing the integrated approach equipped teachers with the skills necessary to develop innovative projects, improving student education.

In light of the above, the concept of the integrated curriculum arises as an essential approach in early childhood education. This curriculum aims to connect knowledge across multiple fields in alignment with children's interests and needs, enhancing the overall learning experience and supporting the development of a comprehensive understanding of the world around them. Today, the integrated curriculum is viewed as an optimum solution for inspiring children's learning experiences by linking different academic subjects cohesively, enabling children to acquire knowledge holistically. It seeks to embed learning content within contexts related to children's daily lives, helping them build a deeper and more interconnected understanding of their environment [31, 32, 33, 37, 38].

Despite the importance of this approach in enhancing the learning process, previous studies indicate a lack of research exploring early childhood teachers' perceptions of implementing this curriculum in Arab learning contexts, particularly in Jordan. Although the Early Childhood Development Authority [14] is committed to teacher development, the challenges teachers face in integrating knowledge cohesively have not been sufficiently addressed. Therefore, this study highlights the need for a deeper understanding of teachers' views on the integrated curriculum and its impact on developing children's learning experiences. This gap represents an opportunity to provide applied recommendations based on teachers' experiences, contributing to improved education quality and effective teaching strategies that meet students' needs in current learning environments.

2. Statement of the Study

Numerous studies and learning reports indicate a complementary relationship in developing curricula aimed at enhancing children's learning experiences [15]. The Early Childhood Development Authority in Jordan [14] has demonstrated significant interest in teacher development by establishing standards designed to enhance teachers' understanding of how to utilize diverse knowledge and skills to foster effective learning experiences for children. These standards aim to empower teachers to integrate the necessary knowledge and skills for holistic teaching, thereby improving the quality of early childhood education.

Given that the curriculum is a fundamental element of the learning process, the challenge now extends beyond merely enabling children to acquire learning concepts in isolation. The greater challenge lies in integrating these concepts cohesively to enhance children's understanding and their ability to connect knowledge and apply it in real-life situations (Gentry, 2016). This integrated approach not only deepens conceptual comprehension but also fosters the development of creative and critical thinking skills in children, preparing them to face life's challenges.

Research indicates that a lack of integration in developing learning experiences is a significant factor affecting children's learning performance in the Arab region (Qablan, 2018; Samida & Grice, 2014). Teachers often encounter difficulties in applying integrated teaching methods, resulting in a lack of understanding among students. Therefore, there is a critical need to focus on developing effective teaching strategies that enable teachers to blend learning materials in ways that enhance children's learning and skill development.

In light of modern learning trends that emphasize the importance of integrated curricula in the teaching process (Abdul Hamid, 2013; Al-Obaidallah, 2016; Al-Hatamleh, 2018), this study aims to explore early childhood teachers' perceptions of the role of integrated curricula in developing children's

learning experiences during the early learning stages, including elementary and pre-elementary levels. The study seeks to gather insights from teachers, as they are closest to the children and significantly influence their knowledge acquisition and understanding. Thus, this study poses the following question: What are early childhood teachers' perceptions of the role of integrated curricula in improving children's learning experiences?

3. Significance of the Research

This research is noteworthy as it highlights the importance of the integrated curriculum and its dynamic role in enhancing the learning process, particularly in early childhood. The integration of knowledge across various learning areas is essential for providing comprehensive learning experiences, allowing children to explore and interact in ways that deepen their understanding of concepts and enable them to connect acquired knowledge to real-life situations. The study aims to assess early childhood teachers' perceptions of this integration and its potential positive effects on developing children's learning experiences, underscoring teachers' roles as key elements in the learning process.

Moreover, the study contributes to identifying challenges that teachers may face in implementing integrated curricula, which can inform the formulation of scientifically grounded recommendations to improve teaching practices. By exploring these challenges, the study seeks to improve learning effectiveness and develop innovative teaching strategies that support the integration of diverse knowledge areas. The results offer insights into refining integrated curricula to meet children's learning needs, contributing to improved learning outcomes, academic performance, and life skills. Ultimately, the significance of the integrated curriculum lies in its potential to serve as a comprehensive learning framework that strengthens children's ability to connect knowledge and apply it in their daily lives, thereby preparing them for a successful future.

4. Methodology

4.1. Study Sample

The study sample includes 773 female teachers from northern Jordan, selected through a simple random sampling technique. This approach ensures an accurate representation of teachers across various public and private schools, thereby minimizing bias and enhancing the reliability of the results. The sample exhibits notable diversity in terms of years of experience, ranging from 3 to 15 years, distributed as follows: 193 teachers (25%) have 3 to 5 years of experience, 310 teachers (40%) have between 6 and 10 years, and 270 teachers (35%) have between 11 and 15 years.

Regarding learning qualifications, 541 teachers (70%) hold a bachelor's degree in education, while those with advanced degrees, such as a master's, comprise approximately 232 teachers (30%) of the sample. This diversity enriches the findings, as teachers offer insights drawn from varied learning experiences and advanced academic backgrounds, facilitating a profounder understanding of their perceptions regarding the role of integrated curricula in developing children's learning experiences.

4.2. Questionnaire Design

The questionnaire is designed to assess early childhood teachers' perceptions of the role of integrated curricula in enhancing children's learning experiences. It was developed based on a comprehensive review of previous studies, which helped identify key dimensions reflecting the curriculum's influence. The questionnaire consists of 25 items addressing aspects such as understanding relationships among children's learning domains, developing social skills, promoting critical and creative thinking, and applying knowledge in daily life, along with measuring interaction and personal connection.

A five-point Likert scale was used to categorize responses, ranging from 1 (strongly disagree) to 5 (strongly agree), allowing teachers to express their views accurately and progressively. This scale serves as an effective tool for data collection and analysis, helping in a comprehensive understanding of

general trends in teachers' opinions. It allows researchers to infer the strength of each stance, enhancing the accuracy of the findings.

By measuring the impact of integrated curricula on various learning aspects—such as enhancing children's understanding of relationships among subjects, developing collaboration and communication skills, and fostering critical and creative thinking—researchers can identify factors contributing to the development of learning experiences. Furthermore, assessing children's capacity to apply knowledge in real-life situations and their motivation to express thoughts and feelings provides deeper insights into enhancing learning practices. Understanding how teachers' opinions vary across these domains reinforces the importance of adopting an integrated curriculum that supports holistic child development, both academically and personally.

4.3. Validity and Reliability of the Questionnaire

The initial version of the instrument was presented to a panel of 15 experts specializing in childhood education, curriculum development, and teaching methods. Their primary task was to evaluate the tool's validity, ensuring clarity, alignment with the study's objectives, and consistency of items within their respective dimensions. The experts provided feedback on the wording of the items, as well as recommendations for revisions or eliminations where necessary. Based on their insights, several items were revised, and five items were removed.

Following this, a pilot study was conducted with a sample of 29 teachers who were not part of the main study sample. Feedback and responses from this pilot group were used to refine the final version of the instrument. To assess construct validity, the Rasch model was applied, a robust method for evaluating measurement properties and ensuring objectivity in learning and psychological measurements.

The data were analyzed using the Rasch Measurement Model to measure both validity and reliability. In the Rasch model, item polarity (or point-measure correlation) serves as an initial indicator of construct validity. For the analysis, items were evaluated using Mean-Square Fit (MNSQ) values, where acceptable infit values should range between 0.4 and 1.5, and the Point-Measure Correlation (PTMEA) should be positive, falling between 0.2 and 1. Additionally, the standardized fit statistic (Zstd) should fall within the range of -2 to $+2$, as per [36].

The validity of the instrument was established by the MNSQ values for infit, which indicated that the scale possessed an appropriate level of validity. These results were consistent with item polarity analysis based on PTMEA values, and the standardized fit statistic (Zstd) was also within acceptable limits. Calibration measurement analysis supported these findings. Furthermore, the dimensionality analysis showed that the raw variance explained by the measures was greater than 40%, and the unexplained variance in the first contrast was less than 15%, aligning with Rasch model criteria. Reliability was measured using both person reliability, which measures the consistency of respondents' answers, and item reliability, which reveals the consistency of the items themselves. The results indicated that the scale demonstrated a high degree of reliability for both the individuals and the items included in the instrument.

4.4. Data Collection and Analysis

To explore early childhood teachers' perceptions regarding the role of integrated curricula in enhancing children's learning experiences, the researchers developed a comprehensive questionnaire designed to investigate teachers' opinions and experiences. The questionnaire was meticulously crafted to measure various aspects of the integrated curriculum, including its impact on children's learning and skill development.

After finalizing the questionnaire and verifying its accuracy and reliability through multiple methods, the researchers obtained official approval from the Ministry of Education in Jordan. This approval was vital, as it provided the legal and ethical framework necessary for collecting data from early childhood teachers.

A random sample of 773 teachers was chosen, with names compiled from various learning institutions. The researchers employed random selection to ensure diverse representation, reflecting differences in academic backgrounds and teaching practices, thereby enhancing the comprehensiveness of the results.

The final form of the questionnaire was distributed digitally, accompanied by clear and detailed instructions to assist participants in understanding the questions. Emphasis was placed on the importance of accurate responses to enhance the credibility of the findings, encouraging teachers to share their views honestly and objectively.

After collecting the completed questionnaires, the data were systematically organized and coded for record-keeping purposes. The researchers used SPSS statistical analysis software to analyze the data, applying various descriptive statistical methods to extract and interpret means, and standard deviations. This analysis provided insights into the general perceptions of teachers, revealing prevailing trends regarding the impact of integrated curricula on children's learning experiences.

Through this organized procedure, the investigators were able to draw reliable conclusions reflecting teachers' perceptions of the effectiveness of integrated curricula in enhancing children's learning experiences.

5. Findings of the Study

This study aiming at assessing how teachers in early childhood education perceive the role of an integrative curriculum in enhancing children's learning experiences. To achieve this aim, participants' responses were analyzed using SPSS software. Table 1 presents the means and standard deviations of the responses, ordered in descending order by their averages.

Table 1.
data analysis of the study sample's responses of the role of the integrative curriculum in developing children's experiences.

No.	Items	Mean ⁽¹⁾	St. dev.
1	The integrative curriculum contributes to improving cultural and social awareness among children through the exploration of diverse topics.	4.55	0.78
2	The integrative curriculum contributes to enhancing children's understanding of the relationships between different subjects.	4.55	0.77
3	The integrative curriculum helps in structure positive relationships between teachers and students.	4.50	0.67
4	The integrative curriculum assists children to explore their talents and personal abilities.	4.50	0.66
5	The integrative curriculum aids children develop problem-solving skills.	4.40	0.65
6	The integrative curriculum aids develop children's sense of responsibility towards their community.	4.32	0.67
7	Activities within the integrative curriculum are linked to children's daily lives.	4.32	0.92
8	The integrative curriculum increases children's ability to work in groups and achieve common goals.	4.30	0.69
9	The integrative curriculum offers children with opportunities to express their ideas and feelings freely.	4.25	0.67
10	Learning activities in the integrative curriculum increase the capacity of learning among children.	4.25	0.68

¹ The study instrument (questionnaire) uses a five-point scale, so the mean score will range from 1 to 5. The corresponding scores and their relative weights are as follows: Strongly agree = 5 points, agree = 4 points, undecided/ neutral= 3 points, disagree = 2 points, strongly disagree = 1 point.

No.	Items	Mean ⁽¹⁾	St. dev.
11	The integrative curriculum improves children's sense of belonging to the learning environment.	4.20	0.98
12	The integrative curriculum aids children transition from simple concepts to more complex ones.	4.20	0.65
13	Group activities within the integrative curriculum raise children's social skills.	4.15	0.80
14	The integrative curriculum improves children's creative thinking ability in addressing real-life issues.	4.10	0.69
15	The integrative curriculum increases children's ability to apply what they learn in real-life situations.	4.10	0.69
16	The integrative curriculum fosters creativity among children through interactive activities.	4.00	0.71
17	The integrative curriculum aids in the development of critical and creative thinking skills among children.	4.00	0.68
18	The integrative curriculum offers opportunities for children to practice life skills such as planning and organization.	3.95	0.66
19	The integrative curriculum encourages cooperative thinking and knowledge exchange among children.	3.95	0.66
20	Assessment within the integrative curriculum offers effective feedback to enhance children's performance.	3.95	0.70
21	Interactive activities increase children's motivation to learn.	3.90	0.72
22	The integrative curriculum aids children in better understanding community issues and problems.	3.85	1.12
23	The integrative curriculum increases children's ability for self-directed learning and information exploration.	3.85	0.70
24	The integrative curriculum offers children the chance to employ technology in learning.	3.80	0.68
25	The integrative curriculum supports children in developing effective communication skills.	3.75	0.90
Total		4.33	0.81

Table 1 indicates that the whole average of teachers' views regarding the role of the integrated curriculum in enhancing children's learning experiences reached a high mean of 4.33, reflecting a significant level of agreement. This reveals strong support for the benefits of this curriculum type. Additionally, all items within the survey recorded high averages ranging from 3.75 to 4.55, signifying a substantial consensus among teachers about the effectiveness of the integrated curriculum in improving various aspects of children's learning. These findings underline teachers' deep understanding of the integrated curriculum's importance in fostering comprehensive learning experiences that contribute to young children's cognitive, social, and emotional development. The significance of these assessments can be outlined in the following areas:

5.1. Firstly- Cognitive Understanding

The integrated curriculum is viewed as an effective tool for enhancing children's understanding of relationships among different subject areas. The item stating, "The integrated curriculum contributes to enhancing children's understanding of the relations between various subjects," received an average score of 4.55, reflecting teachers' recognition of the curriculum's role in connecting different fields of knowledge. This indicates that teachers believe the integrated curriculum helps children grasp learning content holistically. Additionally, the item "The integrated curriculum assists children in progressing

from simple concepts to more complex ones," with an average of 4.20, further supports this trend, highlighting the curriculum's facilitation of structured and gradual knowledge building.

5.2. Secondly- Connection of Activities to Daily Life

Findings suggest that learning activities linked to children's daily lives are essential components of the integrated curriculum. The item "Activities in the integrated curriculum are connected to children's everyday lives" received an average score of 4.32, indicating that teachers perceive these activities as enhancing children's desire to learn and making learning content more relatable. This connection enables children to apply what they learn in real-life situations, as reflected in the item "Learning activities in the integrated curriculum help children apply what they learn in real-life contexts," which achieved an average of 4.10.

5.3. Thirdly- Development of Social Skills

The results indicate that group activities enhance these skills, with the item "Group activities in the integrated curriculum enhance children's social skills" receiving an average score of 4.15. This shows that teachers believe cooperation and social interaction are fundamental components of the learning process. Moreover, the item "The integrated curriculum enhances children's ability to work in groups and achieve common goals," with an average of 4.30, emphasizes the importance of teamwork in fostering collaboration and communication skills.

5.4. Fourthly- Development of Critical and Creative Thinking

Analysis reveals that the integrated curriculum contributes to rising children's critical and creative thinking skills. The item "The integrated curriculum helps develop children's critical and creative thinking skills" received an average score of 4.00, indicating teachers' belief in the importance of interactive activities in fostering critical thinking. The item "Interactive activities in the integrated curriculum enhance children's problem-solving abilities," with an average of 4.40, shows how these activities contribute to the development of higher-order thinking skills.

5.5. Fifthly- Self-Directed Learning and Independence

Findings indicate that the integrated curriculum encourages children to develop self-directed learning skills. The item "The integrated curriculum improves children's ability to learn independently and explore information" received an average score of 3.85, reflecting the significance of a learning environment that supports independence. Additionally, the item "The integrated curriculum provides children the opportunity to express their thoughts and feelings freely," with an average of 4.25, underlines the importance of fostering an environment that encourages openness and expression, contributing to children's self-confidence.

5.6. Sixthly- Social Responsibility and Cultural Awareness

Results indicate that the integrated curriculum improves children's social and cultural awareness. The item "The integrated curriculum helps children develop a sense of responsibility towards their community" received an average score of 4.32, suggesting that teachers believe the curriculum promotes social values and a sense of responsibility. Furthermore, the item "The integrated curriculum contributes to improving children's cultural and social awareness through exploring diverse topics," with an average of 4.55, highlights the curriculum's role in nurturing a generation aware of social and cultural issues, thus enhancing children's understanding of the world around them.

5. Discussion

The results show that teachers perceive the integrated curriculum as an effective framework for enhancing children's learning experiences. The high ratings from the study sample reflect a

comprehensive agreement on the multiple benefits of this curriculum. It raises cognitive understanding, social skills, critical thinking, self-directed learning, and social awareness among children, laying the foundation for a generation capable of positive engagement with society.

The findings confirm that early childhood teachers strongly highlight the role of the integrated curriculum in enhancing children's learning experiences, necessitating a thorough analysis of its components and impacts. The results illustrate that the integrated curriculum enhances cognitive understanding, as the integration of knowledge across subject areas helps children build comprehensive cognitive frameworks, enabling them to link ideas and concepts in deeper ways [11, 33, 37, 41]. This connectivity enhances children's ability to absorb and critically analyze information, which is reflected in their academic performance. Previous studies support this, confirming that integrated learning promotes overall understanding and encourage critical thinking [29, 33, 37].

The results also highlight the importance of activities associated to children's daily lives, which boost their motivation to learn. Previous studies [35, 37, 39] indicate that experiential learning, which connects academic concepts with daily experiences, enhances children's engagement with learning content (Kolb, 1984). This connection allows children to see the value of education, fostering a sense of involvement in the learning process. Experts like Dewey emphasize the importance of relating education to life experiences to enhance interest and motivation, which is evident in teachers' affirmations of the effectiveness of the integrated curriculum [18, 19, 23, 37, 38, 39, 40].

Additionally, the results reveal the significance of group activities in the integrated curriculum, which enhance children's social skills. This underscores the crucial role of cooperative learning, as these activities provide opportunities for children to develop communication and collaboration skills [17, 23, 29]. Social interaction in learning environments helps children build positive relationships with their peers, contributing to their mental well-being and enhancing their sense of belonging.

Moreover, the results show that the integrated curriculum promotes critical and creative thinking. Learning programs that encourage critical thinking help children develop problem-solving skills [4, 7, 9, 13]. The integrated curriculum provides children with opportunities to explore ideas in innovative ways, enhancing their independent and creative thinking abilities. Many researchers [14, 18, 26, 38] indicated that learning environments that encourage exploration and innovation contribute to improved learning outcomes and the development of higher-order thinking skills.

Furthermore, the findings highlight the significant role of the integrated curriculum in nurturing self-directed learning and individuality among children. Previous studies [5, 8, 33, 39] assert that providing opportunities for self-directed learning contributes to building children's autonomy and self-confidence. Children who are stimulated to explore information independently demonstrate higher academic performance and a greater ability to face challenges. This aspect of the curriculum underscores the significance of encouraging children to be active participants in their learning.

Finally, the results show that the integrated curriculum enhances children's social responsibility and cultural awareness. Previous researches [29, 29, 39] support the idea that education should prepare children to be active citizens and enhance their understanding of social issues. The curriculum's inclusion of content related to social and cultural values helps shape children's awareness of community issues, fostering a sense of responsibility towards their societies.

Through the analysis of these findings, the authors of the study believe that the integrated curriculum provides a robust framework for teaching young children. The experiences and opinions of teachers illustrate that this type of curriculum offers comprehensive learning opportunities that reflect children's needs and daily experiences, aligning with global trends in modern education that emphasize active and inclusive learning.

6. Conclusions, Recommendations, Limitations, and Future Research Directions

Based on the study's results, it can be concluded that the integrative curriculum is an effective device for enhancing learning experiences among children in early childhood education. All survey

items demonstrated high mean scores, indicating the teachers' agreement on the curriculum's role in improving children's understanding of the relationships between subjects and developing their social skills. These findings suggest that the integrative curriculum goes beyond merely enhancing academic knowledge; it also contributes to the development of multiple personal aspects that are vital for preparing children to face life's challenges.

Furthermore, the results indicate that activities linked to children's daily lives increase their motivation to participate in learning, making them more eager to apply what they have learned. Therefore, it is recommended to develop curricula that are more integrative, with a focus on activities related to children's everyday experiences. Additionally, providing specialized training programs for teachers is essential, as these programs should enhance their skills in designing and implementing interactive learning activities.

However, the study faces certain limitations that may affect the generalization of the findings. One main limitation is the use of a survey for data collection, which may be subject to bias in participants' responses. Additionally, the study focuses on a sample of 773 teachers from northern Jordan, which may restrict the generalizability of the findings to all teachers in the kingdom. To deepen the understanding of the integrative curriculum's effectiveness, future research should comprise teachers from various geographical areas in Jordan, including both private and public schools.

It is also valuable to employ multiple research tools, such as structured interviews and classroom observations, to gain deeper insights into teachers' experiences and the influence of the curriculum on children's learning. Future studies should investigate the curriculum's effects on other aspects of children's development, such as mental health and emotional development, and analyze differences in teachers' opinions based on their social and economic backgrounds. Following these future research directions will contribute to improving learning practices and enhancing learning outcomes for children in early childhood education, ultimately achieving higher learning quality and preparing a generation capable of effectively interacting with life's challenges.

Declarations

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