

ABSTRACT

GENERAL INTEGRATION METHODOLOGY AND NUTRITION INTEGRATION METHODOLOGY USE BY CENTRAL CALIFORNIA CLASSROOM TEACHERS

The purpose of this study is to examine the perceptions of classroom teachers concerning their knowledge, skill, and frequency of use related to general integration approaches and nutrition integration. A survey was developed, tested, and conducted with classroom teachers, grades K through 12, in the Central Valley of California. A statistical analysis was completed on 215 classroom teacher surveys. A comparison of elementary and secondary teachers suggests that elementary educators feel more skilled and knowledgeable regarding both general integration and nutrition integration approaches. Survey results reveal that a teacher's perception of skill and knowledge for an integration approach directly correlates to frequency of use in the classroom. The results of this study will be utilized for teacher preparation workshops and the development of nutrition education curriculum.

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