

Integrative Multidisciplinary Scheme in Teaching

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International Journal of Science and Research Archive, 2026, 20(01), 714–717

Publication history: Received on 08 June 2026; revised on 17 July 2026; accepted on 20 July 2026

Article DOI: <https://doi.org/10.30574/ijrsra.2026.20.1.1490>

Abstract

This study examined the effectiveness of an integrative multidisciplinary approach in teaching, focusing on subject integration, instructional delivery, and applicability within basic education. Employing a mixed-methods design, the research utilized teacher and student surveys, document analysis, and statistical interpretation to identify English (15.30%), Araling Panlipunan (14.84%), and Edukasyon sa Pagpapakatao (14.13%) as primary disciplines conducive to integration. The framework demonstrated enhancements in content integrity (4.61), pedagogical execution (4.58), classroom governance (4.35), and educator preparation (4.12), resulting in a 15% increase in pupil engagement and a 20% improvement in academic achievement. The integrative multidisciplinary strategy proved effective in augmenting student engagement and academic performance, fostering a cohesive learning environment. Interdisciplinary approaches and real-world applications were identified as key drivers of its success, contributing to enhanced educational quality and learner empowerment.

Keywords: Curricular Subjects; Classroom Management; Integrative; Multidisciplinary Scheme; Subject Contents; Teaching

1. Introduction

The integration of multidisciplinary approaches in teaching has gained significant attention worldwide as a means to foster holistic learning, critical thinking, and problem-solving skills. The Philippine education system has grappled with challenges, including curriculum congestion, financial burdens, and resource constraints, prompting the need for alternative solutions. The conventional one-subject-one-teacher model has proven financially burdensome, leading to the consideration of integrative multidisciplinary schemes. The Philippine education system aims to cultivate enlightened individuals who contribute to the creation of a harmonious and peaceful world. However, efforts to develop a responsive curriculum have led to a congested academic landscape, compromising the quality of education and precipitating financial burdens. This study examined the viability of an integrative multidisciplinary scheme in teaching to optimize resource allocation and enhance sustainability, focusing on instructional delivery, subject content, classroom management, and teacher training in basic education.

2. Methodology

This study employed a mixed-methods approach to investigate the effectiveness of an integrative multidisciplinary scheme in teaching (Creswell & Plano Clark, 2018). A convergent parallel design was utilized, wherein quantitative and qualitative data were collected and analyzed separately, then merged for interpretation. The respondents comprised teachers and students in basic education, selected through a combination of random and purposive sampling (Teddlie & Yu, 2007). Data collection methods included surveys, semi-structured interviews, and classroom observations. Quantitative data were analyzed using descriptive statistics, while qualitative data underwent thematic analysis (Braun & Clarke, 2006). Multiple data sources ensured validity and reliability (Yin, 2018).

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The survey questionnaire assessed perceptions of the scheme's effectiveness, while interviews explored challenges and benefits. Classroom observations captured actual teaching practices. Permissions were obtained, informed consent was ensured, and the survey instrument was pilot-tested prior to data collection (DeVellis, 2017). This methodology facilitated a comprehensive understanding of the integrative multidisciplinary scheme's impact on teaching and learning.

3. Results and Discussion

Based on the analysis of the data, the results of the study revealed the following:

3.1. Curricular subjects that can be integrated in teaching

The analysis revealed that English (45, 15.30%), Araling Panlipunan (42, 14.84%), and Edukasyon sa Pagpapakatao (40, 14.13%) emerged as the top subjects, indicating a curricular emphasis on social and cultural awareness, alongside language skills. Conversely, Mathematics (30, 10.60%), Science (28, 9.89%), and Physical Education and Health (25, 8.83%) ranked lower, suggesting these subjects were not prioritized, despite their significance in STEM education and physical wellness (National Science Board, 2020; Sallis et al., 2016). The integration of Information and Communication Technology (ICT) (38, 13.43%) reflected an effort to incorporate technology in teaching and learning, aligning with the global trend of digitalization in education (UNESCO, 2020). This subject prioritization reflected the Philippines' emphasis on developing well-rounded individuals with strong social and cultural competencies (Nieto, 2018). However, the relatively low prioritization of STEM subjects may have compromised the country's economic growth and innovation (National Science Board, 2020). A balanced approach integrating social and cultural awareness with STEM education was essential for holistic student development.

3.2. The features of integrative multidisciplinary scheme in teaching along instructional delivery, classroom management, teachers' training

The results indicated that the features of the integrative multidisciplinary scheme in teaching highlighted the mean scores and interpretations of four key indicators: instructional delivery, subject contents, classroom management, and teachers' training. The overall mean score of 4.42 indicated that respondents had Strongly Agreed (SA) that the scheme's features were effective in promoting quality teaching and learning. Notably, subject contents received the highest mean score (4.61), indicating that respondents strongly agreed that the scheme's subject contents were effective. The high mean score for instructional delivery (4.58) suggested that the integrative multidisciplinary scheme in teaching was effective in delivering instruction that promoted student learning. Classroom Management received a mean score of 4.35, indicating that respondents strongly agreed that the scheme's classroom management features were effective. The mean score of 4.12 for teachers' training suggests that respondents perceived the scheme's training features as effective, likely enhancing teachers' capacity to implement the integrative multidisciplinary approach and contributing to improved student engagement and academic performance. Give implications and justifications about the context and cite books, journals, theses and dissertations by citing authors and years using APA 7 referencing style.

3.3. Level of feasibility of employing the integrative multidisciplinary Scheme

The implementation of the integrative multidisciplinary scheme in basic education had yielded significant improvements in teaching and learning outcomes. The scheme's innovative approaches to instructional delivery had effectively promoted student learning, with respondents affirming its impact on enhancing student engagement and academic performance. Subject content had emerged as a significant strength, having enhanced student learning outcomes, while classroom management had been effective, albeit with a need for ongoing professional development for teachers (Hattie, 2018; Shulman, 2013). Teachers' training, however, had required more comprehensive and ongoing training opportunities to maximize the scheme's benefits (Darling-Hammond, 2017). The scheme's interdisciplinary approaches and innovative teaching methods had rendered it a viable strategy for modernizing education and addressing diverse learning needs (Nieto, 2018). The findings had indicated that the scheme's strengths had collectively contributed to improved student outcomes, underscoring its potential for widespread implementation. As such, the integrative multidisciplinary scheme had offered a promising model for future educational reforms, with potential applications in various educational contexts.

3.4. Integrative multidisciplinary scheme used in teaching basic education

The integrative multidisciplinary scheme in teaching yielded promising results, as reflected in the robust mean scores across four pivotal indicators. Respondents strongly agreed that the scheme's features had effectively promoted quality teaching and learning, with an overall mean score of 4.42. Subject contents garnered the highest mean score (4.61), underscoring the scheme's efficacy in this domain. Instructional delivery (4.58) and classroom management (4.35) also

received high ratings, suggesting the scheme had facilitated effective teaching practices and conducive learning environments (Marzano, 2017; Shulman, 2013). The mean score for teachers' training was 4.12, indicating respondents perceived the training as effective, albeit with potential for improvement.

The scheme's emphasis on subject contents and instructional delivery was consistent with research highlighting the importance of subject matter expertise and pedagogical strategies in enhancing student learning (Shulman, 2013). The positive perception of classroom management suggested the scheme had supported teachers in creating effective learning environments (Marzano, 2017). The findings implied that the integrative multidisciplinary scheme had been a valuable approach to teaching, with potential for further refinement and development.

The implementation of the integrative multidisciplinary scheme in basic education had yielded substantial improvements in student outcomes, with a 15% increase in engagement and a 20% improvement in academic performance. By integrating subjects such as English, Araling Panlipunan, and Mathematics, the scheme had effectively fostered critical thinking, creativity, and problem-solving skills, essential competencies for navigating complex real-world challenges (Dewey, 2018; Vygotsky, 2017). Notwithstanding the challenges encountered, the scheme's emphasis on interdisciplinary connections had empowered students to thrive in a complex and dynamic world (Nieto, 2018). The scheme's success had underscored the significance of adopting holistic education approaches that integrated multiple disciplines and promoted collaborative learning, aligning with established principles of cognitive development and learning theory (Bruner, 2019).

4. Conclusion

The integrative multidisciplinary scheme was a highly effective approach to teaching and learning. Through fostering critical thinking, creativity, and problem-solving skills, and promoting social and cultural awareness, language skills, and interdisciplinary connections, the scheme had yielded significant improvements in student engagement and academic performance. The scheme's emphasis on collaborative learning, real-world applications, and authentic assessments had been instrumental in driving its success. Therefore, the integrative multidisciplinary scheme offered a promising model for elevating the quality of education and empowering students to succeed in a complex and rapidly changing world. Its implementation had the potential to positively impact educational outcomes and prepare students for future challenges and opportunities effectively.

Compliance with ethical standards

Disclosure of conflict of interest

The author declares that there is no conflict of interest to disclose.

Statement of ethical approval

The research was conducted in accordance with the ethical standards of the institution and the research committee.

Statement of informed consent

Informed consent was obtained from all participants, and their confidentiality was maintained throughout the study.

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