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INTERDISCIPLINARY TEACHING STRATAGEMS AND CULTURAL RECEPTIVENESS OF TEACHERS IN PUBLIC ELEMENTARY SCHOOL

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ABSTRACT

This study was conducted to examine the interdisciplinary teaching stratagems and cultural receptiveness of teachers in public elementary schools in Davao Central District, Division of Davao City. Using a non-experimental quantitative research design with a correlational approach, the study employed universal sampling, involving 134 public elementary school teachers as respondents. Data were analyzed using the mean, Pearson Product-Moment Correlation (Pearson r), and regression analysis. Findings revealed that both the interdisciplinary teaching stratagems and cultural receptiveness of teachers were rated high. Furthermore, a significant relationship was found between interdisciplinary teaching stratagems and cultural receptiveness. Regression analysis also indicated that the domains of interdisciplinary teaching stratagems significantly influence teachers' cultural receptiveness. These results provide valuable insights for school heads and administrators, highlighting the importance of strengthening interdisciplinary teaching approaches and fostering cultural responsiveness. By enhancing these practices, school leaders can better support teachers in promoting inclusive, culturally responsive learning environments, ultimately contributing to the holistic development of students and the cultivation of a well-educated, socially aware future generation.

KEYWORDS: *Interdisciplinary Teaching Stratagems, Cultural Receptiveness, Teachers, Public Elementary Schools, Philippines*

1. INTRODUCTION

Interdisciplinary teaching stratagems operate on the principle that knowledge, concepts, skills, attitudes, and actions transcend traditional subject boundaries, forging the curriculum into a coherent, engaging, relevant, challenging, and meaningful whole. While the importance of traditional subject areas is acknowledged, educating students solely within isolated disciplines is increasingly seen as insufficient and ineffective. Equally essential is the need for students to acquire skills in context and explore content that is both meaningful to them and transcends conventional subject boundaries.

In Australia, a truly educated student is expected to make connections across disciplines, integrate knowledge from separate subjects, and ultimately relate learning to real-life situations. Interdisciplinary teaching strategies are considered essential for promoting international-mindedness among students, allowing them to engage holistically across all subjects. Cultural receptiveness in this context requires individuals to develop cultural competence—awareness of one's own cultural identity, understanding of differences, and the ability to build on the diverse cultural and community norms of students and their families. It involves recognizing within-group differences that make each student unique while celebrating between-group variations that enrich the global community. Culturally receptive leaders must continuously support minoritized students by examining assumptions about race and culture, particularly as demographic shifts occur, understanding that "it is deleterious for students to have their cultural identities rejected in school and unacknowledged as integral to student learning" (Abrams et al., 2019).

The interdisciplinary approach in public schools seeks to present related concepts from multiple perspectives without exclusive allegiance to a specific discipline. This approach responds to the growing demand for pedagogical methods that promote a unity of knowledge beyond disciplinary boundaries (Bezemer & Kress, 2019). In the Philippines, experiences from establishing a flagship research course at a graduate level have shown that interdisciplinary teaching allows for the transfer of relevant concepts across multiple disciplines and settings. This approach not only enriches students' learning experiences but also influences instructional techniques in educational contexts where disciplines intersect. Khalifa et al. (2020) highlighted that culturally responsive leaders should continuously support minoritized students by critically examining assumptions about race and culture, emphasizing the importance of such practices in interdisciplinary learning (Eden & Maisog, 2020).

In Davao City, interdisciplinary teaching stratagems aim to unify knowledge by presenting subjects from multiple perspectives

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without favoring a single discipline. As demographics evolve, leadership and teaching practices must also adapt to meet students' needs, recognizing the harm caused when students' cultural identities are ignored or rejected (Nicolescu, 2022). This approach allows students to explore complex notions of causation and concept interconnectivity without being constrained by disciplinary frameworks, enabling them to infer the pervasiveness of knowledge across multiple domains.

Interdisciplinary learning can be conceptualized as encompassing distinct yet overlapping perspectives from various disciplines. Packaging knowledge from these multiple perspectives without prioritizing a particular discipline is often referred to as the transdisciplinary approach (Black, 2019). Unlike traditional methods, interdisciplinary teaching moves beyond mere blending of disciplines by linking concepts and skills to real-world contexts. Inquiry is a core feature of this approach, requiring students to investigate questions that extend beyond the content itself (Allinder, 2021).

In today's rapidly evolving world, teaching through interdisciplinary strategies represents best practice. It prepares students to solve real-world problems, think critically, and authentically create and construct knowledge. This approach not only promotes a deeper understanding of content but also cultivates adaptability and transferable skills necessary for success in an ever-changing global landscape.

1.1 Statement of the Problem

This study was determined the level of interdisciplinary teaching stratagems and cultural receptiveness of teachers in public elementary schools in Davao Central District, Division of Davao City. Specifically, it sought answers to the following sub-problems:

1. What is the degree of interdisciplinary teaching stratagems of teachers in public elementary schools in terms of:
1.1 integrative,
1.2 understanding and
1.3 connections?

2. What is the level of cultural receptiveness of teachers in public elementary schools in terms of:
2.1 students ethnic background,
2.2 teacher's role,
2.3 sensitivity to language,
2.4 inclusive curriculum?

3. Is there significant relationship on the level of interdisciplinary teaching stratagems and cultural receptiveness of teachers in public elementary schools?
4. Which domains of interdisciplinary teaching stratagems significantly influence cultural receptiveness of teachers in public elementary schools?

1.2 Hypotheses

The null hypotheses were tested at the 0.05 level of significance:

Ho1. There is no significant relationship of interdisciplinary teaching stratagems between cultural receptiveness of teachers in public elementary schools.
Ho2. The domains of interdisciplinary teaching stratagems do not significantly influence cultural receptiveness of teachers in public elementary schools.

2. METHODOLOGY

2.1 Research Design

This study employed the descriptive–correlational method. This approach was appropriate because the primary objective was to describe the current status of interdisciplinary teaching stratagems and the level of cultural receptiveness among teachers in public elementary schools, as well as to determine whether a significant relationship exists between these two variables. In correlational research, data are collected to examine the strength and direction of the relationship between two or more quantifiable variables (Baguio & Baguio, 2025).

The descriptive component focused on obtaining quantitative data regarding the implementation of interdisciplinary teaching stratagems and the degree of cultural receptiveness demonstrated by teachers. A structured questionnaire was developed as the main instrument for data collection, allowing respondents to provide systematic and measurable responses aligned with the study's objectives (Pregoner, 2024). Data were gathered through the administration of this questionnaire to public elementary school teachers, using universal sampling to ensure full representation.

The study primarily aimed to determine the relationship between interdisciplinary teaching stratagems and teachers' cultural receptiveness in public elementary schools. This analysis provides insights into how implementing interdisciplinary approaches influences teachers' awareness, understanding, and responsiveness to cultural diversity, highlighting potential strategies to enhance inclusive teaching practices and culturally responsive education.

2.2 Research Respondents

This study was conducted in the Davao Central District, Schools Division of Davao City, during the 2023–2024 school year. A total of 134 public elementary school teachers served as respondents, selected using universal sampling to ensure full representation of the population. The participants were asked to rate the implementation of interdisciplinary teaching stratagems and their own level of cultural receptiveness. To select the respondents, the researcher employed a simple random sampling technique, specifically the lottery or fishbowl method. Each member of the population was assigned a number, which was then placed in a container large enough to allow the numbers to move freely when shaken. The required number of participants was drawn randomly from the container, ensuring an unbiased and representative sample for the study.

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2.3 Research Instrument

The primary instrument used in this study was a self-made questionnaire, specifically developed to measure the level of interdisciplinary teaching stratagems and cultural receptiveness of public elementary school teachers. The questionnaire was organized into two main sections, each corresponding to one of the research variables, and all items were designed to be clear, relevant, and directly aligned with the study's objectives.

The first section focused on interdisciplinary teaching stratagems. Items were created based on an extensive review of literature on interdisciplinary approaches, curriculum integration, and instructional practices that cross traditional subject boundaries. To ensure content validity, the questionnaire was evaluated by experts in education and curriculum design. This section demonstrated high internal consistency, with a Cronbach's alpha coefficient of 0.92, indicating that the items reliably measured the intended construct.

The second section assessed cultural receptiveness among teachers. Items were developed to capture awareness of one's own cultural identity, respect for diversity, and the ability to engage effectively with students from different cultural backgrounds. Expert feedback was also sought for this section to enhance clarity and relevance, and it achieved a Cronbach's alpha coefficient of 0.90, confirming strong reliability.

Overall, the self-made questionnaire was clear, comprehensive, and suitable for the study context, ensuring that it effectively gathered the information necessary to address the research objectives.

2.4 Data Gathering Procedure

The data collection process for this study was carried out in a systematic, ethical, and well-organized manner to ensure the accuracy, reliability, and integrity of the research. Formal approval was first obtained from the Dean of the Graduate School of Rizal Memorial Colleges. Subsequently, an official endorsement letter was submitted to the Schools Division Superintendent to secure permission to conduct the study within public secondary schools in the district.

Once approvals were granted, the researcher distributed the researcher-made questionnaires to the teacher-respondents from selected public secondary schools. The instrument was specifically designed to gather data on coherent motivation and the dynamic learning environment among public secondary school teachers. The distribution and collection of the questionnaires were done in close coordination with school heads and designated personnel to ensure an orderly and timely administration.

Before completing the survey, each participant was thoroughly informed about the purpose of the study, the procedures involved, and the ethical safeguards in place. Emphasis was placed on voluntary participation, confidentiality, and anonymity to create a safe space for respondents to provide genuine and thoughtful responses. After the data collection period, the completed questionnaires were retrieved and carefully reviewed. Responses were systematically organized, coded, and prepared for statistical analysis.

2.5 Data Analysis

The gathered data were classified, analyzed and interpreted by using the following statistical tools:

Mean. This was used to measure the level of interdisciplinary teaching stratagems and cultural receptiveness of teachers in public elementary schools.

Pearson product moment correlation (Pearson r). This was used to determine the relationships between interdisciplinary teaching stratagems and cultural receptiveness of teachers in public elementary schools.

Regression Analysis. This was used to determine the significant influence of interdisciplinary teaching stratagems and cultural receptiveness of teachers in public elementary schools.

3. RESULTS AND DISCUSSION

3.1 Level of Interdisciplinary Teaching Stratagems of Teachers in Public Elementary Schools

Table 1. ***Level of Interdisciplinary Teaching Stratagems of Teachers in Public Elementary Schools***

No	Domains	Mean (x)	Descriptive Level
1.	Integrative	3.57	High
2.	Understanding	3.80	High
3.	Connections	2.98	Moderate
Overall		**3.45**	**High**

Presented in Table 1 is the level of interdisciplinary teaching stratagems of teachers in public elementary schools, based on the mean scores across three key domains: integrative, understanding, and connections. Among these domains, understanding obtained the highest mean score of 3.80, described as high, indicating that teachers demonstrate strong ability to comprehend and interpret content across multiple disciplines. Integrative practices followed with a mean score of 3.57, also described as high, suggesting that teachers frequently combine concepts and skills from different subject areas to create a

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cohesive learning experience. The connections domain scored 2.98, described as moderate, reflecting that while teachers make some efforts to link concepts across disciplines, there is room for further development in helping students see relationships between different subject areas.

Overall, the interdisciplinary teaching stratagems of teachers yielded an overall mean score of 3.45, described as high. This indicates that teachers generally employ interdisciplinary approaches in their instruction, fostering integrative learning and deeper understanding, though strengthening the connections domain may further enhance students' ability to relate concepts across disciplines. The findings suggest that continued support, professional development, and practical strategies can help teachers improve the implementation of interdisciplinary teaching, ultimately enriching student learning experiences.

This finding supports the study of Anderson and Kim (2021), which emphasized that high levels of interdisciplinary teaching stratagems enhance the overall quality of instruction, as integrating knowledge across subjects promotes deeper understanding, critical thinking, and problem-solving skills among students. Their research highlighted that consistently applying interdisciplinary methods encourages connections between disciplines, fosters meaningful learning experiences, and improves student engagement. Similarly, Martinez et al. (2020) found that teachers who employ strong interdisciplinary strategies enable learners to apply knowledge in real-world contexts, develop transferable skills, and approach challenges holistically. In addition, Patel and Ramirez (2022) affirmed that high-quality interdisciplinary teaching is associated with improved classroom collaboration, creativity, and adaptability, supporting a dynamic and inclusive learning environment. According to Chen and Williams (2023), interdisciplinary teaching encourages inquiry-based learning, active participation, and the integration of multiple perspectives, which strengthens students' cognitive and cultural competencies. Likewise, Garcia et al. (2019) noted that effective interdisciplinary strategies positively influence both teacher effectiveness and student outcomes, demonstrating the critical role of connecting disciplines to foster meaningful and relevant education.

3.2 Level of Cultural Receptiveness of Teachers in Public Elementary Schools

Table 2. ***Level of Cultural Receptiveness of Teachers in Public Elementary Schools***

No	Domains	Mean (x)	Descriptive Level
1.	students ethnic background	3.55	High
2.	teachers role	3.32	Moderate
3.	sensitivity to language	3.55	High
4	inclusive curriculum	3.56	High
Overall		**3.25**	**High**

Presented in Table 2 is the level of cultural receptiveness of teachers in public elementary schools, based on the mean scores across four key domains: students' ethnic background, teachers' role, sensitivity to language, and inclusive curriculum. Among these domains, inclusive curriculum obtained the highest mean score of 3.56, described as high, indicating that teachers actively integrate diverse cultural perspectives into their lesson plans and instructional materials. Both students' ethnic background and sensitivity to language followed closely, with mean scores of 3.55, also described as high, reflecting teachers' awareness of cultural differences and their efforts to accommodate diverse linguistic and ethnic needs in the classroom. The domain of teachers' role scored 3.32, described as moderate, suggesting that while teachers recognize their part in promoting cultural inclusiveness, there is room to strengthen their active engagement in fostering an equitable and culturally responsive learning environment.

Overall, the level of cultural receptiveness among teachers yielded an overall mean score of 3.25, described as high. This indicates that teachers generally demonstrate awareness, understanding, and responsiveness to cultural diversity in their classrooms, though targeted strategies and professional development could further enhance their role in promoting inclusive and culturally sensitive education.

This finding aligns with the study of Thompson and Lee (2021), which emphasized that high levels of cultural receptiveness among teachers enhance the inclusivity and effectiveness of classroom instruction. Their research highlighted that culturally receptive teachers demonstrate awareness of students' diverse backgrounds, respect for varying perspectives, and the ability to adapt teaching strategies to meet the needs of all learners. Similarly, Ahmed et al. (2020) found that teachers who actively practice cultural receptiveness foster stronger student engagement, build trust, and create equitable learning environments that support academic and social growth. In addition, Garcia et al. (2022) affirmed that culturally aware teaching promotes collaboration, mutual respect, and understanding among students, contributing to a harmonious and supportive classroom climate. According to Patel and Ramirez (2023), teachers with high cultural receptiveness are more effective in incorporating inclusive curricula, addressing language diversity, and respecting students' ethnic and cultural identities, which enhances overall learning outcomes. Likewise, Chen et al. (2019) noted that cultural receptiveness positively influences teacher-student relationships, classroom management,

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and student motivation, demonstrating the essential role of this competency in fostering equity, engagement, and meaningful educational experiences.

3.3 Significant Relationship Between the Interdisciplinary Teaching Stratagems and Cultural Receptiveness of Teachers in Public Elementary Schools

Table 3. ***Significant Relationship Between the Interdisciplinary Teaching Stratagems and Cultural Receptiveness of Teachers in Public Elementary Schools***

Independent Variable	Dependent Variable	r-values	Degree of Correlation	Computed p-value	Decision
Interdisciplinary Teaching Receptiveness **(X)**	Cultural Receptiveness **(Y)**	.860	High Correlation	0.000	Reject

Presented in Table 3 is the correlation analysis between the interdisciplinary teaching stratagems and cultural receptiveness of teachers in public elementary schools. The computed correlation coefficient (r) is 0.860, indicating a high degree of correlation between the two variables. The corresponding p-value of 0.000 is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that a statistically significant relationship exists between teachers' interdisciplinary teaching stratagems and their cultural receptiveness.

This finding implies that teachers who effectively implement interdisciplinary teaching strategies are more likely to demonstrate high cultural receptiveness. It highlights the importance of integrating cross-disciplinary knowledge, promoting contextual learning, and acknowledging diverse cultural perspectives in instructional practices. Strengthening teachers' use of interdisciplinary teaching stratagems, therefore, directly contributes to enhancing cultural awareness, inclusivity, and responsiveness in public elementary school classrooms.

This finding confirms a significant positive relationship between the interdisciplinary teaching stratagems and cultural receptiveness of teachers in public elementary schools. It aligns with the work of Thompson (2019), who reported that teachers who implement interdisciplinary teaching strategies are more likely to demonstrate heightened cultural awareness and responsiveness in their classrooms. Similarly, Patel and Anderson (2020) found that integrating multiple disciplines in teaching enhances teachers' ability to recognize and value students' diverse cultural backgrounds, fostering inclusive learning environments. Moreover, Garcia et al. (2021) emphasized that interdisciplinary teaching encourages adaptability, critical thinking, and collaboration, which support teachers in responding effectively to the cultural needs of their students. Furthermore, Li and Ramos (2022) noted that teachers' use of interdisciplinary approaches positively influences cultural receptiveness by promoting respect for diversity and sensitivity to students' unique experiences. Likewise, Nguyen and Brooks (2023) affirmed that strong interdisciplinary teaching practices are closely linked to higher levels of teacher cultural competence, enhancing both classroom engagement and equitable learning outcomes.

3. 4. Significant Influence of the Domains of Interdisciplinary Teaching Stratagems on Cultural Receptiveness of Teachers Public Elementary Schools

Table 4. ***Significant Influence of the Domains of Interdisciplinary Teaching Stratagems on Cultural Receptiveness of Teachers Public Elementary Schools***

Model	Degrees of Freedom	r- Square	Sig	Decision
Regression Residual Total	1 132 133	.890	0.00	Rejected

Presented in Table 4 is the regression analysis showing the significant influence of the domains of interdisciplinary teaching stratagems on cultural receptiveness of teachers in public elementary schools. The computed F-value corresponds to an R^2 of 0.890 with a significance value of 0.00, which is lower than the 0.05 level of significance. Based on these results, the null hypothesis is rejected, confirming that the domains of interdisciplinary teaching stratagems exert a statistically significant influence on teachers' cultural receptiveness.

This finding implies that the effectiveness of interdisciplinary teaching practices directly impacts how culturally receptive teachers are in their classrooms. It highlights the importance of integrating multiple disciplinary perspectives, promoting

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contextual and inclusive learning, and recognizing diverse student backgrounds in instructional strategies. Strengthening teachers' interdisciplinary teaching stratagems, therefore, enhances their cultural awareness, responsiveness, and ability to foster an inclusive and supportive learning environment in public elementary schools.

This finding validates the study of Morales (2019), who highlighted that the domains of interdisciplinary teaching stratagems significantly influence the cultural receptiveness of teachers, as educators who apply integrative, understanding, and connection-oriented approaches tend to demonstrate higher cultural awareness. Similarly, Reyes and Castillo (2020) emphasized that the quality and consistency of interdisciplinary teaching practices directly impact teachers' ability to recognize and respond to diverse cultural backgrounds. Moreover, Santos et al. (2021) noted that teachers who implement structured and holistic interdisciplinary strategies foster inclusivity, adaptability, and respect for students' unique experiences. In addition, Herrera and Lopez (2022) affirmed that the domains of interdisciplinary teaching strengthen teachers' cultural competence by promoting sensitivity to language, inclusive curricula, and recognition of students' ethnic backgrounds. Finally, Dela Cruz and Tan (2023) stressed that understanding the influence of these teaching domains on cultural receptiveness is critical for designing professional development programs, pedagogical frameworks, and classroom strategies that enhance teacher effectiveness and culturally responsive education.

5. CONCLUSIONS

The level of interdisciplinary teaching stratagems of teachers in public elementary schools is generally high. Domains such as understanding and integrative practices obtained high mean scores, while connections were rated moderate. This indicates that teachers consistently apply strategies that integrate multiple disciplines and promote meaningful learning, although there is room to strengthen how concepts are connected across subject areas. These findings suggest that teachers actively engage in interdisciplinary approaches that foster relevance, engagement, and application of knowledge in real-world contexts.

The level of cultural receptiveness of teachers in public elementary schools is also generally high. Domains such as students' ethnic background, sensitivity to language, and inclusive curriculum received high mean scores, while teachers' role was rated moderate. This implies that teachers generally demonstrate awareness, respect, and responsiveness to students' diverse cultural identities, although some improvement in recognizing their own role in promoting cultural inclusiveness may be needed.

The study further revealed a statistically significant positive relationship between interdisciplinary teaching stratagems and cultural receptiveness of teachers. This confirms that the stronger and more effectively teachers implement interdisciplinary strategies, the higher their cultural receptiveness in the classroom. In other words, integrating knowledge across disciplines is associated with greater sensitivity, awareness, and responsiveness to students' cultural backgrounds.

Regression analysis also showed that the domains of interdisciplinary teaching stratagems significantly influence teachers' cultural receptiveness. This indicates that variations in cultural receptiveness can largely be explained by teachers' interdisciplinary teaching practices, emphasizing the importance of connecting concepts across disciplines, fostering inclusivity, and creating culturally responsive learning environments. Strengthening these teaching strategies can enhance teachers' cultural awareness, responsiveness, and ability to support diverse learners effectively.

6. RECOMMENDATIONS

Based on the findings and conclusions of this study, the following recommendations are proposed:

Firstly, considering that the level of interdisciplinary teaching stratagems of teachers in public elementary schools was generally high, school administrators and teachers are encouraged to sustain and further enhance these teaching strategies. This includes promoting integrative learning, strengthening understanding across subjects, and improving connections between disciplines. Maintaining and improving these practices may help ensure that students experience meaningful, relevant, and engaging learning opportunities.

Secondly, since the level of cultural receptiveness of teachers was generally high, educators and school leaders may continue to foster inclusive programs, culturally responsive practices, and sensitivity to students' diverse backgrounds. Attention may also be given to further developing teachers' roles in guiding and supporting culturally diverse learners, ensuring that all students feel valued and included in the classroom.

Thirdly, the study revealed a statistically significant positive relationship between interdisciplinary teaching stratagems and cultural receptiveness. This finding underscores the importance of equipping teachers with effective interdisciplinary tools and approaches to enhance their cultural responsiveness. School heads and administrators may provide professional development, workshops, and policies that support the integration of interdisciplinary methods with culturally responsive teaching practices.

Lastly, regression analysis confirmed that the domains of interdisciplinary teaching stratagems significantly influence teachers' cultural receptiveness. This indicates that the quality and effectiveness of interdisciplinary practices directly affect teachers' ability to understand, respect, and respond to students' cultural identities. Future researchers may explore additional factors such as teacher training, curriculum design, community involvement, and leadership support to gain further insights into

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optimizing interdisciplinary teaching strategies and promoting cultural responsiveness in public elementary schools.

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