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Teaching Across Disciplines: A Qualitative Inquiry into Pedagogical Adaptability and Instructional Practices in Multisubject Elementary Education

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ABSTRACT

This study examined pedagogical adaptability and instructional practices among elementary school teachers handling multiple learning areas in Alfonso Lista District II, Schools Division of Ifugao, Philippines. Anchored in Pedagogical Content Knowledge, Technological Pedagogical Content Knowledge, and Reflective Practice Theory, the investigation focused on teachers' instructional planning, curriculum integration, differentiated teaching, classroom challenges, and adaptive strategies. A qualitative case study approach guided the investigation, which examined multisubject instruction within selected elementary school contexts. The methodological framework incorporated purposive participant selection, semi-structured interviews, classroom observations, and instructional document analysis. Reflexive thematic analysis, informed by Braun and Clarke's approach, provided the basis for examining patterns across participants' experiences and instructional practices. The inquiry addressed six analytical dimensions: adaptive instructional planning, interdisciplinary curriculum integration, differentiated pedagogical practices, instructional constraints, teacher resourcefulness, and reflective professional practice. These dimensions provided a basis for interpreting the complexities of multisubject elementary education and identifying possible implications for instructional leadership, professional development, and curriculum implementation. The study focused on understanding pedagogical adaptability within its specific educational context rather than establishing generalizable causal relationships.

Keywords: pedagogical adaptability, multisubject teaching, elementary education, instructional practices, curriculum integration, teacher resourcefulness, qualitative case study

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1. Introduction

Elementary education played an essential role in developing learners' foundational competencies in literacy, numeracy, scientific understanding, communication, social awareness, and lifelong learning. Within elementary school settings, teachers who handled multiple learning areas assumed diverse instructional responsibilities that required broad curriculum knowledge, pedagogical flexibility, and effective classroom management. Their responsibilities extended beyond delivering lessons, as they also involved instructional planning, assessment preparation, learning-material development, and responses to learners' diverse academic needs.

Multisubject teaching presented distinctive instructional demands because teachers needed to adjust their pedagogical strategies to accommodate the learning objectives and disciplinary characteristics of different subjects. Language instruction required approaches that developed literacy and communication, while Mathematics emphasized reasoning, computation, and problem-solving. Science involved inquiry and investigation, whereas Araling Panlipunan emphasized historical understanding, social awareness, and civic responsibility. These differences required teachers to demonstrate instructional versatility while maintaining coherence across learning areas.

In the Philippine educational context, multisubject teaching responsibilities were influenced by curriculum expectations, available instructional resources, school conditions, and learners' educational backgrounds. Teachers frequently needed to balance instructional coverage with meaningful classroom activities, particularly when responding to differences in learners' abilities and the availability of teaching materials.

Castro et al. (2024) investigated the experiences of teachers handling multiple subject areas and identified challenges involving lesson preparation, instructional approaches, resource availability, and content mastery. Their findings emphasized the instructional demands associated with teaching across disciplines and the importance of adaptive professional practices.

Similarly, studies involving multigrade elementary teachers provided comparative insights into instructional adaptability. Although multigrade and multisubject teaching represented different educational arrangements, both required flexibility in instructional planning, learner support, and classroom organization.

Despite existing discussions concerning teachers' instructional challenges, additional context-specific understanding was needed regarding how elementary teachers adapted their strategies while teaching multiple learning areas. The study therefore examined the pedagogical experiences and instructional practices of multisubject teachers in selected elementary schools of Alfonso Lista District II, Schools Division of Ifugao.

The investigation sought to contribute to elementary education by examining how teachers interpreted their instructional responsibilities, adjusted pedagogical practices, integrated curriculum competencies, and responded to challenges within their respective educational settings. It also considered how their professional experiences could inform a pedagogical adaptability framework for multisubject instruction.

2. Review of Related Literature

2.1 Multisubject Teaching in Elementary Education

Multisubject teaching involved the responsibility of delivering instruction in two or more learning areas, requiring teachers to demonstrate knowledge of different curricular contents, teaching strategies, and assessment approaches. This instructional arrangement demanded careful lesson preparation and the ability to address diverse disciplinary expectations.

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Castro et al. (2024) examined the challenges and adaptive attributes of teachers handling multiple subject areas. Their findings identified instructional preparation, content mastery, and teaching-method selection as important concerns. These observations highlighted the complexity of multisubject instruction and the need to understand teachers' professional experiences within specific school environments.
The reviewed literature provided a foundation for examining how teachers in Alfonso Lista District II organized their instructional responsibilities and adjusted their classroom practices across learning areas.

2.2 Pedagogical Adaptability and Teacher Competence
Pedagogical adaptability refers to teachers' capacity to modify instructional strategies, learning activities, assessments, and classroom processes in response to changing educational conditions and learner needs.
Shulman (1986, 1987) emphasized the importance of pedagogical content knowledge in transforming disciplinary concepts into accessible learning experiences. This perspective was particularly relevant to the study because multisubject teachers needed to select instructional approaches appropriate to different subjects.
Research on differentiated instruction and adaptive teaching also informed the investigation. Such scholarship emphasized the importance of responding to differences in learners' readiness, prior knowledge, and instructional needs. These insights provided a theoretical basis for examining teachers' instructional adjustments across multiple learning areas.

2.3 Curriculum Integration and Interdisciplinary Instruction
Curriculum integration involved establishing meaningful relationships among concepts, skills, and experiences from different learning areas. It offered opportunities for teachers to design learning activities that connected disciplinary knowledge while addressing subject-specific competencies.
Beane (1997) emphasized curriculum integration as an approach to organizing educational experiences around meaningful questions and issues. His work provided a basis for examining how teachers established connections among learning areas.
The literature also highlighted the importance of maintaining curriculum alignment when designing interdisciplinary activities. This consideration informed the study's examination of how multisubject teachers connected learning competencies without compromising the instructional objectives of individual subjects.

2.4 Instructional Challenges in Multisubject Teaching
Existing literature identified instructional workload, lesson preparation, subject-matter demands, time constraints, and resource limitations as possible challenges associated with teaching multiple learning areas.
Castro et al. (2024) emphasized the difficulties encountered by teachers assigned to several subject areas, particularly those involving preparation, instructional approaches, and content knowledge. Such findings demonstrated the importance of understanding how teachers responded to competing instructional responsibilities.
These concerns provided a basis for investigating the challenges experienced by participating teachers and the strategies they employed to address their instructional responsibilities.

2.5 Teacher Resourcefulness and Reflective Practice
Teacher resourcefulness involved adapting instructional materials, identifying alternative strategies, and utilizing available resources to support learning. Such practices required creativity, professional judgment, and responsiveness to classroom conditions.
Schön (1983) emphasized reflective practice as an essential component of professional learning. His perspective explained how teachers could evaluate instructional experiences and refine their subsequent

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professional actions.
Reflective practice was relevant to this investigation because teachers handling multiple learning areas needed to assess the appropriateness of their strategies and make adjustments based on instructional experiences and learners' responses.

2.6 Research Gap
Although previous research examined instructional adaptability and the experiences of teachers handling multiple subjects, limited context-specific evidence was identified concerning multisubject elementary instruction in Alfonso Lista District II.
The investigation addressed this contextual gap by focusing on teachers' experiences in instructional planning, curriculum integration, differentiated pedagogy, classroom challenges, and professional resourcefulness. Its contribution was situated in the participating school contexts rather than intended as a universal explanation of multisubject teaching.

3. Theoretical Framework
The study was anchored in Shulman's Pedagogical Content Knowledge framework, Mishra and Koehler's Technological Pedagogical Content Knowledge model, and Schön's Reflective Practice Theory.
Shulman (1986, 1987) explained that effective instruction required an understanding of subject content and the pedagogical approaches needed to communicate that content meaningfully. This perspective guided the examination of how elementary teachers selected instructional strategies appropriate to different learning areas.
Mishra and Koehler (2006) expanded this perspective by emphasizing the relationship among technological, pedagogical, and content knowledge. Their framework informed the analysis of how teachers incorporated available technological resources into instructional planning and delivery where technology was relevant to their practices.
Schön (1983) emphasized the role of professional reflection in examining practical experiences and improving subsequent actions. This perspective supported the investigation of teachers' instructional adjustments, problem-solving strategies, and professional responses to classroom challenges.
Collectively, these theoretical perspectives provided an analytical foundation for understanding pedagogical adaptability as an interaction among disciplinary knowledge, instructional practices, available resources, and professional reflection.

4. Research Objectives
The study aimed to explore the pedagogical adaptability and instructional practices of elementary school teachers handling multiple learning areas in Alfonso Lista District II, Schools Division of Ifugao, Philippines.
Specifically, the investigation sought to answer the following questions:

1. How did multisubject elementary teachers describe their experiences in teaching different learning areas?
2. What pedagogical practices did teachers employ in planning and delivering instruction across multiple subjects?
3. How did teachers adapt their instructional strategies to address diverse learning needs and subject-specific competencies?
4. What challenges did teachers encounter in managing multisubject instructional responsibilities?

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5. What strategies did teachers employ to address instructional challenges and sustain their teaching practices?
6. What pedagogical adaptability framework could be developed from the findings to support multisubject elementary instruction?

5. Methodology

The study adopted a qualitative case study approach to investigate pedagogical adaptability and instructional practices in multisubject elementary education. This approach provided a comprehensive understanding of teachers' experiences, instructional decisions, and professional responses within their natural educational environments. The investigation was conducted in Alfonso Lista District II, Schools Division of Ifugao, Philippines, which comprised Calimag Elementary School, Calupaan Elementary School, Little Tadian Elementary School and its annex, Namillangan Elementary School, San Jose Elementary School, San Juan Elementary School, San Marcos Elementary School, San Quintin Elementary School, Sto. Domingo Elementary School and its annex, and Tallo Purok Elementary School. These schools constituted the geographical and institutional context of the investigation, which considered differences in instructional environments, available learning resources, curriculum responsibilities, and classroom conditions. Purposive sampling was employed as the participant-selection approach, focusing on elementary school teachers who had direct experience handling multiple learning areas. The selection criteria included relevant teaching responsibilities, experience in multisubject instruction, and willingness to participate. Emphasis was placed on participants' capacity to provide detailed accounts of their instructional planning, classroom practices, pedagogical adjustments, and professional challenges rather than on statistical representation.

The methodological framework incorporated semi-structured interviews, classroom observations, and instructional document analysis as complementary methods of qualitative data collection. The interview guide addressed teachers' instructional experiences, curriculum planning, interdisciplinary integration, differentiated teaching strategies, professional challenges, and resourcefulness. Classroom observations focused on instructional delivery, teacher–learner interactions, teaching materials, subject-specific strategies, and classroom management, while document analysis examined lesson plans, learning activity sheets, assessment materials, and other instructional records. The data-gathering process was organized around institutional authorization, participant recruitment, interviews, classroom observations, and instructional document review. Interviews documented participants' professional experiences and explanations of their instructional decisions, while classroom observations provided contextual information about teaching practices. Instructional documents supplemented these accounts by providing evidence of curriculum planning and implementation. The use of multiple data sources supported a comprehensive examination of multisubject teaching practices within the participating educational settings.

The analytical framework followed reflexive thematic analysis informed by Braun and Clarke's approach, as explained by Byrne (2022). The analytical process involved familiarization with the qualitative data, identification of meaningful statements, generation of initial codes, development of preliminary themes, review and refinement of thematic patterns, and construction of an interpretive narrative. The analysis focused on teachers' pedagogical decisions, instructional adaptability, curriculum integration, classroom challenges, resourcefulness, and professional experiences. Interview accounts, classroom observations, and instructional documents provided complementary perspectives for interpreting multisubject teaching, while thematic interpretation emphasized patterns of shared meaning rather than the frequency of responses alone. Research trustworthiness was addressed through the principles of credibility, transferability, dependability, and confirmability. Credibility was supported by comparing evidence from

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multiple sources, while transferability was addressed through contextual descriptions of the school settings and participants' instructional circumstances. Dependability involved systematic documentation of research procedures and analytical decisions, whereas confirmability was supported through reflexive consideration of the researcher's assumptions and interpretations. Ethical considerations were observed throughout the investigation, particularly informed consent, voluntary participation, confidentiality, responsible data management, and protection of participants' identities. Appropriate coding procedures were used to safeguard participants' identities, and professional sensitivity was maintained when documenting and interpreting their experiences. Particular attention was given to preventing perceived pressure arising from professional relationships within the district, ensuring that participation remained voluntary and that the reporting of findings respected participants' privacy and professional standing.

6. Results and Discussion

6.1 Theme 1: Navigating Multiple Disciplines Through Adaptive Instructional Planning

This theme addressed the instructional planning demands associated with teaching multiple learning areas. It emphasized the importance of organizing curriculum competencies, preparing subject-specific instructional activities, managing teaching schedules, and adjusting learning experiences according to classroom needs. The theme highlighted pedagogical adaptability as an important consideration in balancing the different instructional requirements of elementary education. Teaching multiple subjects required familiarity with varying curriculum expectations and the ability to design appropriate instructional approaches while maintaining consistency and continuity in learning.

Participant Responses

P1: "Teaching all subjects required me to prepare different activities every day. I had to make sure that every lesson followed the learning competencies while considering the abilities of my pupils."

P2: "I usually prepared my lessons ahead of time because each subject needed a different teaching strategy. Sometimes, I adjusted my activities depending on the learners' understanding and the time available."

The illustrative responses emphasized instructional preparation, curriculum alignment, and flexible lesson delivery as possible dimensions of multisubject teaching. P1's statement illustrated the challenge of preparing different learning activities while maintaining alignment with curriculum competencies. P2's response demonstrated the importance of advance preparation and instructional adjustment in managing different subject requirements. Together, the examples suggested that pedagogical adaptability could involve balancing planned instruction with changing classroom conditions.

These interpretations were consistent with Castro et al. (2024), whose qualitative investigation identified instructional preparation, differences in teaching methods, and subject-content mastery as important difficulties among teachers handling multiple learning areas.

The comparison highlighted the importance of examining how lesson preparation and instructional adjustment contributed to teachers' professional practices.

6.2 Theme 2: Integrating Learning Across Subject Boundaries

This theme focused on curriculum integration as an instructional approach that established meaningful connections among different learning areas. It emphasized how multisubject teachers could combine related competencies through contextualized activities, interdisciplinary lessons, and practical learning experiences. Curriculum integration enabled teachers to connect knowledge across subjects while maintaining their respective learning objectives. The theme recognized interdisciplinary planning as an approach that could promote coherent and meaningful learning experiences.

Participant Responses

P3: "When I taught Science, I sometimes included Mathematics by asking pupils to measure and record their observations. This helped me connect the two subjects in one activity."

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P4: "I connected English and Araling Panlipunan by allowing learners to read stories about historical events and answer comprehension questions about what they learned."

The illustrative statements demonstrated how teachers might establish relationships among subject competencies through integrated learning activities. P3 described the integration of scientific observation and mathematical measurement, while P4 illustrated the connection between reading comprehension and historical understanding. Both examples suggested that interdisciplinary instruction could create opportunities to reinforce related competencies through shared classroom experiences.
Beane (1997) emphasized the importance of curriculum integration in organizing learning experiences around meaningful concepts and issues. This perspective supported the interpretation that interdisciplinary teaching required purposeful instructional planning rather than the simple combination of subject content. Malinao and Miano (2025), in their qualitative investigation of elementary teachers implementing the MATATAG Curriculum, also examined teachers' adaptation strategies and support needs in responding to curricular requirements.

6.3 Theme 3: Responding to Learner Diversity Through Flexible Pedagogical Strategies

This theme concerned the instructional adjustments needed to address differences in learners' academic readiness, abilities, interests, and learning experiences. It emphasized differentiated instruction, guided activities, collaborative learning, visual demonstrations, contextualized tasks, and remedial support as possible approaches for responding to diverse learning needs. The theme highlighted the importance of selecting instructional strategies that corresponded to specific subject competencies while accommodating individual differences among learners.

Participant Responses

P2: "Some learners understood the lesson immediately, while others needed more examples. I used pictures, group activities, and simple explanations to help those who had difficulty understanding."
P5: "I changed my teaching strategies depending on the subject and the learners' abilities. In Mathematics, I used concrete materials, while in English, I focused more on reading and speaking activities."

P2's illustrative statement emphasized the importance of providing varied instructional support according to learners' levels of understanding. P5's response highlighted the need to select pedagogical approaches appropriate to the characteristics of different learning areas. These examples suggested that effective multisubject teaching could require flexibility in instructional presentation, learning activities, and learner support.
Shulman's (1986, 1987) Pedagogical Content Knowledge framework explained the relationship between subject knowledge and appropriate instructional representations. The framework supported the interpretation that teachers' professional competence involved transforming content into understandable learning experiences. Malinao and Miano (2025) likewise investigated adaptation strategies among elementary teachers responding to changing curricular expectations, highlighting the relevance of teacher flexibility and institutional support.

6.4 Theme 4: Managing Instructional Challenges Across Multiple Learning Areas

This theme examined the challenges associated with handling several learning areas, particularly the demands of lesson preparation, time management, instructional resources, content mastery, and classroom management. It emphasized how different subject requirements created additional responsibilities for teachers who needed to maintain instructional quality across multiple disciplines. The theme also considered how limited resources and differences in learners' academic readiness could influence instructional decisions. These concerns highlighted the importance of balancing curriculum expectations with the practical demands of classroom teaching.

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Participant Responses

P1: "One of my biggest challenges was managing my time because I handled all subjects. I needed to prepare different lessons, activities, and assessments while making sure that every subject was taught properly."
P4: "Sometimes, I found it difficult to teach certain topics because I needed more instructional materials and additional references. I had to study the lesson carefully before presenting it to my pupils."

The illustrative responses reflected the instructional demands associated with managing several learning areas. P1's statement emphasized time management and the responsibility of preparing different instructional materials and assessments. P4's response illustrated the challenges related to resource availability and content preparation. These examples suggested that multisubject teaching could place substantial demands on teachers' instructional preparation and professional knowledge.
Castro et al. (2024) documented similar difficulties among teachers handling multiple subject areas, particularly in lesson preparation, instructional methods, teaching materials, and subject mastery.
Furthermore, Malinao and Miano (2025) examined curriculum implementation challenges and adaptation strategies among elementary teachers, highlighting the importance of instructional support in responding to educational demands.
These studies provided a basis for interpreting instructional challenges as conditions that could influence teachers' capacity to deliver meaningful and organized learning experiences across subjects. They also emphasized the importance of appropriate teaching resources, professional development, and institutional support.

6.5 Theme 5: Sustaining Instruction Through Creativity and Teacher Resourcefulness

This theme focused on teachers' creativity and resourcefulness in sustaining instruction despite limitations in teaching materials, preparation time, and classroom resources. It emphasized the modification of instructional materials, use of locally available objects, development of alternative teaching approaches, and collaboration with colleagues. The theme presented resourcefulness as an important dimension of pedagogical adaptability because teachers needed to identify practical solutions that addressed learners' instructional needs while maintaining the intended curriculum competencies.

Participant Responses

P3: "When instructional materials were not available, I used recycled materials and objects that pupils could easily find at home. I also prepared my own visual aids to make the lessons easier to understand."
P5: "I asked suggestions from my fellow teachers and shared teaching materials with them. We exchanged ideas about activities that worked well in different subjects."

P3's illustrative response demonstrated how locally available and recycled materials might serve as alternatives when instructional resources were limited. P5's statement emphasized professional collaboration and the exchange of instructional strategies among teachers. Together, these examples suggested that resourcefulness could involve both individual creativity and collaborative problem-solving.
Schön's (1983) Reflective Practice Theory explained how professionals evaluated experiences and developed appropriate responses to practical challenges. This theoretical perspective supported the interpretation of instructional resourcefulness as a process of professional learning and adaptive decision-making.
Castro et al. (2024) also identified adaptive attributes among teachers handling multiple subject areas, emphasizing the importance of responding to instructional difficulties through appropriate professional practices.
These perspectives indicated that teacher resourcefulness could extend beyond improvising materials to include collaboration, reflective judgment, and the continuous adjustment of instructional approaches. The theme consequently offered a basis for examining creativity as an important professional competence

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in multisubject elementary teaching.

6.6 Theme 6: Strengthening Pedagogical Adaptability Through Reflective and Integrated Teaching

This theme concerned the importance of professional reflection in improving instructional practices across multiple learning areas. It emphasized how teachers could evaluate their teaching experiences, examine learners' responses, adjust instructional strategies, and integrate lessons learned from classroom activities into subsequent instruction. Reflective teaching provided opportunities to identify effective pedagogical approaches and recognize areas requiring improvement. The theme highlighted pedagogical adaptability as a continuing process involving planning, implementation, assessment, reflection, and instructional modification.

Participant Responses

P2: "After every lesson, I reflected on whether my pupils understood the topic. If many of them had difficulty, I changed my strategy and explained the lesson again using simpler examples."

P4: "Teaching different subjects helped me become more flexible. I learned that one teaching strategy did not work for every lesson, so I needed to adjust my activities depending on the subject and my learners."

P2's illustrative statement emphasized assessment-informed reflection and instructional adjustment. The example demonstrated how teachers might use learners' responses to evaluate the effectiveness of their teaching strategies. P4's response highlighted the importance of professional flexibility and the recognition that instructional approaches should differ according to learning objectives and learner needs.

These interpretations were supported by Schön's (1983) Reflective Practice Theory, which emphasized professional learning through the examination of practical experiences. Shulman's (1986, 1987) Pedagogical Content Knowledge framework further explained the importance of selecting instructional representations that corresponded to particular subject content and learners' understanding.

The findings reported by Castro et al. (2024) also demonstrated the difficulties and adaptive responsibilities associated with teaching across multiple subject areas.

Together, these perspectives supported the conceptualization of pedagogical adaptability as a continuing professional process involving reflection, instructional decision-making, and responsiveness to classroom demands.

The theme also provided a possible foundation for developing a pedagogical adaptability framework that integrated curriculum knowledge, differentiated instruction, resourcefulness, and reflective professional practice.

6.7 Thematic Synthesis

The six candidate themes provided an integrated structure for examining pedagogical adaptability in multisubject elementary education. Their analytical dimensions included instructional planning, interdisciplinary integration, differentiated teaching, instructional challenges, teacher resourcefulness, and reflective professional practice.

These dimensions also provided a basis for considering how teachers' disciplinary knowledge, instructional responsibilities, classroom contexts, and professional experiences interacted in multisubject settings.

The final thematic synthesis must explain the patterns actually established by the evidence, including similarities, differences, and any contradictory experiences reported by participants. The proposed pedagogical adaptability framework should consequently reflect the confirmed relationships among the themes rather than presuming that every proposed dimension emerged from the completed investigation.

7. Conclusion

The study examined pedagogical adaptability and instructional practices in multisubject elementary education within Alfonso Lista District II, Schools Division of Ifugao, Philippines. Guided by Pedagogical

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Content Knowledge, Technological Pedagogical Content Knowledge, and Reflective Practice Theory, the investigation explored the instructional complexities associated with teaching across different learning areas. The inquiry focused on curriculum planning, interdisciplinary learning, differentiated teaching, instructional challenges, resourcefulness, and professional reflection.

The study contributed a context-specific examination of the pedagogical demands associated with multisubject teaching and provided a basis for understanding how instructional responsibilities could be interpreted through teachers' professional experiences. The theoretical and analytical framework emphasized the interconnected nature of disciplinary knowledge, instructional flexibility, resource utilization, and reflective practice.

The investigation also established a basis for considering a pedagogical adaptability framework for multisubject elementary education. The framework's final components and implications were dependent on the patterns established through the analysis of authentic participant accounts, classroom observations, and instructional documents. Accordingly, conclusions concerning teachers' actual practices and experiences were limited to evidence obtained within the participating school contexts.

8. Recommendations

Based on the study's theoretical foundations and the educational issues examined, the following recommendations were formulated for consideration. These recommendations should be aligned with the verified findings before final journal submission.

For Elementary School Teachers. It was recommended that multisubject teachers strengthen interdisciplinary lesson planning, subject-specific pedagogy, differentiated instruction, and reflective teaching practices. Collaborative preparation of instructional materials and sharing of effective strategies were encouraged to support instructional adaptability across learning areas.

For School Heads. It was recommended that school administrators provide opportunities for collaborative planning, mentoring, instructional resource development, and professional learning activities responsive to teachers' multisubject responsibilities. Consideration was also given to the importance of appropriate instructional assignments and workload management.

For District Education Supervisors. The development of targeted professional development programs was recommended to strengthen pedagogical content knowledge, curriculum integration, assessment practices, and differentiated instruction. District-level learning communities were also recommended as possible mechanisms for professional collaboration.

For Curriculum Developers. It was recommended that curriculum resources include practical examples of interdisciplinary instruction while maintaining clear alignment with the intended competencies of individual subjects.

For Future Researchers. Further investigations were recommended to examine multisubject teaching across different educational contexts, particularly in relation to teacher workload, instructional quality, professional development, and learner outcomes. Comparative and longitudinal studies were also recommended to extend the qualitative understanding of pedagogical adaptability.

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