

Managing Teaching Approaches and Practices on the Behavior of Learners with Special Needs

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Abstract—The study examined the relationship between teaching approaches and strategies and the behavior of learners with special needs and seeks to provide insights on how educators can create structured yet flexible learning environments that foster positive behavior and academic growth. It sought to find how the level of teaching approaches and practices significantly relate to the level of behavior of learners with special needs. The research design used in this study was the descriptive and quantitative method of research. Likewise, Pearson *r* Correlation and Regression Analysis will also be utilized to determine the relationship of each variable. The sample consisted of 245 teachers from four central elementary schools in the district of Bay, Victoria, Pila and Sta. Cruz. The research instrument used was a self-made survey questionnaire incorporating a Likert scale consisting of three sections. The research utilized mean, standard deviation, and Pearson correlation and regression analysis to determine the relationship of each variables. as appropriate statistical tools. Based on the gathered data and analyses, the learners' behavior findings revealed that the level of teaching approaches and practices are to a very high extent. Thus, the level of the learners' behavior has significant relationship between teaching approaches and practices on the behavior of learners with special needs. Therefore, the hypotheses are rejected. This concludes that the way a lesson is delivered it determine the result whether learners demonstrate passive, prompt dependent, or active independent participation. Based on the drawn conclusion it is highly recommend to all educators to continue utilize varied teaching approaches and inclusive teaching practices, support learning environment using diverse instructional materials to improve and better address the needs of learners with special needs. Likewise, teacher may incorporate more engaging and experiential activities that corresponds to real life situations. Most importantly, school administration may design and implement training programs, workshops, and seminars that focus on effective teaching approaches and inclusive practices for the teachers to manage classroom teaching engagement more efficiently.

Keywords— Teaching Approaches, Teaching Strategies, Behavior of Learners with Special Needs, Inclusive Education, and Skills Improvement.

I. INTRODUCTION

Education is a dynamic field that continually evolves to meet the needs of diverse learners. Teaching approaches and practices play a crucial role in shaping learners' academic performance, engagement, and overall learning experiences. In today's classrooms, where diversity is continuously evolving, teachers are expected to adapt their methods to address the wide range of behavioral, emotional, and cognitive differences among learners.

In connection with this, as classrooms become increasingly diverse, teachers are expected to adapt their approaches to address the wide range of behavioral, emotional, and cognitive differences among learners specially those learners with special needs.

According to Elsaadany, (2025) teaching learners with special needs requires specialized approaches that accommodate diverse learning abilities and behavioral challenges. Effective teaching strategies and best practices play a crucial role in fostering a supportive learning environment that promotes positive behavior, engagement, and academic success. This is supported by

Furthermore, Tzivinikou and Papoutsaki (2016) stated that teaching objectives in special education are different from those in the ordinary classroom. Educational programs for special needs learners are focused on individual learning, achievement and progress. Thus, the instruction in special education classrooms and resource rooms in inclusive schools has to be specific, directed and individualized.

This research aims to examine the relationship between teaching approaches and the behavior of learners with special needs. By analyzing effective strategies used in special education settings, this study seeks to provide insights into how educators can create structured yet flexible learning environments that foster positive behavior and academic growth. The findings will contribute to developing evidence-based recommendations for teachers, caregivers, and educational institutions to better support students with diverse learning needs.

1.1 Statement of the Problem

Problem/s which were addressed by the research

This study aims to determine the classroom management training and best practices on the behavior of learners with special needs.

1. What is the level of Teaching Approaches in terms of;
 - 1.1 Collaborative learning
 - 1.2 Inquiry based learning
 - 1.3 Lecture based learning
 - 1.4 Individual learning
 - 1.5 Game based learning?
2. What is the level of teaching Practices in terms of;
 - 2.1. Inclusive learning environment
 - 2.2. Instructional materials
 - 2.3. Fostering student engagement
 - 2.4. Frequent evaluation
 - 2.5. Explicit instruction?

3. What is the level of behavior of Learners with Special Needs in terms of;
 - 3.1 Active participation
 - 3.2. Respectful communication
 - 3.3. Listening attentively
 - 3.4 Following direction
 - 3.5 Peer interaction?
4. Is there a significant relationship between the teaching approaches and behavior of learners with special needs?
5. Is there a significant relationship between the teaching practices and behavior of learners with special needs?

II. METHODOLOGY

The research design used in this study was the descriptive and quantitative method of research. Likewise, Pearson r Correlation and Regression Analysis will also be utilized to determine the relationship of each variable. The sample consisted of 245 teachers from four central elementary schools in the district of Bay, Victoria, Pila and Sta. Cruz. The research instrument used was a self-made survey questionnaire incorporating a Likert scale consisting of three sections. The research utilized mean, standard deviation, and Pearson correlation and regression analysis to determine the relationship of each variables.as appropriate statistical tools.

III. RESULTS AND DISCUSSION

This part discusses the results that were yielded from the statistical treatment of the data that was gathered in this study. The following tabular presentations and discussions further analyze how teaching approaches is related to teaching practices and behavior of learners with special needs.

Level of Teaching Approaches

In this study, the level of teaching approaches was described in terms of collaborative learning, inquiry-based learning, lecture-based learning, individual learning, game-based learning and was determined by mean and standard deviation.

As shown in Table 1, the respondents strongly agree that teachers implement group activities to encourage student collaboration. They likewise facilitate discussions where learners can share their ideas openly and assign tasks that require teamwork among learners with varied abilities. Teachers also design activities that highlight the strengths of learners with special needs and provide opportunities for peer-to-peer learning during lessons accordingly.

The level of teaching approaches in terms of collaborative learning gained the overall weighted mean of 4.47 with a standard deviation of 0.60, verbally interpreted as To a Very High. This indicates that collaborative learning approach is very much applied in teaching to promote engagement and interaction among learners with special needs.

Table 1 exhibits the level of teaching approaches in terms of collaborative learning.

In summary, the result implies that teachers highly implement collaborative learning by using group activities, discussions, and teamwork tasks that support peer interaction among learners with special needs.

Table 1. Level of Teaching Approaches in Terms of Collaborative Learning

Statement	Mean	SD	Remarks
Implement group activities to encourage student collaboration.	4.51	0.60	Strongly Agree
Facilitate discussions where students can share their ideas openly.	4.63	0.50	Strongly Agree
Assign tasks that require teamwork among students with varied abilities.	4.42	0.59	Strongly Agree
Design activities that highlight the strengths of students with special needs.	4.39	0.66	Strongly Agree
Provide opportunities for peer-to-peer learning during lessons.	4.41	0.60	Strongly Agree
Weighted Mean		4.47	
SD		0.60	
Verbal Interpretation			To a Very High

Table 2 shows the level of teaching approaches in terms of inquiry-based learning. Respondents indicate that teachers implement collaborative activities, facilitate discussions for idea sharing, assign tasks requiring teamwork among diverse learners, design activities that highlight the strengths of learners with special needs, and provide opportunities for peer-to-peer learning.

Table 2. Level of Teaching Approaches in Terms of Inquiry Based Learning

Statement	Mean	SD	Remarks
Implement group activities to encourage student collaboration.	4.37	0.58	Strongly Agree
Facilitate discussions where students can share their ideas openly.	4.38	0.64	Strongly Agree
Assign tasks that require teamwork among students with varied abilities.	4.32	0.64	Strongly Agree
Design activities that highlight the strengths of students with special needs.	4.37	0.62	Strongly Agree
Provide opportunities for peer-to-peer learning during lessons.	4.35	0.66	Strongly Agree
Weighted Mean		4.36	
SD		0.58	
Verbal Interpretation			To a Very High

The level of teaching approaches in terms of inquiry-based learning obtained an overall weighted mean of 4.36 with a standard deviation of 0.58, verbally interpreted as To a Very High. This indicates that teachers actively engage learners in inquiry-based strategies that promote exploration and critical thinking. The results further imply that facilitating discussions and designing inclusive activities are highly practiced, while assigning teamwork tasks among varied abilities, although still strongly implemented, received relatively the lowest mean among the indicators.

In summary, the findings suggest that inquiry-based learning is highly practiced in the classroom. By encouraging questioning, collaboration, and active participation, teachers foster deeper understanding and critical thinking skills among learners.

Table 3 shows the level of teaching approaches in terms of lecture-based learning. Respondents indicate that teachers deliver lessons clearly, organize lecture content in a structured manner, use examples and illustrations, adjust the pace of lectures based on learners' needs, and integrate multimedia or visual aids to enhance instruction.

Table 3. Level of Teaching Approaches in Terms of Lecture Based Learning

Statement	Mean	SD	Remarks
Deliver lessons clearly to ensure students understand key concepts.	4.46	0.77	Strongly Agree
Organize lecture content in a logical and structured manner.	4.40	0.85	Strongly Agree
Use examples and illustrations to make lessons easier to grasp.	4.42	0.79	Strongly Agree
Adjust the pace of lectures to match students' learning needs.	4.41	0.78	Strongly Agree
Integrate multimedia or visual aids to enhance lecture presentations.	4.49	0.83	Strongly Agree
Weighted Mean	4.45		
SD	0.76		
Verbal Interpretation	To a Very High		

The level of teaching approaches in terms of lecture-based learning obtained an overall weighted mean of 4.45 with a standard deviation of 0.76, verbally interpreted as To a Very High. This indicates that teachers effectively utilize lecture-based strategies in delivering instruction.

The results further imply that integrating multimedia or visual aids and delivering lessons clearly are among the most practiced strategies, while organizing lecture content, though still highly observed, received relatively lower ratings compared to other indicators.

In summary, the findings suggest that lecture-based learning remains a strong and effective teaching approach. Through clear delivery, structured content, and the use of instructional aids, teachers enhance students' comprehension of key concepts.

Table 4 shows the level of teaching approaches in terms of individual learning. Respondents indicate that teachers assign independent tasks, provide individualized instruction, utilize varied learning materials, promote self-discipline, and guide students in developing study habits and time management skills. This is a teaching setup where each student works through their own initiative with the task matched to their own abilities, level and goals.

Table 4. Level of Teaching Approaches in Terms of Individual Learning

Statement	Mean	SD	Remarks
Assign tasks that allow students to work independently at their own pace.	4.37	0.86	Strongly Agree
Provide individualized instructions to meet diverse learning needs.	4.34	0.88	Strongly Agree
Utilize various learning materials to suit the abilities of students with special needs.	4.39	0.94	Strongly Agree
Promote self-discipline and focus through independent tasks.	4.38	0.89	Strongly Agree
Guide students in developing study habits and time management skills.	4.40	0.85	Strongly Agree
Weighted Mean	4.39		
SD	0.89		
Verbal Interpretation	To a Very High		

The level of teaching approaches in terms of individual learning obtained an overall weighted mean of 4.39 with a standard deviation of 0.89, verbally interpreted as To a Very High. This indicates that teachers strongly support independent learning among learners.

The results further imply that guiding learners in developing study habits and utilizing varied learning materials are among the most emphasized practices, while providing individualized instruction, although still highly implemented, received relatively the lowest mean.

In summary, the findings suggest that individual learning is highly practiced as a teaching approach. By encouraging independence, discipline, and personalized learning, teachers help students develop essential skills for academic success.

Table 5. Level of Teaching Approaches in Terms of Game Based Learning

Statement	Mean	SD	Remarks
Incorporate educational games to make learning more engaging.	4.22	0.87	Strongly Agree
Design game activities that align with lesson objectives.	4.10	0.86	Strongly Agree
Promote teamwork and collaboration through group-based games.	4.24	0.90	Strongly Agree
Use games to reinforce difficult concepts and skills.	4.22	0.83	Strongly Agree
Encourage students to participate actively in learning games.	4.34	0.86	Strongly Agree
Weighted Mean	4.23		
SD	0.87		
Verbal Interpretation	To a Very High		

Table 5 shows the level of teaching approaches in terms of game-based learning. Respondents indicate that teachers incorporate educational games, design game-based activities aligned with objectives, promote teamwork through games, use games to reinforce concepts, and encourage active learners' participation.

The level of teaching approaches in terms of game-based learning obtained an overall weighted mean of 4.23 with a standard deviation of 0.87, verbally interpreted as To a Very High. This indicates that teachers frequently use game-based strategies to enhance learning engagement. The results further imply that encouraging active participation and promoting teamwork are among the most practiced strategies, while designing game activities aligned with lesson objectives, although still strongly implemented, received the lowest mean among the indicators.

In summary, the findings suggest that game-based learning is a highly utilized teaching approach. By making lessons interactive and engaging, teachers enhance students' motivation, participation, and overall learning experience.

Level of Teaching Practices

In this study, the level of teaching practices refers to inclusive learning environment, inclusive instructional materials, fostering learners' engagement, frequent evaluation, and explicit instruction. These practices reflect how teachers deliver instruction, address diverse learning needs, and create meaningful and effective learning experiences for learners, particularly those with special needs.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the participants.

Table 6. Level of Teaching Practices in Terms of Inclusive Learning Environment

Statement	Mean	SD	Remarks
Create a welcoming classroom environment that values diversity.	4.40	0.92	Strongly Agree
Encourage respect and acceptance among students of different abilities.	4.43	0.89	Strongly Agree
Design lessons that accommodate multiple learning needs and styles.	4.40	0.91	Strongly Agree
Provide equal opportunities for participation to all learners.	4.39	0.90	Strongly Agree
Support students by providing individualized assistance when necessary.	4.46	0.89	Strongly Agree
Weighted Mean	4.42		
SD	0.92		
Verbal Interpretation	To a Very High		

Table 6 shows the level of teaching practices in terms of inclusive learning environment. Respondents indicate that teachers create a welcoming classroom environment that values diversity; encourage respect and acceptance among students of different abilities; design lessons that accommodate multiple learning needs and styles; provide equal opportunities for participation; and support learners through individualized assistance.

The level of teaching practices in terms of inclusive learning environment obtained an overall weighted mean of 4.42 with a standard deviation of 0.92, verbally interpreted as To a Very High. This indicates that teachers consistently foster an inclusive and supportive classroom environment. The results further imply that providing individualized assistance to students is the most emphasized practice, while providing equal opportunities for participation, although still highly practiced, received relatively the lowest mean among the indicators.

In summary, the findings suggest that creating an inclusive learning environment is highly practiced. By promoting respect, diversity, and equal participation, teachers contribute to a supportive and learner-centered classroom that addresses the needs of all students. Creating an inclusive learning environment that supports various learners and promotes equity is essential in contemporary educational environments. This high level of implementation indicates that teachers are not just aware of inclusive principles but are actively integrating them into the core of their classroom management. Furthermore, these results imply that the foundation of a successful special education program rests on the emotional and social security established within the learning space.

Table 7 shows the level of teaching practices in terms of inclusive instructional materials. Respondents indicate that teachers use a variety of instructional materials; incorporate visual, auditory, and kinesthetic resources; provide supplementary learning tools; integrate technology-based materials; and modify materials based on learner's needs.

The level of teaching practices in terms of inclusive instructional materials obtained an overall weighted mean of 4.31 with a standard deviation of 0.95, verbally interpreted as To a Very High. This indicates that teachers effectively utilize diverse instructional materials to support inclusive learning. The results further imply that integrating technology-based

materials is the most practiced strategy, while providing supplementary learning tools, although still highly implemented, received the lowest mean among the indicators.

Table 7. Level of Teaching Practices in Terms of Inclusive Instructional Materials

Statement	Mean	SD	Remarks
Use a variety of instructional materials to address different learning needs.	4.33	0.95	Strongly Agree
Incorporate visual, auditory, and kinesthetic resources in teaching.	4.28	0.93	Strongly Agree
Provide supplementary learning tools to reinforce key concepts.	4.25	0.99	Strongly Agree
Integrate technology-based materials to enhance lessons.	4.36	0.89	Strongly Agree
Modify materials when students show difficulty in understanding lessons.	4.33	0.96	Strongly Agree
Weighted Mean	4.31		
SD	0.95		
Verbal Interpretation	To a Very High		

In summary, the findings suggest that the use of inclusive instructional materials is highly practiced. By adapting and diversifying resources, teachers enhance learners' understanding and ensure that lessons are accessible to all learners.

Table 8. Level of Teaching Practices in Terms of Fostering Student Engagement

Statement	Mean	SD	Remarks
Design interactive activities that capture learners' attention.	4.28	0.93	Strongly Agree
Motivate students by connecting lessons to real-life experiences.	4.44	0.89	Strongly Agree
Use questioning techniques to stimulate critical thinking.	4.37	0.86	Strongly Agree
Incorporate strategies that sustain focus throughout the lesson.	4.34	0.87	Strongly Agree
Provide opportunities for hands-on and experiential learning.	4.31	0.96	Strongly Agree
Weighted Mean	4.35		
SD	0.93		
Verbal Interpretation	To a Very High		

Table 8 shows the level of teaching practices in terms of fostering learners' engagement. Respondents indicate that teachers design interactive activities; connect lessons to real-life experiences; use questioning techniques; apply strategies to sustain focus; and provide hands-on and experiential learning opportunities.

The level of teaching practices in terms of fostering learners' engagement obtained an overall weighted mean of 4.35 with a standard deviation of 0.93, verbally interpreted as To a Very High. This indicates that teachers actively engage children in the learning process. The results further imply that connecting lessons to real-life experiences is the most emphasized practice, while designing interactive activities, although still strongly implemented, received the lowest mean among the indicators.

In summary, the findings suggest that fostering student engagement is highly practiced. By making lessons relevant, interactive, and experiential, teachers enhance students'

interest, participation, and deeper understanding. This high level of engagement is crucial for learners with special needs, as it helps bridge the gap between abstract concepts and practical application. Furthermore, the strong emphasis on real-life connections suggests that educators are successfully making the curriculum more accessible and meaningful for their students. By maintaining these dynamic instructional strategies, teachers create a more stimulating environment that encourages active rather than passive learning. Ultimately, these practices serve to empower students, building their confidence and motivation to succeed within the classroom setting.

Table 9 shows the level of teaching practices in terms of frequent evaluation. Respondents indicate that teachers conduct regular assessments; use both formal and informal evaluation methods; provide timely feedback; check learners' understanding; and evaluate both academic and behavioral development.

Table 9. Level of Teaching Practices in Terms of Frequent Evaluation

Statement	Mean	SD	Remarks
Conduct regular assessments to monitor student progress.	4.38	0.92	Strongly Agree
Use both formal and informal evaluation methods in teaching.	4.33	0.90	Strongly Agree
Provide timely feedback to guide student improvement.	4.34	0.87	Strongly Agree
Check students' understanding at different stages of the lesson.	4.42	0.88	Strongly Agree
Evaluate not only academic performance but also behavioral development.	4.35	0.88	Strongly Agree
Weighted Mean	4.36		
SD	0.92		
Verbal Interpretation	To a Very High		

The level of teaching practices in terms of frequent evaluation obtained an overall weighted mean of 4.36 with a standard deviation of 0.92, verbally interpreted as To a Very High. This indicates that teachers consistently apply evaluation strategies to monitor learners' progress. The results further imply that checking children's understanding at different stages of the lesson is the most practiced strategy, while using both formal and informal evaluation methods, although still highly implemented, received relatively lower ratings.

In summary, the findings suggest that frequent evaluation is highly practiced. By continuously assessing and providing feedback, teachers effectively guide children's learning and development.

Table 10 shows the level of teaching practices in terms of explicit instruction. Respondents indicate that teachers present lessons clearly; model skills and concepts; break down complex tasks; provide guided practice; and use repetition and reinforcement.

The level of teaching practices in terms of explicit instruction obtained an overall weighted mean of 4.33 with a standard deviation of 0.88, verbally interpreted as To a Very High. This indicates that teachers effectively apply explicit instructional strategies in their teaching.

Table 10. Level of Teaching Practices in Terms of Explicit Instruction

Statement	Mean	SD	Remarks
Present lessons with clear and direct explanations.	4.46	0.88	Strongly Agree
Model the skills or concepts before asking students to practice.	4.36	0.87	Strongly Agree
Break down complex tasks into smaller, manageable steps.	4.28	0.90	Strongly Agree
Provide guided practice before moving to independent work.	4.28	0.99	Strongly Agree
Use repetition and reinforcement to ensure mastery of skills.	4.28	0.96	Strongly Agree
Weighted Mean	4.33		
SD	0.88		
Verbal Interpretation	To a Very High		

The results further imply that presenting lessons clearly is the most emphasized practice, while breaking down tasks, providing guided practice, and using reinforcement, although still strongly implemented, received relatively lower and equal mean ratings.

In summary, the findings suggest that explicit instruction is highly practiced. By providing clear guidance, structured learning, and reinforcement, teachers support students in mastering essential knowledge and skills. The uniform "Strongly Agree" remarks across all indicators highlight a consistent and widespread commitment to instructional excellence within the classroom.

Level of Behavior of Learners with Special Needs

In this study, the level of behavior of learners with special needs refers to their active participation, respectful communication, listening attentively, following direction, and peer interaction. These behavioral dimensions reflect how learners engage in classroom activities, interact with others, and respond to instructional practices within an inclusive learning environment.

The following tables present the statements, mean, standard deviation, remarks, and verbal interpretation based on the responses of the participants.

Table 11. Level of Behavior of Learners with Special Needs in Terms of Active Participation

Statement	Mean	SD	Remarks
Answer questions during class discussions.	4.39	0.77	Strongly Agree
Join actively in group activities and tasks.	4.38	0.77	Strongly Agree
Contribute ideas and suggestions during lessons.	4.37	0.80	Strongly Agree
Participate in classroom games, projects, and exercises.	4.42	0.79	Strongly Agree
Listen attentively and respond when called upon.	4.32	0.82	Strongly Agree
Weighted Mean	4.38		
SD	0.79		
Verbal Interpretation	To a Very High		

The level of behavior of learners with special needs in terms of active participation can vary from different levels, usually from low to high whether in class discussion involving question and answer recitation, group activities such as

projects and game-based exercises. The level of behavior in terms of active participation was obtained an overall weighted mean of 4.38 with a standard deviation of 0.79, verbally interpreted as To a Very High. The respondents determined the level of the behavior of learners with special needs from passive to minimal level, prompt to dependent level, selective to inconsistent level, and active to independent level. The learners' behavior is not fix in one category. Learners with special needs can be of high level in his or her favorite subject.

The innovative strategies are crucial to face these barriers and maximize participation. For example, the implementation of tailor -made participation plans for the individual needs of students has shown to facilitate significant commitment in educational activities (Kurth, Miller and Toews, 2020).

Table 12. Level of Behavior of Learners with Special Needs in Terms of Respectful Communication

Statement	Mean	SD	Remarks
Use kind and appropriate words in conversations.	4.45	0.72	Strongly Agree
Wait for a turn before talking in discussions.	4.44	0.71	Strongly Agree
Acknowledge the opinions and ideas of classmates.	4.41	0.74	Strongly Agree
Respect differences in perspectives during group activities.	4.33	0.78	Strongly Agree
Respond to teachers and peers in a courteous manner.	4.46	0.74	Strongly Agree
Weighted Mean	4.42		
SD	0.74		
Verbal Interpretation			To a very High

Table 12 shows the level of behavior of learners with special needs in terms of respectful communication. Respondents indicate that learners use kind and appropriate words; wait for their turn in discussions; acknowledge others' ideas; respect differences in perspectives; and respond courteously to teachers and peers.

The level of behavior in terms of respectful communication obtained an overall weighted mean of 4.42 with a standard deviation of 0.74, verbally interpreted as To a Very High. This indicates that learners consistently demonstrate respectful communication in the classroom. The results further imply that responding courteously and using appropriate language are the most practiced behaviors, while respecting differences in perspectives, although still highly observed, received the lowest mean.

In summary, the findings suggest that respectful communication is highly practiced among learners with special needs. These behaviors contribute to a positive and harmonious classroom environment. The narrow range between the mean scores suggests a uniform development of social skills across all measured indicators. This high level of proficiency indicates that the learners have successfully internalized essential social cues and etiquette. Furthermore, the low standard deviation reflects a strong consensus among observers, confirming that these respectful interactions are a reliable and stable feature of the learners' daily conduct. Such results highlight a successful inclusive atmosphere where mutual respect is prioritized.

Table 13 shows the level of behavior of learners with special needs in terms of listening attentively. Respondents indicate that learners focus on instructions; maintain eye contact; show attentiveness through body language; follow discussions without interrupting; and respond appropriately after listening.

Table 13. Level of Behavior of Learners with Special Needs in Terms of Listening Attentively

Statement	Mean	SD	Remarks
Focus on the teacher's instructions during lessons.	4.29	0.65	Strongly Agree
Maintain eye contact with the speaker while listening.	4.25	0.70	Strongly Agree
Show attentiveness through body language and posture.	4.28	0.71	Strongly Agree
Follow classroom discussions carefully without interrupting.	4.14	0.70	Agree
Respond appropriately after listening to instructions.	4.17	0.71	Agree
Weighted Mean	4.22		
SD	0.70		
Verbal Interpretation			To a Very High

The level of behavior in terms of listening attentively obtained an overall weighted mean of 4.22 with a standard deviation of 0.70, verbally interpreted as To a Very High. This indicates that learners generally demonstrate attentive listening behaviors. The results further imply that focusing on the teacher's instructions is the most observed behavior, while following discussions without interrupting and responding appropriately, although still positively rated, received the lowest means and were interpreted as agree.

In summary, the findings suggest that listening attentively is highly practiced among learners with special needs. However, there is a need to further strengthen consistency in maintaining focus and appropriate responses during discussions. Attentive listening is crucial to promote communication and understanding of students with special needs. This competence not only improves their learning experiences, but also promotes their social development.

Table 14. Level of Behavior of Learners with Special Needs in Terms of Following Direction

Statement	Mean	SD	Remarks
Follow instructions given by the teacher during activities.	4.33	0.84	Strongly Agree
Complete tasks according to the steps explained.	4.38	0.85	Strongly Agree
Pay attention to directions before starting any work.	4.36	0.84	Strongly Agree
Apply teacher's guidance in performing classroom tasks.	4.38	0.84	Strongly Agree
Respond appropriately when given specific instructions.	4.32	0.87	Strongly Agree
Weighted Mean	4.36		
SD	0.85		
Verbal Interpretation			To a Very High

Table 14 shows the level of behavior of learners with special needs in terms of following direction. Respondents indicate that learners follow instructions; complete tasks based

on given steps; pay attention to directions; apply teacher guidance; and respond appropriately to instructions.

The level of behavior in terms of following direction obtained an overall weighted mean of 4.36 with a standard deviation of 0.85, verbally interpreted as To a Very High.

This indicates that learners are highly capable of following directions in classroom activities. The results further imply that completing tasks and applying teacher guidance are among the most practiced behaviors, while responding appropriately to specific instructions, although still highly observed, received the lowest mean.

In summary, the findings suggest that following direction is highly evident among learners with special needs. This reflects their ability to understand and carry out instructions effectively in the learning process.

Table 15 shows the level of behavior of learners with special needs in terms of peer interaction. Respondents indicate that learners work cooperatively; share materials; support classmates; participate in group discussions; and communicate positively during activities.

The level of behavior in terms of peer interaction obtained an overall weighted mean of 4.29 with a standard deviation of 0.92, verbally interpreted as To a Very High.

Table 15. Level of Behavior of Learners with Special Needs in Terms of Peer Interaction

Statement	Mean	SD	Remarks
Work cooperatively with classmates during group activities.	4.32	0.83	Strongly Agree
Share learning materials and resources with peers.	4.36	0.92	Strongly Agree
Support classmates when help is needed.	4.30	0.90	Strongly Agree
Participate actively in group discussions and tasks.	4.25	0.97	Strongly Agree
Communicate positively with classmates during activities.	4.23	0.95	Strongly Agree
Weighted Mean	4.29		
SD	0.92		
Verbal Interpretation			To a Very High

This indicates that learners demonstrate strong peer interaction in the classroom. The results further imply that sharing learning materials is the most observed behavior, while positive communication during activities, although still highly practiced, received the lowest mean among the indicators.

In summary, the findings suggest that peer interaction is highly practiced among learners with special needs. Through cooperation, sharing, and communication, learners are able to build positive relationships and enhance collaborative learning experiences.

Significant Relationship Between the Teaching Approaches and Behavior of Learners with Special Needs

In this study, the significant relationship between the teaching approaches and behavior of learners with special needs were analyzed applying Pearson Correlation Coefficient using Minitab 14. Table 16 presents the test of significant relationship between teaching approaches and the behavior of

learners with special needs across five domains, namely: active participation, respectful communication, listening attentively, following direction, and peer interaction.

Table 16. Significant Relationship Between the Teaching Approaches and Behavior of Learners with Special Needs

Teaching Approaches	Active Par.	Respectful Com.	Aten. Listening	Following direction	Peer int.	
Collaborative learning	Pearson Correlation	.528*	.402*	.393*	.468*	.485*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245
Inquiry based learning	Pearson Correlation	.472*	.408*	.370*	.409*	.462*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245
Lecture based Learning	Pearson Correlation	.469*	.213*	.267*	.302*	.362*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245
Individual Learning	Pearson Correlation	.528*	.360*	.415*	.448*	.435*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245
Game Based Learning	Pearson Correlation	.547*	.304*	.319*	.394*	.448*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245

Note * p < .05

Using Pearson Product–Moment Correlation with 245 respondents, the analysis determined whether the different teaching approaches are significantly associated with the behavioral outcomes of learners with special needs. The results reveal that all teaching approaches collaborative learning, inquiry-based learning, lecture-based learning, individual learning, and game-based learning show statistically significant positive relationships with all domains of learners’ behavior.

The correlations range from low to moderate, with p < 0.001 indicating consistent and meaningful associations. Among the teaching approaches, game-based learning and collaborative learning exhibit the strongest relationships, particularly in terms of active participation and peer interaction.

Meanwhile, individual learning shows relatively stronger associations with listening attentively and following direction, while inquiry-based learning demonstrates consistent moderate relationships across communication and engagement-related behaviors.

In contrast, lecture-based learning, although still significant, reflects comparatively lower correlations, especially in respectful communication and listening attentively.

These findings imply that when teachers employ varied and interactive teaching approaches, learners with special needs tend to demonstrate improved engagement, better communication skills, increased attentiveness, and stronger ability to follow instructions and interact with peers.

Approaches that emphasize collaboration, interaction, and active involvement appear to be more effective in shaping positive learner behaviors. In summary, the findings demonstrate that teaching approaches are significantly and consistently associated with the behavior of learners with special needs across all measured domains.

The use of diverse instructional strategies contributes meaningfully to enhancing learners’ participation, communication, attentiveness, responsiveness, and social interaction.

These results signify that teaching approaches function as an integrated system where interactive, structured, and learner-centered strategies collectively influence behavioral development.

Rather than operating independently, these approaches complement one another in creating an inclusive and supportive learning environment that fosters positive behavioral outcomes and overall learner development.

Significant Relationship Between the Teaching Practices and Behavior of Learners with Special Needs

In this study, the significant correlation between Teaching Practices and Behavior of Learners with special need were analyzed applying Pearson Correlation Coefficient using Minitab 14.

Table 17 presents the test of significant relationship between teaching practices and the behavior of learners with special needs across five domains, namely: active participation, respectful communication, listening attentively, following direction, and peer interaction.

Using Pearson Product–Moment Correlation with 245 respondents, the analysis determined whether teaching practices are significantly associated with the behavioral outcomes of learners with special needs.

The results reveal that all teaching practices inclusive learning environment, instructional materials, fostering student engagement, frequent evaluation, and explicit instruction show statistically significant positive relationships with all domains of learners’ behavior.

The correlations range from low to moderate, with $p < 0.001$ indicating consistent and meaningful associations. Among the teaching practices, inclusive learning environment exhibits the strongest relationships across most behavioral domains, particularly in active participation and peer interaction.

Meanwhile, instructional materials and explicit instruction demonstrate moderate relationships, indicating their contribution to improving learners’ attentiveness, communication, and ability to follow directions. On the other hand, fostering student engagement and frequent evaluation, although still significant, show relatively lower correlations compared to other practices.

Table 17. Significant Relationship Between the Teaching Practices and Behavior of Learners with Special Needs

Teaching Approaches		AP	RC	Listening attentively	Following direction	Peer interaction
Inclusive Learning Environment	Pearson Correlation	.475*	.343*	.371*	.369*	.403*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245
Instructional Materials	Pearson Correlation	.354*	.258*	.275*	.291*	.373*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245
Fostering Student Engagement	Pearson Correlation	.316*	.212*	.206*	.220*	.337*
	Sig. (2-tailed)	.000	.000	.001	.000	.000
	N	245	245	245	245	245
Frequent Evaluation	Pearson Correlation	.287*	.267*	.279*	.225*	.243*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245
Explicit Instruction	Pearson Correlation	.306*	.265*	.284*	.253*	.341*
	Sig. (2-tailed)	.000	.000	.000	.000	.000
	N	245	245	245	245	245

Note * $p < .05$

These findings imply that when teachers establish inclusive classrooms, utilize appropriate materials, engage students actively, conduct regular assessments, and provide clear instruction, learners with special needs tend to demonstrate improved participation, communication, attentiveness, responsiveness, and social interaction. Practices that emphasize inclusivity and structured support appear to be more effective in shaping positive learner behaviors.

In summary, the findings demonstrate that teaching practices are significantly and consistently associated with the behavior of learners with special needs across all measured domains. These practices contribute meaningfully to enhancing learners’ behavioral development. The results further signify that teaching practices operate as a unified and reinforcing system where inclusivity, engagement, structure, and evaluation collectively influence learner behavior. When effectively integrated, these practices create a supportive learning environment that promotes positive behavioral outcomes and overall learner development.

IV. CONCLUSION AND RECOMMENDATIONS

The teaching approaches have significant relationships with the behavior of learners with special needs across all domains. Therefore, this concludes that the use of varied and interactive teaching approaches contributes to the development of positive learner behaviors.

Similarly, the teachers’ practices have significant relationships with the behavior of learners with special needs. Therefore, this indicates that effective teaching practices play a crucial role in enhancing students’ interest, competencies and social interaction.

The teaching approaches and strategies have a significant and direct relationship with the behavior of learners with special needs. The way a lesson is delivered determines whether learners demonstrate passive, prompt-dependent, or active independent participation.

Based on the drawn conclusions resulted to the following recommendations:

Educators may continue to utilize varied teaching approaches and inclusive teaching practices, as these have been found to significantly influence the behavior of learners of learners with special needs, including creating a supportive learning environment, using diverse instructional materials, fostering student engagement, conducting frequent evaluation, and applying explicit instruction.

School administrators may design and implement training programs, workshops, and seminars that focus on effective teaching approaches and inclusive practices. Schools may strengthen their monitoring and evaluation systems to regularly assess both teaching practices and students' behavioral progress.

Future researchers may explore other factors that could influence students' behavior, such as family background, learning environment at home, or availability of school resources. Further studies may also focus on specific interventions or programs that enhance both teaching effectiveness and learners' behavior. They can also use mixed methods to combine quantitative participation scores with qualitative interviews of teachers and students. They can also study how specific disability types respond to specific strategies and test low resource interventions like peer buddies, task cards, or movement breaks to gain or produce significant behaviors.

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