
Fostering Behavioral Learning Engagement Among Kindergarteners with Special Needs

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Abstract — This study aimed to determine the level of fostering behavioral learning engagement among kindergarteners with special needs in terms of building relationships, collaboration with parents, use of rewards and incentives, leveraging learners' strengths, and creating a supportive environment. It also examined the significant difference and relationship between teachers' profile variables and their level of fostering behavioral learning engagement.

A descriptive research design was used to gather factual, systematic, and quantitative data. The respondents were the thirty-two (32) Kindergarten teachers from the District of Gerona North, who were completely enumerated for School Year 2025–2026.

Findings revealed that most respondents were aged 36 and above (40.6%), predominantly female (87.5%), and half were married (50%). In terms of educational attainment, 43.8% were holders of a baccalaureate degree. Most had 1–5 years of teaching experience and participated in district (71.9%), division (56.3%), regional (59.4%), and national (71.9%) level trainings. The respondents varied in profile, with a clear dominance of female teachers.

The level of fostering behavioral learning engagement among kindergarteners with special needs obtained a grand overall weighted mean of 4.66, interpreted as “Very High.” This indicates that teachers consistently demonstrate effective practices in promoting engagement among learners with special needs. The result may be associated with teachers' commitment, dedication, and provision of care that support learners' active participation in classroom activities.

In terms of inferential findings, there was no significant difference in the level of fostering behavioral learning engagement when grouped according to profile variables. However, teaching experience was found to be significantly related to the level of fostering behavioral learning

engagement, indicating that years in service influence teachers' effectiveness in engaging learners with special needs.

Based on the findings, teachers are encouraged to pursue graduate studies to further enhance their instructional competence. Experienced teachers may mentor less experienced colleagues through structured coaching programs to improve classroom practices. Strengthening parent collaboration through regular communication, feedback sessions, and home-school coordination is also recommended. Teachers are further encouraged to sustain their very high level of engagement practices by continuously applying strategies such as positive reinforcement, differentiated instruction, and inclusive classroom activities. Lastly, future researchers are encouraged to explore other variables such as classroom environment, teacher training exposure, and instructional resources to further enrich related studies.

Keywords: Fostering Behavioral Learning Engagement, Kindergarten, Special Needs

I. INTRODUCTION

Early childhood education serves as a cornerstone of human development, laying the foundation for knowledge, social relationships, and self-discovery. Kindergarten, designed for children aged five to six, acts as an entry point into formal learning. In this stage, children engage in activities such as play, storytelling, and collaborative tasks that foster curiosity and confidence. For most neurotypical learners, this environment naturally supports development through interaction and guided exploration.

However, not all children experience kindergarten in the same way. For those with special needs—including conditions such as autism spectrum disorder (ASD), attention-deficit/hyperactivity disorder (ADHD), intellectual disabilities, sensory processing disorders, and physical impairments—the classroom may present significant challenges rather than opportunities for exploration.

The term “special needs” refers to a wide range of developmental differences that influence how children learn, communicate, and interact. According to the World Health Organization

(2022), approximately 10–15% of children under six years old worldwide have some form of disability. In the Philippines, the Department of Education (2022) reports that more than 300,000 school-aged children have special needs.

Despite policies supporting inclusive education, many classrooms remain under-resourced and rely on generalized teaching approaches. As a result, children with special needs often require more individualized support to fully benefit from early education. Without such support, equitable access to meaningful learning experiences remains limited.

A key factor in effective education is learning engagement, which involves a child's motivation, emotional involvement, and active participation. In kindergarten, engagement is especially important because it supports the development of literacy, numeracy, and social skills. Studies from the National Institute for Early Education Research (2021) indicate that engaged learners are more likely to develop essential executive functions such as self-regulation and sustained attention.

For children with special needs, engagement becomes even more critical. When instructional strategies do not match their learning profiles, these children are at higher risk of disengagement. For example, sensory overload may affect children with ASD, while children with ADHD may struggle with sustained focus in structured activities. Consequently, disengagement can lead to frustration, low self-esteem, and academic delays.

Beyond academic outcomes, engagement also influences emotional well-being. Kindergarten is a crucial stage for developing a sense of belonging and competence. When children with special needs feel excluded from classroom activities, they may develop anxiety or reluctance to participate in school.

In contrast, supportive and inclusive practices can enhance confidence and promote positive learning experiences. Engagement helps transform challenges into opportunities for growth, allowing children to feel valued and capable within the learning environment.

Traditional kindergarten practices often emphasize uniform instruction, which may not accommodate diverse learning needs. Activities such as group discussions, structured seatwork,

and fine motor tasks can unintentionally disadvantage children with developmental challenges. For instance, circle time may require sustained attention and verbal participation, which can be difficult for some learners. Similarly, unstructured play may not always be inclusive, as children with special needs may struggle to integrate into peer groups. These limitations highlight the need for more flexible and responsive teaching strategies.

In addition to instructional challenges, children with special needs face socio-emotional barriers such as stigma and misunderstanding. Teachers may lack sufficient training in inclusive practices, which can result in misinterpretation of behaviors. Sensory sensitivities and communication difficulties further complicate classroom participation. Systemic issues also play a role, particularly in developing contexts like the Philippines. Overcrowded classrooms, limited access to assistive tools, and insufficient parental awareness contribute to the challenges of inclusive education. Although policies such as the Inclusive Education Act of 2022 exist, implementation remains inconsistent.

Recent research highlights effective strategies for supporting engagement among children with special needs. Individualized education programs (IEPs), play-based interventions, and social-emotional learning (SEL) approaches have shown positive outcomes. These strategies promote active participation, reduce anxiety, and improve peer interaction. Technology also offers new opportunities, particularly through communication and learning applications. However, access to such resources remains uneven, especially in low-income settings. Overall, a combination of instructional, social, and technological approaches is needed. Despite existing studies, gaps remain in understanding how to effectively support kindergarten learners with special needs. Much of the research focuses on older children or specific conditions, with limited attention to early childhood settings. Additionally, there is a lack of context-specific studies in the Philippines. This study aims to address these gaps by exploring strategies that enhance learning engagement among kindergarteners with special needs. By examining both quantitative and qualitative data, the research seeks to provide practical insights for improving inclusive classroom practices.

Literature Review

Republic Act No. 11650 known as the Inclusive Education Act of 2022 established a comprehensive framework for ensuring that learners with disabilities receive equitable access to quality education alongside their peers. Key provisions include mandates for all public schools to provide free basic and quality education to diverse learners. In this premise fostering behavioral learning engagements among kindergarteners with special needs is very essential: learning engagements such as building relationships, collaboration with parents, use rewards and incentives, leveraging strengths of learners for engagement and creating supportive environment could really inspire and motivate children with special needs learn better. The provision of these aspects can really enhance the potential of the children with special needs to feel sense of belonging and confidence.

Further, this study will aim to explore the level of fostering behavioral learning engagement among kindergartners with special needs by the kindergarten teachers which will serve as a basis in strengthening the learning engagements of kindergarteners with special needs. The independent variables of this study are age, sex, civil status, highest educational attainment, number of years of teaching experience in kindergarten and the number of trainings attended in the district, division, regional, national and international levels. On the other hand, the dependent variables involve the level of learning engagements in kindergarten with special needs by the kindergarten teachers along building relationships, collaboration with parents, use rewards and incentives, leveraging strengths of learners for engagement and creating a supportive environment.

History of Kindergarten in the Philippines

From the year 1945 until June 5, 2021 the kindergarten in the Philippines was not compulsory. Until the Department of Education started to implement the new K-12 educational system, which also included a new curriculum for all schools nationwide. The K-12 program has a so-called “phased implementation”, which started in School Year 2021-2019.

As stated by the Republic Act 10157 or the Kindergarten Education Law, that all five-year-old children shall be given equal opportunities to effectively promote their physical, social, emotional and intellectual development, including values formation so they will be ready for school. The first years of life are important because what happens in early childhood can matter in a lifetime (Harvard, 2009). This is to say that early education is a special kind of education provided in an institution for children, prior to their entering the primary school (Mezieob 2019). This is of utmost importance because research on early childhood education have shown that early childhood education experiences have great impact on all areas of a child's development and had suggested that the first teacher is an extremely important person in the child's life (Barnard 2020).

Kindergarten for Young Children with Disabilities

Kindergarten represents a foundational phase for young children with disabilities, where inclusive education can mitigate early disparities and build essential skills. Recent studies emphasize the shift toward fully inclusive models, supported by legal frameworks like the Individuals with Disabilities Education Act (IDEA). For instance, a longitudinal study by Strain and Barton (2020) in *Topics in Early Childhood Special Education* analyzed data from 300 kindergarteners with disabilities in inclusive U.S. programs, finding that exposure to typical peers improved social engagement by 28%, as measured by the Individualized Education Program (IEP) progress indicators. However, challenges such as resource shortages in underfunded districts persist; a report by the U.S. Department of Education (2022) highlighted that only 60% of kindergarten programs fully implement individualized supports, leading to higher disengagement rates among children with ASD.

Further, international perspectives from a cross-cultural analysis by UNESCO (2021) compared inclusive kindergartens in Europe and Asia, revealing that play-based curricula tailored to disabilities enhanced cognitive outcomes by 35% in diverse cohorts. In the U.S., McLeskey et al. (2019) in *Exceptional Children* reviewed state-level data and advocated for early screening protocols in kindergarten entry, noting that timely identification reduced long-term special education needs by 20%. These findings underscore kindergarten's role as a gateway to equity,

emphasizing the need for adaptive curricula to foster engagement from the outset, particularly for children with multiple disabilities who may face sensory or mobility barriers.

The literature on kindergarten for young children with disabilities highlights several critical aspects related to inclusion, transition, and support strategies. Favazza et al. (2020) emphasize the importance of measuring and promoting acceptance of young children with disabilities, which is fundamental for fostering inclusive environments where children can interact and learn together. Such acceptance is crucial for successful integration within kindergarten settings.

Lau (2020) underscores the significance of social skills such as taking turns, paying attention, and following instructions, which are essential for the inclusion of children with physical disabilities. Creating opportunities for these children to engage with peers is vital for their social development and successful participation in kindergarten activities.

Research by Gueorguieva et al. (2020) explores the impact of teenage pregnancy on educational disabilities in kindergarten, indicating that early life circumstances can influence developmental outcomes. This suggests that early identification and tailored support are necessary components of effective kindergarten programs for children with disabilities.

Promoting positive learning outcomes is a focus of Grisham-Brown et al. (2019), who discuss the importance of early literacy and knowledge development. They highlight that state reporting requirements under the Individuals with Disabilities Education Act (IDEA) guide practices aimed at supporting children's progress in preschool and kindergarten, emphasizing the need for targeted interventions.

Transition practices are critically examined by Quintero et al. (2021), who compare teacher and parent practices for children with autism and other developmental disabilities. Their findings point to the importance of coordinated efforts and preparation to facilitate smooth transitions into kindergarten, which can significantly influence children's ongoing development and learning experiences.

Statement of the Problem

This study aimed to determine the level of fostering behavioral learning engagement among kindergarteners with special needs in SDO Urdaneta City, SY 2025-2026.

Specifically, it sought to answer the following questions:

1. What is the profile of the respondents in terms of:
 - a. age;
 - b. sex;
 - c. civil status;
 - d. highest educational attainment;
 - e. number of years of teaching experience in kindergarten; and
 - f. number of relevant training attended

___ district

___ division

___ regional

___ national

___ international?
2. What is the level of fostering behavioral learning engagement among kindergarteners with special needs along:
 - a. building relationships;
 - b. collaboration with parents;
 - c. use rewards and incentives;

-
- d. leveraging strengths of learners for engagement; and
 - e. creating a supportive environment?
3. Is there a significant difference in the level of fostering behavioral learning engagement among kindergarteners with special needs across their profile variables?
 4. Is there a significant relationship between the level of fostering behavioral learning engagement among kindergarteners with special needs and their profile variables?
 5. What training design can be proposed to strengthen the behavioral learning engagement of kindergarteners with special needs?

II. METHODOLOGY

This chapter discussed the methods and procedures utilized in the present study, which include the research design, population and locale of the study, data collection instruments, data collection procedures, and statistical treatment of data.

Research Design and Strategy

The researcher utilized an ex post facto research design, often referred to as causal-comparative research. This type of research design examines the effects of an independent variable that has already occurred, without any manipulation by the researcher. It is commonly employed when random assignment isn't possible, enabling researchers to analyze existing data or events to uncover potential causal relationships. This stands in contrast to experimental designs, where variables are controlled and manipulated. Although it can yield valuable insights, ex post facto studies have limitations in establishing definitive cause-and-effect relationships due to the presence of confounding variables as cited by (O.B Mwayungu 2021).

For this research, a descriptive method was applied. The descriptive method focuses on detailing data and characteristics of the population. The objective is to obtain factual, accurate, and systematic data to facilitate averages, frequencies, and similar statistical calculations to address the issues presented in this study. This research aimed to identify the level of fostering behavioral learning engagement among kindergarteners with special needs. The researcher used this method to acquire realistic and valid information on the level of fostering behavioral learning engagement.

Descriptive research methods include gathering and analyzing data to provide a comprehensive account of a population, condition, or phenomenon as it currently exists. This approach employs various tools, such as surveys, questionnaires, interviews, and observational techniques, to collect either qualitative or quantitative data. This method is especially effective for gaining insights into newly explored research areas or for understanding specific contexts (Deckert, 2023).

The term survey refers to the collection of data from different locations and groups. It aims to obtain information about current conditions, communities, agencies, and institutions. It also relates to the characteristics, status, or practices of individuals or specific groups. Descriptive research design is a valuable resource for researchers aiming to gather information about a specific group or phenomenon. Such research provides a detailed and accurate portrayal of the characteristics and behaviors of a particular population or subject. By observing and collecting data on a specific topic, descriptive research aids researchers in better understanding particular issues and generates useful insights that can contribute to future studies (Sercillia, 2023).

This method prioritizes the analysis and interpretation of descriptive data, allowing researchers to present findings through narrative rather than solely through statistical measures. It is particularly advantageous for exploring intricate social phenomena, as it captures the depth of human experiences and perspectives, thereby offering deeper insights into the subject being investigated (Gundrum, 2022). Descriptive research is particularly suitable when the research aims to identify characteristics, frequencies, trends, and categories.

Population and Locale of the Study

The subjects of this study were the thirty-two (32) kindergarteners with special needs teachers in the District of Gerona North who were completely enumerated as respondents of this study for the school year 2025-2026.

Data Gathering Tool

In developing the data-gathering tool for this research, the researcher crafted a self-made questionnaire with substantial contributions from experienced Kindergarten teachers, and through readings, focusing on articles in fostering behavioral learning engagement. This customized instrument was specifically designed to explore the behavioral learning engagement of Kindergarten teachers among kindergarteners with special needs. Emphasizing a tailored approach, the questionnaire will include a variety of question types, predominantly focusing on the teachers' learning engagement. The checklist was assessed and validated by experts, including 1 female master teacher, 1 female school principal, and 1 female supervisor. Their feedback was integrated into the final version. The questionnaire was completed after receiving approval from the examination committee. The primary goal of the validation process is to ensure that each question is easily understood and relevant to the actual participants in the study. This guarantees that respondents can answer the questionnaire without difficulty, resulting in valid and reliable data collection.

A focus group discussion was also conducted to examine the level of fostering behavioral learning engagement among kindergarteners with special needs, which can be an insightful method for gathering diverse perspectives, identifying patterns, and understanding the nuances of teaching practices. 5 teachers from the population were selected.

Number of Teachers	Number of Years of Teaching Experience
1	0-3 years
1	3-6 years
1	7-10 years
1	11-14 years
1	15 years above

Data Gathering Procedure

Before administering the research instrument, permission was secured from the Schools Division Superintendent and the School Heads. The researcher personally distributed and administered the questionnaire to all Kindergarten teachers in the Gerona North District.

Likewise, the researcher personally retrieved the same questionnaires. The responses and data obtained were kept confidential by the researcher to ensure the highest degree of objectivity in the responses.

After retrieving the questionnaires, the researcher selected the five teachers who participated in the 60-minute focus group discussion about their behavioral learning engagement.

The respective Kindergarten teachers and school heads of the institutions were informed and oriented by the researchers regarding the purpose of the study.

III. RESULTS AND DISCUSSION

This chapter presents the analysis and interpretation of the data gathered in this study. The purpose of this part of the study is to answer the problem raised and to clarify the research hypothesis formulated.

In doing so, it involved the description and analysis of the respondents' profile, the level of fostering behavioral learning engagement among kindergarteners with special needs of the kindergarten respondent teachers, the significant difference in the level of fostering behavioral learning engagement among kindergarteners with special needs by the kindergarten respondent teachers across the profile variables and the significant relationships between the level of fostering behavioral learning engagement among kindergarteners with special needs by the kindergarten respondent teachers and their profile variables.

Profile of the Respondents

Table 1 presents the profile of the respondents.

TABLE 1
PROFILE OF THE RESPONDENTS

Profile Variables	Frequency	Percentage
Age (in years)		
20-25	2	6.3
26-30	6	18.8
31-35	11	34.4
36-above	13	40.6
Sex		
Male	4	12.5
Female	28	87.5
Civil Status		
Single	13	40.6

Married	16	50.0
Widow/Widowed	3	9.4
Highest Educational Attainment		
BSE/BSEEd	14	43.8
MA Units	7	21.9
MA Acad	3	9.4
MA Degree	7	21.9
EdD Degree	1	3.1
Number of Years Teaching Experience		
1 – 5	16	50.0
6 – 10	2	6.3
11 – 15	10	31.3
16 – 20	1	3.1
21 – above	3	9.4
Relevant Trainings Attended		
District		
1 – 5	23	71.9
6 – 10	7	21.9
more than 10	2	6.3
Division		
1 – 5	18	56.3
6 – 10	13	40.6
more than 10	1	3.1
Regional		
1 – 5	13	40.6
6 – 10	19	59.4
National		
1 – 5	9	28.1
6 – 10	23	71.9

Age. In terms of age, most of the respondents belong to the 36 and above age bracket (13 or 40.6%), followed by those aged 31–35 (11 or 34.4%), 26–30 (6 or 18.8%), and 20–25 (2 or 6.3%). This distribution suggests that a large proportion of the respondents are in their mature teaching years, which may indicate accumulated experience and stability in classroom management. Their age profile implies that many are already well-established in the profession and may serve as role models for younger teachers through their experience and professional judgement.

Sex. As shown in the table, the majority of respondents are female (28 or 87.5%), while only 4 or 12.5% are male. This reflects the continued dominance of females in the teaching profession, particularly in early childhood education, which may be influenced by societal perceptions that teaching young learners is more aligned with female caregiving roles.

Civil Status. In terms of civil status, half of the respondents are married (16 or 50%), 13 or 40.6% are single, and 3 or 9.4% are widowed. This suggests a diverse mix of personal circumstances among teachers. Being married may also imply greater responsibility and stability, which can influence time management, commitment, and professional dedication in the workplace.

Highest Educational Attainment. Regarding educational attainment, most respondents are baccalaureate degree holders (14 or 43.8%), while others have earned MA units (7 or 21.9%) or completed academic requirements for a master's degree (3 or 9.4%). Additionally, 7 or 21.9% are full master's degree holders, and 1 or 3.1% holds a doctoral degree. These findings indicate that many teachers are actively pursuing advanced education, reflecting their commitment to professional growth and compliance with career advancement requirements in the education sector.

Number of Years of Teaching Experience. In terms of teaching experience, half of the respondents (50%) have 1–5 years of service, followed by 11–15 years (31.3%), 21 years and above (9.4%), 6–10 years (6.3%), and 16–20 years (3.9%). This indicates a combination of novice and experienced teachers. The presence of many early-career teachers suggests ongoing workforce renewal, while the experienced group provides mentorship potential. This mix may contribute to a balance of innovation and experience in classroom practices.

LEVEL OF FOSTERING BEHAVIORAL LEARNING ENGAGEMENT AMONG KINDERGARTENERS WITH SPECIAL NEEDS

This portion of the chapter presents the level of behavioral learning engagement among kindergarteners with special needs by the kindergarten teachers, along with building relationships, collaboration with parents, use of rewards and incentives, leveraging strengths of learners for engagement, and creating a supportive environment.

Table 2 presents the level of fostering behavioral learning engagement among kindergarteners with special needs in building relationships.

TABLE 2
LEVEL OF FOSTERING BEHAVIORAL LEARNING ENGAGEMENT AMONG
KINDERGARTENERS WITH SPECIAL NEEDS ALONG BUILDING
RELATIONSHIPS

Indicators	WM	TR
As a teacher, I....		
1. spend dedicated time with students to get to know them to foster a sense of safety and trust.	4.91	VH
2. offer timely support and resources to help learners achieve their goals showing care about their success and well-being.	4.88	VH
3. create a structured classroom with clear routines to inspire learners with special needs to learn.	4.78	VH
4. provide gentle reminders to help learners with special needs navigate the environment more easily.	4.69	VH
5. recognize learners' accomplishments and efforts no matter how small to develop their self-esteem.	4.88	VH

6. pay close attention to what learners with special needs are saying and ask clarifying questions to show you value their thought and experiences.	4.72	VH
7. identify what my students love and integrate those interests into lessons and activities to make them feel more connected to the material.	4.78	VH
8. use a calm, pleasant voice and positive language avoiding any signs of irritability or aggravation.	4.66	VH
9. involve learners in discussions about their own learning and needs, empowering them to develop self-advocacy skills.	4.69	VH
10. show genuine interest through active learning and one-on-one interactions.	4.72	VH
Overall Weighted Mean	4.77	VH

Legend: 4.50-5.00- Very High (VH); 3.50-4.49- High (H); 2.50-3.49- Moderately High (MH); 1.50-2.49- Slightly High (SH);

It can be seen in the table that the level of fostering behavioral learning engagement among kindergarteners with special needs by the kindergarten teachers obtained an overall weighted mean of 4.77, indicative of a “Very High” transmuted rating. This could mean that the signified ratings of the respondents are very considerable, given that they can easily foster behavioral learning engagement among kindergarteners with special needs.

It is also interesting to note that all ten (10) indicators along the area of building relationships obtained a “Very High” transmuted ratings with weighted means that range from 4.66 to 4.91. The data would imply that the kindergarten teachers are effective and efficient in fostering behavioral learning engagement among kindergarteners with special needs. Their very impressive level of behavioral learning engagement along building relationships can be attributed to their consistent application of strategies and techniques such as spending dedicated time with learners to get to know them to foster a sense of safety and trust, offer timely support and resources

to help learners achieve their goals showing care about their success and well-being, creating structured classroom with clear routines to inspire learners with special needs to learn, provide gentle reminders to help learners with special needs navigate the environment more easily, recognize learners' accomplishments and efforts no matter how small to develop their self-confidence, use a calm, pleasant voice and positive language avoiding any signs of irritability or aggravation and involve learners in discussions about their own learning and needs and empowering them to develop self-advocacy skills.

TABLE 3
T-TEST ON THE SIGNIFICANT DIFFERENCE IN THE LEVEL OF FOSTERING BEHAVIORAL LEARNING ENGAGEMENT AMONG KINDERGARTENERS WITH SPECIAL NEEDS ACROSS THE PROFILE VARIABLE SEX

Levene's Test for		t-test for Equality of Means							
Equality of									
Variances									
		95% Confidence Interval							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	of the Difference
									Lower Upper
Equal variances assumed		.380	.542	.084	30	.934	.01786	.21347	-.41811 .45382
Equal variances not assumed				.112	5.119	.915	.01786	.15890	-.38777 .42349

*Significant at .05 level

As seen in the table, the overall significant value indicator of .542 is higher than the .05 level of significance. This significant difference warrants the rejection of the research hypothesis that there is a significant difference in the level of fostering behavioral learning engagement among kindergarteners with special needs across the profile variable sex. It can be said that the profile variable sex is not associated on the level of fostering behavioral learning engagement among kindergarteners with special needs. in other words, it is not comparable. It means that regardless of profile variable sex, the kindergarten teachers can execute the different levels of fostering behavioral learning engagement among kindergarteners with special needs.

IV. CONCLUSIONS AND RECOMMENDATIONS

In light of the findings of the study, the following conclusions were drawn:

The respondent kindergarten teachers vary in terms of their profile, with a majority belonging to the female group.

The very high level of behavioral learning engagement among kindergarteners with special needs can be attributed to the commitment and dedication of teachers in providing profound affection, deep attachment, and a sense of care that inspires learners to learn better.

The respondent kindergarten teachers differ in their level of fostering behavioral learning engagement among kindergarteners with special needs.

The profile variable number of years of teaching experience is a significant factor in the level of fostering behavioral learning engagement among kindergarteners with special needs. The researcher recommends the following on the basis of findings and conclusions of the study.

Since most of the respondent kindergarten teachers are baccalaureate degree holders, they are encouraged to pursue graduate studies in education or related fields to further enhance their pedagogical knowledge and instructional competence in handling learners with special needs.

Considering that the number of years of teaching experience is significantly related to the fostering of behavioral learning engagement, experienced teachers are encouraged to mentor less experienced teachers through structured mentoring or coaching programs to strengthen instructional practices in the classroom.

In view of the relatively lower ratings obtained in parent collaboration, kindergarten teachers are encouraged to strengthen parent engagement through structured communication strategies such as regular feedback sessions, home-school communication logs, and interactive parent orientations focused on supporting behavioral learning at home.

Since the level of fostering behavioral learning engagement among kindergarteners with special needs is very high, teachers are encouraged to sustain and further enhance their current

practices by continuously implementing effective strategies such as positive reinforcement, differentiated instruction, and inclusive classroom activities.

Future researchers are encouraged to explore additional or emerging variables such as classroom environment, teacher training exposure, and availability of instructional resources to further enrich the understanding of factors influencing behavioral learning engagement among kindergarteners with special needs.

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