



**RELATIONSHIP BETWEEN STUDENTS' ACADEMIC PERFORMANCE
AND SOME SELECTED VARIABLES IN INCLUSIVE EDUCATION OF
THE PUBLIC SECONDARY SCHOOLS IN CAVITE S.Y.2017-2018**

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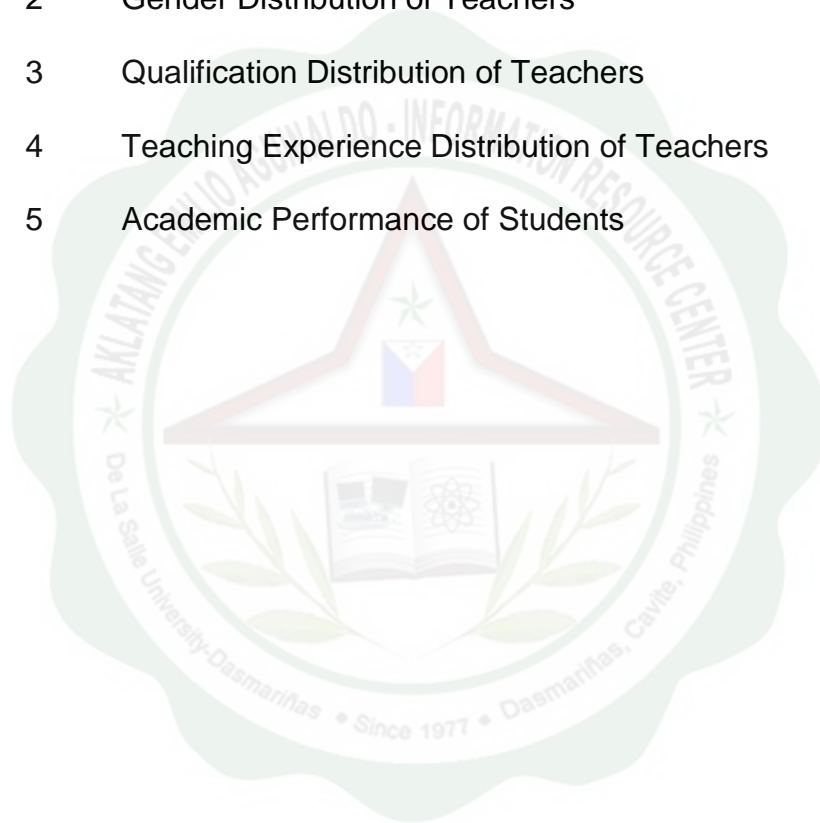
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ABSTRACT

The main objective of this study was to investigate the relationship between students' academic performance and some selected variables in Inclusive Education of the public secondary schools in Cavite. Moreover, this study also aimed to identify the profile of the teachers in terms of age, gender, qualifications, and teaching experience, teachers' attitude towards Inclusive Education in terms of advantages and disadvantages, professional issues, philosophical issues, and logistical concerns, students' profile when classified according to their disability in terms of academic performance, attitude, and behavior. This study deployed purposeful sampling. There are three public Secondary Schools offering IE in Cavite where samples will be taken. Participants were forty (40) students with disability and teachers in inclusion setting. Students were enrolled in Inclusive Education program during the School Year 2017-2018. This study used a descriptive-correlational research method with quantitative and qualitative elements. The raw data from the questionnaires was imported into a computer spreadsheet, such as Microsoft Excel for analysis and SPSS. The study used statistical tools such as frequency count, percentage rate, mean, standard deviation, Pearson Product Moment Correlation Coefficient with 95% (0.05 significance level) confidence level and Chi-square. Data analysis



revealed that there was a significant relationship between students' academic performance and the following: students' attitude and teachers' qualification. However, Students' behavior, teachers' age, and gender does not have significant relationships with students' academic performance. In conclusion, the findings show that students attitude, teachers' qualification and teaching experience are contributing factors to the performance of the students under Inclusive Education.

