
Research Article

Intervention of Inclusive Education and Students' Drop-Out Rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar

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ABSTRACT

The study determines the intervention of inclusive education and students' drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. The valuable insights into the effectiveness of inclusivity interventions and drop-out rate that is currently implemented can inform future policy decisions, such as the development of more tailored training programs for teachers, allocation of resources, and improvements to inclusive education strategies. The study employed a descriptive-correlational research design with total of 105 respondents from the different grade levels in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. Findings revealed that the level of implementation of inclusive intervention in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar in terms of Assistive Technology with a mean score of 2.87 interpreted as moderately commendable this points need for more extensive training, seminar, and professional development in inclusive education. The limited training on assistive technology led to lack of technology assistive tools and effective instruction. In terms of differentiated instruction, a mean score of 4.48 interpreted as Highly Commendable and highly committed to differentiate instruction in inclusive education, they utilized different resources to support diverse learners. However, collaborative learning got mean score 4.55 interpreted as Highly Commendable this employs that in inclusive education must be a collaborative in nature from instruction, strategies, and shared responsibility. The level of inclusive education intervention was a commendable with a mean score of 4.12 on the part of teachers in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. While, the drop-out rate was low but it remains a challenge to everyone it must be zero drop-out rate in inclusive education. The correlational analysis revealed that there is a strong significant relationship between the level of implementation of inclusive education intervention and drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar wherein inclusive teaching strategies are more extensively and consistently applied tend to have lower dropout rates.

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Introduction

The intervention of inclusive education provides equal opportunities to all students regardless their abilities or disabilities in educational endeavor. In the integration emphasizes students' disabilities into mainstreamed classroom education and receive support in academic performance (Ainscow, 2020). In the Philippine context of inclusive education gained significant attention as the Department of Education implemented a range initiatives to improve access in education with diverse needs. However, students with disabilities remains as challenge in education because it requires further examination and intervention (Asis et al., 2024).

Department of Education initiated several reforms aimed to fostering in inclusive educational system. To address the barriers of students with special disabilities or needs often more on lack of proper accommodations and inadequate teacher training in special education (Chu et al., 2020). Moreover, the integration of special education in regular classroom setting and mainstreaming of special students provides assistive technology and strategies more on inclusive environment (Mohamed, 2018).

Inclusivity interventions led to some progress and mitigate students-at-risk dropping out rate of students especially with disabilities. The students drop-out rate with disabilities is notably higher than their peers in regular education it would unaddressed and insufficient support to participate the mainstream classroom (Kaude, 2021). The students at risk dropping out in inclusive education attributed different factors such as academic failure, social stigma, lack of teacher preparation, and insufficient resources (Ginja et al., 2023).

In the context of teachers, drop-out rates among special education the teachers have a significant concern about their attendance in school. The high turnover rates in teaching profession contribute burnout and stress in work (Adamopoulos, 2022). With this impacts the continuity of services provided with students with special disabilities (Gilmour, 2020). In the

preparation of program of inclusive education through effective and professional development had a stronger policy framework to improve teachers (Luesse, 2022). However, to reduce the barriers that lead to drop-out rate are by fostering collaboration to parents and communities as an inclusive school culture (Anderson, 2022). All the interventions should be tailored to specific needs of schools and communities in order to ensure sustainable inclusive education.

The school's division of Eastern Samar has a unique geographical area with socio-economic challenges that presents a distinct context of inclusivity and drop-out rates. The district of Balangiga faces challenges such as limited educational resources, shortage of qualified teachers, and lack of opportunity to improve economic stability. The school distance from the urban center to the school complicate the efforts to implement the school inclusive education interventions. In addition, the drop-out rate of Balangiga District of students with special needs are higher than those other schools, that's why making it crucial to investigate and determine the gaps of factors and challenges of inclusive education intervention in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar.

This study aimed to explore the relationship between the extent of used by teachers in the inclusive education interventions and drop-out rates in DepEd secondary schools in Balangiga District, identifying the key factors that contribute to school wide learner's drop-out rate. It seeks to provide insights into how inclusivity interventions can be improved to reduce drop-out rates and enhance the quality of education for students with disabilities. By focusing on the experiences of students and teachers, this study will contribute to a better understanding of the challenges and opportunities in implementing inclusive education and offer recommendations for improving the inclusivity of education in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar.

Statement of the Problem

This study focuses on the implementation of inclusive education interventions and students' drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar.

Specifically, it sought to answer the following questions.

1. What is the level of implementation of inclusive education intervention in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar in terms of:
 - 1.1 assistive technology;
 - 1.2 differentiated instruction;
 - 1.3 collaborative learning?
2. What is the drop-out rate of students in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar?
3. Is there a significant relationship between the level of implementation of inclusive education intervention and drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar?

Significance of the Study

The results of the study may significant to the following concerned with it.

Department of Education. The study provides valuable insights into the effectiveness of inclusive education interventions and drop-out rates in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. The findings informed to the future policy decisions for the development of more training programs for teachers, allocation of resources, and improved inclusive education strategies at the regional to national levels.

District in- Charge. The DIS gained a clearer understanding on how inclusive education interventions are being applied to the school level and impact on student with special learning needs in behavior. The study can guide to DICs in evaluating and refining district-wide strategies. It is also a foundation for developing professional development workshops, resource allocation, and support mechanisms.

Education Program Supervisors. The EPS benefited from these findings by providing a concrete evidence-based assessment on the inclusive education interventions of teachers

used inside the classroom. This information can support the EPS in designing targeted professional development programs and enhance teachers' abilities to effectively implement inclusive teaching practices.

School Heads. School heads gained a deeper understanding of the inclusive education and drop-out rate intervention used in school wide, and how these strategies are impacting student retention and academic success. The study offered insights into what is working and what areas need improvement. In helping school leaders make informed decisions about resource allocation, teacher support, and professional development.

Teachers. Teachers benefited by learning the most effective inclusive education interventions and minimize drop-out rate of students that can be incorporated into their teaching practices. The study provides teachers with evidence on how specific strategies, such as differentiated instruction, assistive technology, or collaborative learning with diverse learning needs. Teachers can used the findings to improved their instructional approaches and build confidence to their ability. Teachers To support students with disabilities, and ultimately enhance the learning experience for all students.

Parents. Parents with their children of special needs benefited from this study's findings by gaining a better understanding of the inclusive education practices implemented in schools. These interventions would support academic and social development.

Students. Students with disabilities or special needs benefited from improved teaching practices through inclusive learning environments. The study contributed by identifying effective interventions that support diverse learners and promoting higher engagement, better academic performance, and decreased drop-out rates.

Future Researchers. Future researchers benefited from this study that will provide a valuable starting point for further investigations in inclusive education. The study's findings can inform future research on effectiveness of specific interventions in different approaches and strategies in teaching.

Scope and Delimitation of the Study

This study focused on implementation of inclusive education intervention and students drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. Specifically, it examines the different interventions used by teachers in inclusive education including the use of assistive technology, differentiated instruction, and collaborative learning. Also, investigates the drop-out rate of students in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar for School Year 2026-2027, with particular attention to students with disabilities or other special educational needs, and to determine if there is a significant relationship between the intervention used by teachers of the inclusive education and drop-out rate. The study aims to propose a school intervention plan to enhance inclusivity and reduce drop-out rates in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. The scope of the study is limited to Southern Samar National Comprehensive High School, and the findings may not be generalizable to other schools or divisions in the Philippines, as the study reflects the specific setting of this school. Furthermore, the study focuses on the interventions implemented by teachers the contributing factors on parental involvement, community support, and national policies. The study conducted within a specific timeframe, which means only capture teachers' current practices and not account for long term changes in the effectiveness of inclusivity interventions. Additionally, the sample size is limited to teachers in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar, which may not fully represent all types of schools in the division and other district.

Another limitation is the potential subjectivity of teacher responses, as teachers may report based on their personal experiences, perceptions, or what they believe is expected, rather than on an objective analysis of the interventions. The accuracy of drop-out rate data may also be affected by inconsistent or underreported data on SARDOs, as well as the complexity of the factors influencing student retention. Despite these limitations, this study

aims to provide valuable insights into the state of inclusive education in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar.

Definition of Terms

The following terms are operationally defined to enable readers to have a clearer understanding of the research.

Assistive Technology. This refers to any device, software, equipment used to enhance functional capabilities of individuals with special needs or disabilities. In the context of this study, it includes tools such as screen readers, speech-to-text software, or other adaptive devices that help students with disabilities access the curriculum.

Collaborative Learning. This is instructional strategy in which students work together in groups to achieve common academic goals. This approach fosters peer interaction, teamwork, and the sharing of knowledge, ensuring that students with different learning abilities can learn from each other.

Differentiated Instruction. This refers to a teaching approach where teachers adjust their methods, resources, and assessments to meet the diverse learning needs of students. It involves offering multiple ways for students to access content, demonstrate understanding that engage with material, ensuring that all students can succeed based on their abilities.

Drop-out Rate. This pertains to the percentage of students who leave or drop out of school during a specific period. This study focuses on the rate of students in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar, with particular emphasis on students with disabilities or other special educational needs.

Inclusive Education. This refers to educational approach that seeks to include all students, regardless of their background or abilities, in regular education classrooms. It involves adapting teaching practices, curricula, and resources to accommodate diverse learners, including those with disabilities or special educational needs.

Inclusive Interventions. These are strategies, programs, or practices designed to support students with diverse learning needs

within inclusive classrooms. These interventions aim to address the academic, behavioral, and social needs of students with disabilities or special needs, ensuring equal access to education.

Conceptual Framework of the Study

The conceptual framework of this study is anchored on the independent variables and dependent variable model that examined the relationship between the implementation of inclusive education interventions and drop-out rate of students in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. The independent variables of the study consist of three key inclusive education interventions such as assistive technology, differentiated instruction, and collaborative learning. Each intervention includes specific parameters that reflect its implementation in the classroom. For assistive technology the availability and usage of digital tools that support students with disabilities or learning challenges. While, differentiated instruction the parameters include flexible grouping and tiered activities. Lastly, collaborative learning a group

of students with the interaction and peer support mechanisms.

The process involves the assessment and evaluation of how these interventions are implemented by teachers, how frequently and effectively they are used, and their impact on the learning environment. This includes gathering quantitative data through surveys, school records on dropout rate. The process aims the degree of which interventions address barriers to learning and support student retention.

The output of the study is measured the level of implementation on inclusive education interventions and drop-out rates of students in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. This includes identifying which interventions are most effective in reducing dropout rates, developing evidence-based policy recommendations for inclusive education practices, and proposing a contextualized intervention model in every grade level. Ultimately, the framework aims to provide practical solutions for improving student retention through inclusive and supportive educational strategies.

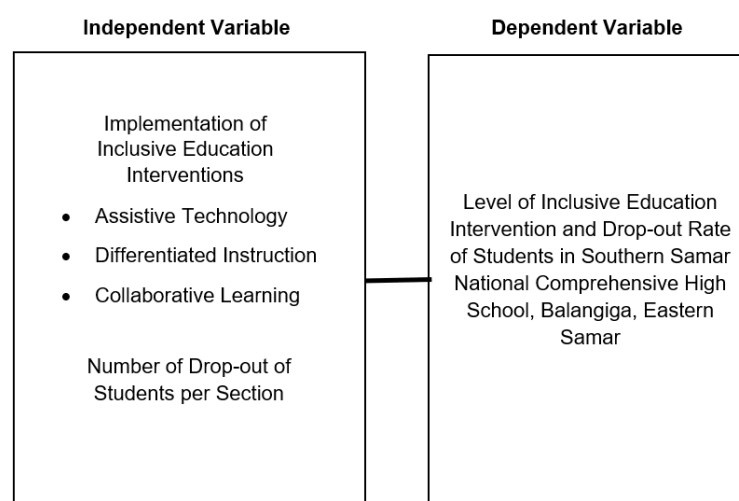


Figure 1. *The research paradigm of the study on the implementation of inclusive education interventions and students' drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar*

Methodology

Research Design

This study used a descriptive-correlational approach to explore the relationship between inclusive education interventions and

students' drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. A quantitative approach is appropriate as the study seeks to measure and quantify the frequency of inclusivity

interventions, as well as the drop-out rate, to draw statistical conclusions. The descriptive aspect of the design aimed to provide an overview of how often various inclusivity interventions, such as assistive technology, differentiated instruction, and collaborative learning are implemented by teachers. This data collected used a self-administered questionnaire with a Likert-type scale that asked teachers to report the frequency of these interventions. The correlational aspect of the study examined the relationship between the frequency of these interventions and the drop-out rate, or the percentage of students who drop out during the academic year. By analyzing the data using correlation tests, the study aimed to determine if there is a significant association between the use of inclusive education intervention

strategies and the rate of student retention in schools. This research design is non-experimental, meaning that the study did not manipulate any variables but instead observed and analyzed them as they naturally occur.

Research Locale

The study focused on the implementation of inclusive education interventions and students' drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. Figure 2 illustrates the geographical site of the research locale Balangiga, Eastern Samar. The visual representation highlights the research locale where data collection took place and provide insight to the distribution of research questionnaire.

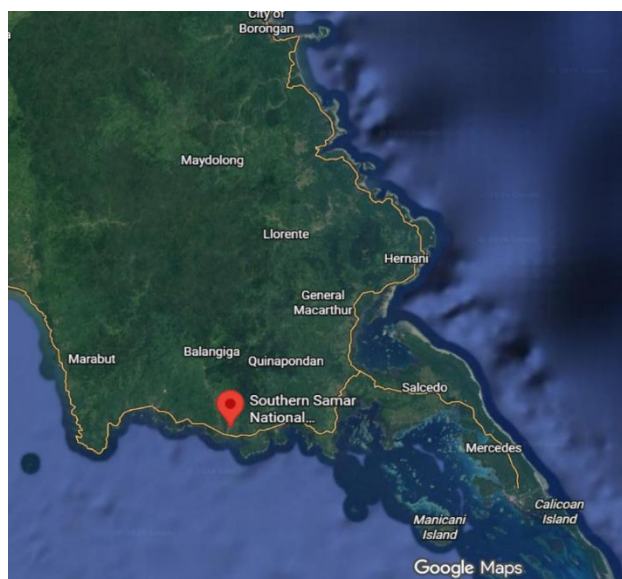


Figure 2. Map of SSNCHS, Balangiga, Eastern Samar showing the research locale of the study

Respondents of the Study

A total of 105 respondents from school wide area to different grade levels in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. Through the implementation of inclusive education interventions and students' drop-out rate, the respondents of the study comprise of teachers who are regular permanent and handling special education classes from Grade 7 to Grade 12 levels. It focused on teachers from various grade levels and subject areas that capture the diverse range of experiences and perspectives on

inclusive education. The participation of teachers in the study was voluntary. They were informed about the purpose, significance, and confidentiality of the research. Teachers was encouraged to their involvement and informed consent was obtained from each participant to ensure their willingness to contribute to the study.

Sampling Procedure

This study used a purposive sampling design. Purposive sampling was used to calculate the study's sample size. This kind of non-

probability sampling, sometimes referred to as judgmental, selective, or subjective sampling, involves researchers using their own discretion to pick study participants from the public. Before using this sampling technique, researchers must be aware of the goal of study in order to select and contact appropriate respondents. Since all study participants were chosen based on a predetermined set of characteristics, researcher utilized purposive sampling to reached a certain portion of the population (Campbell et al., 2020).

Likewise, in choosing the respondents the researchers choose the availability and willingness to answer the survey questionnaire on the inclusive education interventions and drop-out rate of students in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. However, this study examined and analyzed teachers handling special education classes from Grade 7 to Grade 12 levels in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar.

Research Instruments

The study used a researcher-made instrument. The easiest and fastest way of gathering information is through questionnaire. According to Calderon and Gonzales (2018), questionnaire is a set of questions which, when answered properly by required number of properly selected respondents, supplied the necessary information to complete a research study.

The questionnaires are made and design simply by the researchers so that most of respondents could be able to answer the question by placing a mark of check on the appropriate space provided on the questionnaire. The questionnaires composed of two parts. Part I deals with the extent of used by teachers of the implementation of inclusive education interventions in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar in terms of assistive technology, differentiated instruction, and collaborative learning. Part II presents the drop-out rate of students in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar.

The questionnaire's validity was measured by having a panel of experts composed of

the district supervisor, school heads and master teachers examined the questionnaire. A pilot study was used to assure that the readability and sensitivity of the questions is appropriate. In this pilot study, approximately 20 teachers randomly selected to answer the questionnaire. These teachers debriefed to better understand what items of the questionnaire needed more clarity. After the debriefing, questions need for omission and enhancement if any were made to ensure the quality of the questionnaire.

Data Gathering Procedure

The researchers personally administer data gathering. The following gathering procedures will administer by the researchers. A permission to conduct the study will be prepare by the researchers and sent to the Schools Division of Eastern Samar to seek approval for data gathering. The researchers personally administer the questionnaire and the certified evaluators were asked to answer the said questionnaire honestly. The respondents assured that their responses are truly confidential and intended only to the study. After the completion of the questionnaire, each item was analyzed separately or in some cases item responses summed to create a score for a group of items. Hence, Likert scales are often called summative scales (Tanujaya et al., 2022). Data collected were tallied, tabulated, analyzed and interpreted.

The researchers also gave enough time for the respondents to answer the questionnaire to generate reliable data and retrieve a 100% response rate. After retrieval of the survey questionnaire, the researcher proceeded to the statistician for data management and interpretation.

Measurement of Variables

This study aims to examine the relationship between inclusive education interventions and students' drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. To quantify these variables, both the independent and dependent variables will be measured using structured instruments and standardized procedures. Inclusive education interventions were

operationally defined and assessed through five key constructs. The first will be Assistive Technology will measures using 10 items evaluating the use of digital tools, applications, and devices designed to support students with disabilities or diverse learning needs. Differentiated Instruction will measures using 10 items that evaluate how often teachers adapt content, processes, products, and the learning

environment based on students' readiness, interests, and learning profiles. Lastly, Collaborative Learning will measures using 10 items focusing on cooperative strategies, peer-to-peer learning, and structured group activities. Each item under these constructs will be rated using a 5-point Likert scale based on the frequency of implementation:

Scale/Code	Mean Range	Interpretation	Description
5	4.21 – 5.00	Always (A)	Highly Commendable Intervention
4	3.41 – 4.20	Often (O)	Commendable Intervention
3	2.61 – 3.40	Sometimes (S)	Moderately Commendable Intervention
2	1.81 – 2.60	Rarely (R)	Less Commendable Intervention
1	1.00 – 1.80	Never (N)	Not Commendable Intervention

Moreover, the independent variable which is the drop-out rate was measured using quantitative data collected from school records, and is calculated as:

$$\text{Drop-out Rate (\%)} = (D / E) \times 100$$

Where:

= Number of students who leave (drop-out)

= Total number of enrolled students at the beginning of the school year

This numerical data was analyzed in relation to the frequency of inclusivity interventions to determine if there is a significant correlation or predictive relationship.

Here's a more detailed breakdown in terms of Drop-out Rate.

Range	Description	Interpretation
0%	No Dropout	Indicates students fully retained throughout the school year
1 – 10%	Low	Indicate strong students' retention & healthy school environment
11 – 15 %	Moderate	May warrant investigation to identify the potential issues
16% above	High	Suggest significant retention problems,requiring immediate attention to address underlying causes.

Data Analysis

To evaluate the data collected from the study's respondents, the following statistical procedures were used: Weighted Mean will use to weigh questions regarding the level of implementation of the inclusive education interventions and students' drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar in terms of

assistive technology, differentiated instruction, and collaborative learning. Frequency and Percentage was the statistical tool used to answer the Drop-out rate of students in the Southern Samar National Comprehensive High School. Pearson r Moment of Correlation was used to address the significant relationship between the extent of used by teachers of the inclusive education interventions and students' drop-

out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar.

Ethical Considerations

The researchers obtained informed consent from teacher-respondents. Voluntary participation and the right to withdraw without penalty would emphasize. The researchers maintained strict confidentiality of respondents' personal information and ensured that data were anonymized whenever possible. These will help to protect the respondents' identities and maintain their privacy. Also, potential risks involved in the study were carefully evaluated and mitigated. Any foreseeable adverse effects on respondents were minimized, and steps were taken to provide necessary support. Further, the researchers respected the autonomy and rights of the respondents. Respondents have the right to decline participation, withdraw at any stage, or refuse to cooperate.

The respondents will answer certain questions without consequences. Special care was given when working with children. Moreover, the researchers maintained high standards of scientific integrity and honesty. It includes accurately reporting research findings, avoiding data fabrication or manipulation, and crediting the work of others appropriately.

Result and Discussion

Level of implementation of inclusive intervention in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar:

Assistive Technology

In recent years, the Department of Education has strengthened its commitment to inclusive education, ensuring that every learner regardless of ability, background, or circumstances is given equal opportunities to succeed. To support this goal, various inclusivity interventions have been introduced in public schools across the country. However, the effectiveness of these initiatives largely depends on how the teachers understand, adopt, and apply them in the classroom. This study aims to determine the best intervention of inclusive education and drop-out rate in Southern Samar National Comprehensive High School,

Balangiga, Eastern Samar. By doing so, it seeks to identify existing gaps, promote best practices, and provide insights for enhancing inclusive education strategies in school wide area.

Table 1 presents the level to which teachers utilize assistive technology as part of inclusivity interventions in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar. With regards to assistive technology in education, this plays a crucial role in supporting learners with physical, sensory, cognitive, or learning challenges, enabling them to access the curriculum and participate fully in classroom activities.

The highest-rated items in the table, both interpreted as "Commendable," reflect the use of more familiar or easily accessible tools like the use of television, AAC app, and videotape for learners with autism spectrum disorder" (Mean = 3.66, SD = 1.26), and the use television with videos and hearing aid for learners with hearing impairment" (Mean = 3.61, SD = 1.24). These results suggest that audio-visual supports and tools for learners with autism or hearing challenges are relatively more used—possibly due to greater awareness, availability, or visibility of these needs in the classroom.

The lowest mean scores, all rated "Less Commendable," point to lack of specialized tools that are either highly specialized or technology-dependent were Speech-to-text tools (e.g., Dragon, Voice Typing) (Mean = 2.45), Braille for visually impaired learners (Mean = 2.13), and ADHD app and self-regulation (e.g., ClassDojo, Focus@Will) (Mean = 2.02). The results suggest that teachers commendably use assistive technologies that are accessible, familiar, and easy to integrate (e.g., AAC apps, television, and manipulatives).

However, tools requiring specialized training and resources (e.g., Braille, ADHD apps) remain underutilized because of lack of tools resources. Consistent with Van De Werfhorst et al., (2022) the assistive technology in inclusive education, underscore the need for capacity-building, professional training, and resource allocation to enhance the integration of assistive technologies in inclusive classrooms. The overall data reveals a Grand Mean of 2.87 with a Standard Deviation (SD) of 1.31, which corresponds to an overall interpretation

of "Moderately Commendable.". This implies that while progress has been made in fostering accessibility, its implementation remains partial and requires strengthening.

This level of utilization indicates that learners benefit from tools such as text-to-speech applications, Braille displays, and augmentative and alternative communication devices, but their potential is not maximized. As Allen et al., (2018) emphasize, effective integration of assistive technology is critical for ensuring equity in learning outcomes, yet

moderate use suggests that barriers to full participation remain.

For teachers, this finding points to a need for more extensive professional development. Studies highlight that while educators recognize the value of assistive technologies, limited training often hampers their ability to integrate such tools effectively into instruction (Daily et al., 2020). This gap in knowledge and practice can reduce the transformative impact of technology in supporting differentiated instruction and individualized education plans.

Table 1.

Level of implementation of inclusivity interventions in terms of assistive technology

Statement	Mean	SD	Interpretation
I use tools like Natural Reader, read & write, or Google's Select-to-Speak help students with reading difficulties by reading digital or printed text aloud.	2.79	1.35	Moderately Commendable
I use programs like Dragon Naturally Speaking, Google Voice Typing, or Microsoft Dictate help students with writing challenges by converting spoken words into text.	2.45	1.28	Less Commendable
I use PECS (Picture Exchange Communication System) to support non-verbal students in communication.	3.27	1.29	Moderately Commendable
I use television, AAC app, and videotape for learners with autism spectrum disorder to support their daily living, communication and social skills.	3.66	1.26	Commendable
I use Braille for visually impaired learners to develop their literacy skills.	2.13	1.37	Less Commendable
I use television with videos and hearing aid to assist learners with hearing impairment.	3.61	1.24	Commendable
I use lapel with my transition class (mixed composition of disabilities) to support their attention skill.	3.11	1.48	Commendable

I use manipulative toys to provide interactive and hands-on learning experiences for diverse learners.	3.55	1.27	Commendable
I use tripod pencil grip for learners with dysgraphia to develop their motor skills.	2.14	1.34	Moderately Commendable
I use apps like ClassDojo, Focus@Will, and Time Timer help students with ADHD and self-regulation challenges stay on task.	2.02	1.26	Less Commendable
Grand Mean	2.87	1.31	Moderately Commendable

Differentiated Instruction

Table 2 presents the level of implementation of inclusive education interventions in terms of differentiated instruction. Viewing differentiated instruction as one of the teaching approaches that acknowledges and addresses the diverse learning needs, preferences, and abilities of students within a classroom is based on the principle coined and popularized by Carol Ann Tomlinson that a “one-size-fits-all model does not effectively support the academic growth of all learners.

Among the items, the highest mean was obtained in the statement “I use videos, audio, hands-on activities, and visual aids to ensure accessibility for all learners, including those with disabilities” ($M = 4.72$, $SD = .478$), interpreted as Highly Commendable. This suggests that teachers frequently integrate multimedia and multisensory instructional strategies to accommodate learners with diverse needs. The use of varied tools such as videos, visual aids, and hands-on activities, which emphasize providing multiple means of representation and engagement. Similarly, Hovey et al., (2022) stressed that multisensory teaching strategies promote inclusivity by catering to different learning styles. In addition, Thelma et al., (2024) found that multimedia resources not only increase student motivation and

participation but also foster a more equitable and inclusive classroom environment.

Conversely, the lowest mean was noted in the statement “I make different stations in the classroom provide varied tasks, materials, and approaches to cater to different learning preferences” ($M = 4.08$, $SD = .876$), still interpreted as Highly Commendable. This may be attributed to contextual challenges such as large class sizes, limited resources, and time constraints. According to Gheysens et al. (2020) teachers often face barriers in executing learning stations, despite their effectiveness in addressing varied student needs. In the Philippine setting, highlighted that many teachers rely more on whole-class methods rather than learning stations due to limited training and logistical support in differentiated instruction.

Overall, the findings reveal that teacher’s intervention in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar are highly committed to implementing inclusivity interventions through differentiated instruction. They excel in utilizing multimedia resources to support diverse learners, but learning stations remain a challenge due to contextual limitations. This indicates the need for additional training, resources, and structural support to strengthen teachers’ capacity in applying varied differentiated strategies.

Table 2.*Level of implementation of inclusivity interventions in terms of differentiated instruction*

Statement	Mean	SD	Interpretation
I group students based on ability, interest, or learning style, allowing for dynamic collaboration and individualized learning experiences.	4.47	.665	Highly Commendable
I design assignments at different levels of complexity to match students' readiness levels while keeping learning objectives consistent.	4.42	.777	Highly Commendable
I make different stations in the classroom provide varied tasks, materials, and approaches to cater to different learning preferences.	4.08	.876	Highly Commendable
I let students select from a range of activities that align with the same learning goal but cater to different interests and skill levels.	4.21	.757	Highly Commendable
I provide structured support (such as graphic organizers, sentence starters, or guided questions) to help students progress at their own pace.	4.48	.629	Highly Commendable
I use videos, audio, hands-on activities, and visual aids to ensure accessibility for all learners, including those with disabilities.	4.72	.478	Highly Commendable
I encourage students to take ownership of their learning through self-paced modules, independent research, or peer teaching.	4.59	.729	Highly Commendable
I allow extra time or compacting assignments for students who need it, ensuring they can work at a comfortable pace.	4.60	.694	Highly Commendable
I incorporate students' backgrounds, languages, and experiences into lessons to make content more relevant and engaging.	4.58	.661	Highly Commendable
I use regular check-ins, quizzes, and reflections to adjust instruction based on students' progress and needs.	4.66	.628	Highly Commendable
Grand Mean	4.48	.689	Highly Commendable

Collaborative Learning

Table 3 presents the level of implementation of inclusivity interventions by teachers in

terms of collaborative learning. With regards to collaborative learning, it is grounded in social constructivist theory, which emphasizes

that knowledge is constructed through interaction and dialogue with others. This strategy moves away from teacher-centered instruction and fosters a more active, student-driven learning environment.

The highest-rated strategies were Think-Pair-Share ($M = 4.69$, $S = .512$). Teachers most frequently encourage students to think independently, discuss with a partner, and share with the class. This method promotes reflective thinking and inclusive participation.

Think-Pair-Share fosters equitable opportunities for all students to contribute, regardless of skill level. Gillies (2016) further found that this strategy enhances classroom dialogue and supports learners with varying needs. While all strategies were rated "Highly Commendable," the least frequently used intervention was dividing topics into sections for students to teach each other ($M = 4.33$, $SD =$

.697), a method commonly known as the Jigsaw techniques. Despite its lower mean, the strategy remains effective in promoting interdependence and active participation.

The Jigsaw method, emphasized its role in improving empathy, collaboration, and understanding across student groups. The overall grand mean of 4.55 with standard deviation of .640 indicates that teachers "Highly Commendably" implement various collaborative learning strategies that support inclusivity in the classroom.

The results affirm that teachers in inclusive classrooms employ collaborative techniques that foster inclusivity, engagement, and shared responsibility in learning. These findings support the broader push for differentiated and inclusive instruction Tomlinson (2014).

Table 3.

Level of implementation of inclusivity interventions in terms of collaborative learning

Statement	Mean	SD	Interpretation
I pair students with different skill levels to support each other, ensuring both students benefit from the exchange of knowledge.	4.44	.680	Highly Commendable
I assign students to small, diverse groups where they work together on tasks, ensuring equal participation and accountability.	4.59	.695	Highly Commendable
I divide a topic into sections, assigning each student a piece to learn, and then having them teach their section to their group.	4.33	.697	Highly Commendable
I encourage students to think individually, discuss their ideas with a partner, and then share with the larger group.	4.69	.512	Highly Commendable
I assign specific roles (e.g., facilitator, note-taker, timekeeper) to ensure all students contribute and feel valued.	4.46	.733	Highly Commendable
I use tools to allow real-time collaboration, making learning accessible to all students.	4.52	.666	Highly Commendable
I pair students for structured activities that involve explaining concepts, questioning, and summarizing.	4.61	.619	Highly Commendable

I encourage students to take turns leading discussions, asking questions, summarizing, and predicting outcomes based on the material.	4.69	.557	Highly Commendable
I create small groups where students share perspectives, experiences, and insights on a topic, promoting inclusivity and diverse viewpoints.	4.55	.608	Highly Commendable
I use educational games or competitions where teams collaborate to solve problems, increasing engagement and teamwork skills.	4.49	.629	Highly Commendable
Grand Mean	4.55	.640	Highly Commendable

Level of Inclusive Education Intervention

Table 4 shows the summary on the level of implementation of inclusivity interventions by teachers. Among the interventions, collaborative learning ($M = 4.55$, $SD = .640$) and differentiated instruction ($M = 4.48$, $SD = .689$) were rated as Highly Commendable. This indicates that teachers consistently implement strategies that foster cooperation, adapt instruction to learner diversity, and manage classroom behaviors effectively. Meanwhile, results reveal that teachers strongly practice collaborative Learning aligning with Thornton et al., (2020), who emphasized that cooperative learning fosters peer support, social interaction, and inclusivity among diverse learners. Likewise, Horner et al. (2019) found that positive collaboration contribute to a safe and inclusive learning environment by minimizing disruptions and maximizing engagement. The high mean rating in differentiated instruction also reflects teachers' commitment to adjusting strategies to address learner diversity, which is consistent with the principles of inclusive education.

The lowest rating, Assistive Technology, signals a critical area for development. Although assistive tools such as text-to-speech programs, Braille displays, and communication apps can greatly enhance access and independence for learners with special needs, their moderate use suggests gaps in teacher training, availability of resources, or institutional support. Daily et al. (2020) argue that successful implementation of assistive technology depends on both adequate provision and teacher competence. Similarly, Ulanday et al., (2021) emphasized that inclusive education cannot be fully realized without equitable access to technological support. Taken together, these findings indicate that while teachers demonstrate commendable levels of inclusivity through pedagogy and behavior management, the limited use of assistive technology highlights the need for stronger capacity building, resource allocation, and integration of technology in classroom practices. Addressing this gap will strengthen inclusive education and provide learners with special needs greater opportunities for participation and achievement.

Table 4.

Summary on the used by teachers of the inclusive education interventions

Statement	Mean	SD	Interpretation
Assistive Technology	2.87	1.31	Moderately Commendable
Differentiated Instruction	4.48	.689	Highly Commendable
Collaborative Learning	4.55	.640	Highly Commendable
Over-all Mean	4.12	.832	Commendable

Drop-out Rate of Students

Table 5 presents the drop-out rate of students in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar, which is classified into four ranges: high (above 15%), moderate (11–15%), low (1–10%), and no dropout (0%). The data reveal that different grade levels, representing 28.6 percent, reported a high drop-out rate. This indicates that almost one-third of the grade levels in school face serious challenges in students' retention, reflecting persistent problems such as poverty, lack of school resources, or absenteeism. Furthermore, three schools or 21.4 percent reported a moderate drop-out rate, suggesting that while dropout is less severe, it is still a pressing concern. On the other hand, a majority of the different grade levels, five or 35.7 percent, recorded a low attrition rate to no dropout. This finding is encouraging, as it suggests that more than half of the schools are able to sustain pupil participation and minimize dropout.

In the Philippine context, emphasized that conditional cash transfer programs like the 4Ps not only benefit typically developing children but also improve attendance for children with special needs, as families are incentivized to

prioritize education. Similarly, UNICEF Philippines reported that inclusive feeding programs, health services, and psychosocial support directly reduce dropout rates of LSEs in disadvantaged communities.

Studies also emphasize the role of teacher preparedness in retaining LSEs highlighted that specialized teacher training in inclusive education fosters better engagement of learners with disabilities, leading to lower attrition. Likewise, the close-knit rural schools with strong teacher-parent collaboration were particularly effective in retaining Learners Special Education Needs as both academic and non-academic needs were closely monitored.

The findings underscore that while dropout rate remains a challenge for Southern Samar National Comprehensive High School, Balangiga, Eastern Samar demonstrated commendably high dropout of learners with special needs. The presence of high drop-out rate proves that ineffective inclusive interventions, lack of government support, lack teacher training on special education, and lack of community involvement in ensuring educational continuity for learners' special education needs.

Table 5.
Drop-out Rate of Students

Range	Frequency (Grade level)	Percent
High (above 15%)	4	28.6 %
Moderate (11-15%)	3	21.4 %
Low (1-10%)	2	14.3 %
No Dropout (0%)	5	35.7 %
Total	14	100 %

Relationship between the Level of Inclusive Education Intervention and Drop-out Rate of Students

The findings from the study reveal valuable insights into how the extent of teachers' use of inclusive education interventions correlates with the dropout rate of learners with special needs students in Southern Samar National

Comprehensive High School, Balangiga, Eastern Samar.

The overall data showed a "Commendable" implementation of key inclusivity interventions. Meanwhile, the attrition rate of learners with special needs in Southern Samar National Comprehensive High School revealed that a majority of the grade levels, ten or 52.6

percent, recorded a low drop-out rate to no drop-out.

Table 6 presents the test of relationship between the level of implementation of inclusive education interventions by teachers and students' drop-out rate. The results revealed that all inclusivity interventions correlated significantly with drop-out rates, although the strength and direction of these relationships varied.

Differentiated Instruction ($r = .613$, $p = .001$) showed moderate to strong positive correlations with students drop-out rate. This implies that these strategies are more frequently employed in schools already experiencing high drop-out rates, rather than necessarily producing preventive effects. Tomlinson (2014) emphasized that while differentiated instruction promotes learner engagement, its success is highly dependent on adequate training and resources. Similarly, Rubtsov (2020) found that when poorly implemented, differentiation does not reduce dropout but may increase teacher and student stress. In the same way, Kausik (2023) noted that differentiated instruction can foster accessibility, contextual barriers such as resource limitations may prevent its full preventive potential, thereby linking it with higher attrition contexts.

Collaborative Learning also showed a very strong positive correlation with attrition ($r = .621$, $p = .001$). This result suggests that collaborative strategies may often be emphasized in

classrooms where disengagement and dropout risks are already apparent. Johnson and Johnson (2009) affirmed the benefits of cooperative learning in promoting peer support and academic persistence, but Gillies (2016) cautioned that poor implementation and group conflicts may frustrate learners and diminish the intended preventive impact.

Interestingly, Assistive Technology displayed a significant negative correlation with attrition ($r = -.100$, $p = .001$), suggesting that higher utilization of assistive tools is linked with lower pupil attrition. This finding aligns with the work of Olatunji et al., (2023), who reported that assistive technologies such as speech-to-text applications and screen readers enhance independence and engagement among learners with disabilities, thus improving retention. Similarly, Allen et al., (2018) found that assistive technologies reduce barriers to learning and directly contribute to lower dropout rates.

Overall, these findings suggest that collaborative and differentiated instruction are the best artifacts or interventions on teaching strategies more heavily where drop-out risks are already high. The negative association of assistive technology with drop-out rate of students, however, highlights its potential as a genuine preventive strategy that addresses accessibility and supports students' retention to finish in any grade level.

Table 6.

Test of relationship between the level of implementation of inclusivity interventions and drop-out rate of students

Variables	R	P	Interpretation
Assistive Technology	-.100	.001	Significant
Differentiated Instruction	.613	.001	Significant
Collaborative Learning	.621	.001	Significant

Conclusion

Based on the analysis provided, the following conclusions can be made:

1. Teachers in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar are consistently utilizing the different inclusivity interventions namely:

Assistive Technology, Differentiated Instruction, and Collaborative Learning.

2. The drop-out rate of Southern Samar National Comprehensive High School, Balangiga, Eastern Samar is notably low.
3. Assistive Technology that meets learners at their level with technologically hands-on

activities, which ensure accessible and flexible instruction.

4. There is a strong significant relationship between the level of implementation of inclusive education intervention and drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar results mean the positive correlation does not mean that the intervention strategies cause drop-outs, but rather reflect reactive intervention deployed in at-risk environment. wherein inclusive teaching strategies are more extensively and consistently applied tend to have lower dropout rates. This is evidenced by the substantial number of grade levels with low or no dropout, likely benefiting from well-executed interventions such as differentiated instruction that promote a supportive classroom environment, collaborative learning that fosters peer support and engagement.

Recommendation

Based on the results of the implementation of inclusive education interventions and students' drop-out rate in Southern Samar National Comprehensive High School, Balangiga, Eastern Samar, the following recommendations are proposed:

1. Strengthen Teacher Training and Professional Development. Provide continuous capacity-building programs to improve teachers' skills in differentiated instruction and collaborative learning, ensuring these interventions are applied proactively and effectively.
2. Enhance Investment in Assistive Technology. This provides additional assistive tools and training for both teachers and students. Assistive technology reduces barriers to drop-out students and participate directly to school activity for the retention of school learning process.
3. Encourage further research to explore other interventions on inclusive education using both quantitative and qualitative approaches.

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