EXCELLENCIA
INTERNATIONAL MULTI-DISCIPLINARY JOURNAL OF EDUCATION
Volume 4, Issue 10, 2026 ISSN (E): 2994-9521

Teachers' Classroom Accommodation Practices and Teachers' Use of Emerging Digital Tools

ANA MARIA A. SABELLON, MAED

Master of Arts in Education, Major in Special Education, Cebu Technological University, Main Campus, cor. M.J. Cuenco Ave. & R. Palma St., Cebu City, Philippines
sabellonanamaria@gmail.com

Abstract:

This study aimed to determine teachers' competency in designing AI- This study determined the relationship between teachers' classroom accommodation practices and their use of emerging digital tools among teachers of Matab-ang National High School, Division of Toledo City, during School Year 2026–2027. It specifically described the respondents' demographic profile, determined the levels of classroom accommodation practices and use of emerging digital tools, and established whether a significant relationship existed between the variables. A descriptive-correlational research design was employed in Matab-ang National High School. Fifty teacher-respondents were selected through purposive sampling. An adapted and contextualized survey questionnaire covering demographic profile, classroom accommodation practices, and use of emerging digital tools served as the instrument. Frequency and percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient were used to analyze the data. Results showed that teachers demonstrated strong classroom accommodation practices and regular use of emerging digital tools. However, differentiated learning activities, assessment methods, online collaboration, exploration of newly introduced technologies, and digital applications for differentiated instruction were less consistently practiced. A significant positive relationship existed between classroom accommodation practices and use of emerging digital tools. The study concluded that purposeful use of emerging digital tools was associated with stronger classroom accommodation practices. An Action Plan was recommended to strengthen differentiated instruction, flexible assessment, online collaboration, and technology integration through targeted training, hands-on activities, peer sharing, and classroom-based application, and continuous monitoring and evaluation for sustained improvement.

Keywords: Special Education, Classroom Accommodation practices, Emerging Digital tools, Descriptive-Correlational research,Action Plan, Matab-ang National High School.

Introduction

Classroom diversity presented increasing instructional demands as learners demonstrated differences in abilities, interests, learning preferences, and educational needs. These differences required teachers to adopt flexible instructional approaches that supported meaningful participation and provided appropriate learning opportunities for all learners. Teachers' classroom accommodation practices played an important role in addressing learner diversity through modifications in instructional activities, learning materials, assessment procedures, and teaching strategies. Meanwhile, the continued development of emerging digital technologies provided teachers with additional resources for preparing instructional materials, delivering lessons, conducting assessments, and supporting learners with varied educational needs.

At the international level, educational systems increasingly recognized the importance of teachers' classroom accommodation practices and teachers' use of emerging digital tools in responding to diverse learning requirements. Technological developments, particularly artificial intelligence, interactive digital platforms, and multimedia applications, provided opportunities for teachers to prepare differentiated learning materials, adjust instructional activities, and facilitate accessible classroom experiences. These developments highlighted the relevance of examining teachers' classroom accommodation practices alongside teachers' use of emerging digital tools in contemporary educational settings.

At the national level, the Philippine educational system promoted inclusive instructional practices and the responsible integration of digital technologies through established laws and educational policies. Republic Act No. 11650, otherwise known as the Inclusive Education Act of 2022, emphasized the provision of reasonable accommodations and appropriate educational support for learners with diverse needs. Similarly, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, supported learner-centered instruction and teaching approaches responsive to individual learning differences. Furthermore, Department of Education Order No. 003, s. 2026, or the Foundational Guidelines on Artificial Intelligence in Basic Education, provided guidance on the responsible and appropriate utilization of artificial intelligence and emerging digital technologies in educational practices.

At the local level, Matab-ang National High School served learners with varying abilities, learning characteristics, and instructional needs, which required teachers to implement appropriate classroom accommodations. Teachers also encountered opportunities to utilize emerging digital tools in instructional planning, lesson delivery, assessment, and learner support. However, the extent of teachers' classroom accommodation practices and teachers' use of emerging digital tools had not been sufficiently established within the school. Moreover, limited school-based evidence was available regarding the relationship between these two variables. This research gap emphasized the need to examine whether teachers who reported greater engagement in classroom accommodation practices also demonstrated higher levels of emerging digital tool utilization.

Furthermore, the research gap extended to the limited understanding of how teachers' classroom accommodation practices were associated with teachers' use of emerging digital tools in addressing specific instructional requirements. Although teachers were expected to provide appropriate learning adjustments and incorporate available technologies into classroom instruction, it remained unclear whether the extent of their classroom accommodation practices was significantly related to the frequency and manner in which they utilized emerging digital tools. In particular, insufficient information was available regarding how teachers' practices in modifying instructional materials, adjusting learning activities, providing assessment accommodations, and supporting individual learning needs were related to their utilization of digital applications for instructional planning, content delivery, assessment, and learner support. Without school-based findings, administrators had

limited evidence for identifying which instructional practices required additional support and which existing practices needed to be sustained.

Therefore, this study sought to determine the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools at Matab-ang National High School during School Year 2026–2027. The findings served as the basis for developing an Action Plan responsive to the identified instructional needs and areas requiring improvement.

Theoretical and Conceptual Framework

The study was anchored on Differentiated Instruction Theory, Technological Pedagogical Content Knowledge (TPACK) Framework, and Diffusion of Innovations Theory. Differentiated Instruction Theory provided a foundation for examining teachers' classroom accommodation practices by emphasizing instructional adjustments responsive to learners' varied abilities and educational needs. The TPACK Framework supported the examination of teachers' use of emerging digital tools by highlighting the connection among technological, pedagogical, and content knowledge in classroom instruction. Furthermore, Diffusion of Innovations Theory explained how teachers adopted and utilized emerging digital technologies in their instructional activities.

Differentiated Instruction Theory

Differentiated Instruction Theory, developed by Tomlinson, emphasized the importance of recognizing learners' differences in readiness, interests, abilities, and learning profiles when planning and delivering instruction. The theory explained that teachers needed to adjust instructional content, learning processes, expected outputs, and classroom environments to provide appropriate educational opportunities for diverse learners. Instead of relying on uniform teaching approaches, differentiated instruction encouraged the application of flexible instructional strategies, varied learning resources, and alternative assessment procedures that supported meaningful classroom participation and the achievement of learning objectives.

In the present study, Differentiated Instruction Theory provided a theoretical foundation for examining teachers' classroom accommodation practices and their relationship with teachers' use of emerging digital tools. The theory emphasized the importance of modifying instructional activities, adapting learning materials, adjusting assessment procedures, and providing appropriate instructional support based on learners' educational needs. Moreover, emerging digital tools offered additional resources that teachers could utilize when preparing differentiated instructional materials and implementing classroom accommodations. Hover and Wise [1] emphasized that digital learning experiences provided opportunities for developing flexible and learner-centered environments through varied instructional resources and interactive learning approaches. Similarly, Evmenova [2] highlighted the potential of generative artificial intelligence in supporting personalized learning materials, accessibility features, and instructional assistance for learners with different educational needs. Tajeddin and Asadnia [3] further explained that teachers increasingly assumed responsibilities as developers of digital instructional materials designed according to learners' specific requirements. These studies supported the examination of teachers' classroom accommodation practices in relation to teachers' use of emerging digital tools.

Furthermore, related studies on technology integration provided additional support for understanding the relationship between the two variables. Nurhidayat [4] found that teachers' technological competence was associated with their ability to implement instructional practices suited to contemporary educational requirements. Yin and Mohamad [5] reported that digital tools offered opportunities for improving instructional flexibility, learner engagement, and accessibility. Garlinska [6] likewise emphasized that emerging technologies expanded opportunities for personalized and adaptable educational experiences. Similarly, Charisma [7] revealed that teachers' attitudes toward information and communication technology were associated with their willingness to incorporate digital applications into classroom instruction. These findings strengthened the relevance of

Differentiated Instruction Theory by establishing a basis for examining whether teachers' classroom accommodation practices were significantly related to teachers' use of emerging digital tools in addressing diverse learning needs.

Technological Pedagogical Content Knowledge Framework

The Technological Pedagogical Content Knowledge (TPACK) Framework, developed by Mishra and Koehler, explained that meaningful technology integration involved the interaction of technological knowledge, pedagogical knowledge, and content knowledge. The framework emphasized that teachers needed to understand the functions of available technologies, the instructional strategies appropriate for particular learning situations, and the subject matter being taught. It highlighted the importance of selecting and utilizing digital resources according to instructional objectives and learners' educational requirements rather than incorporating technology without clear instructional purposes.

In the present study, the TPACK Framework provided a theoretical basis for examining teachers' use of emerging digital tools and its relationship with teachers' classroom accommodation practices. The framework emphasized the importance of technological and pedagogical knowledge when teachers utilized artificial intelligence applications, interactive learning platforms, multimedia materials, and digital assessment resources. König found that teachers' experiences during the early stages of the COVID-19 pandemic highlighted the importance of digital competence and pedagogical adaptability in technology-supported instruction. Shinas and Wen [8] emphasized that preparing teachers for digital storytelling required appropriate connections between technological knowledge and instructional strategies. Furthermore, Ciampa [9] explained that emerging technologies, including ChatGPT, introduced additional possibilities for digital literacy practices, instructional resource preparation, and classroom learning activities.

Similarly, Rice [10] reported that special education teachers utilized technological resources to provide instructional assistance and respond to learners' educational requirements during the COVID-19 period. Mahmoud and Bawaneh [11] discussed the relevance of digital ICT-supported strategies in classroom management and instructional experiences. Simos and Katsiampoura [12] emphasized that digital resources offered opportunities for accessible and flexible educational activities among learners with varied needs. Moreover, Rowston [13] found that teachers' previous experiences and professional preparation were associated with their understanding and implementation of technology integration. These findings supported the relevance of the TPACK Framework in examining teachers' use of emerging digital tools and determining whether this variable was significantly related to teachers' classroom accommodation practices.

Diffusion of Innovations Theory

Diffusion of Innovations Theory, developed by Rogers, explained the process through which new ideas, instructional practices, and technologies were introduced, communicated, accepted, and adopted within organizations. The theory identified five characteristics associated with innovation adoption: relative advantage, compatibility, complexity, trialability, and observability. These characteristics explained how individuals evaluated innovations according to their perceived usefulness, suitability, difficulty, opportunities for experimentation, and observable outcomes. Within educational settings, the theory provided a basis for understanding teachers' decisions regarding the acceptance and utilization of emerging technologies in classroom instruction.

In the present study, Diffusion of Innovations Theory supported the examination of teachers' use of emerging digital tools in relation to teachers' classroom accommodation practices. The theory explained how teachers' perceptions of technological innovations were associated with their decisions to utilize artificial intelligence applications, digital learning platforms, interactive resources, and other emerging educational technologies. Starks and Reich [14] identified barriers and supporting conditions experienced by special education teachers in technology integration, including

technological access, confidence, institutional assistance, and perceived instructional value. Similarly, Cook [15] emphasized that teachers' digital competence and experiences during emergency remote instruction were relevant to their readiness to adopt and sustain technology-supported teaching practices.

Moreover, Mesuwini and Mokoena [16] identified technological limitations, professional development requirements, and institutional support as considerations associated with educators' adoption of online instructional practices. Adeleye [17] highlighted opportunities presented by artificial intelligence and innovative teaching approaches for addressing diverse educational needs. Rizk and Hillier [18] reported that digital technologies offered interactive and accessible learning opportunities for students with disabilities. Furthermore, Çelik and Baturay [19] discussed the continuing development of technological innovations and their relevance to changing instructional practices. Arvin [20] likewise found that teachers' experiences with artificial intelligence applications were associated with their acceptance, confidence, and willingness to integrate emerging technologies into classroom activities. Collectively, these studies supported the examination of teachers' use of emerging digital tools and its possible relationship with teachers' classroom accommodation practices, particularly in instructional planning, learning resource preparation, assessment, and learner support.

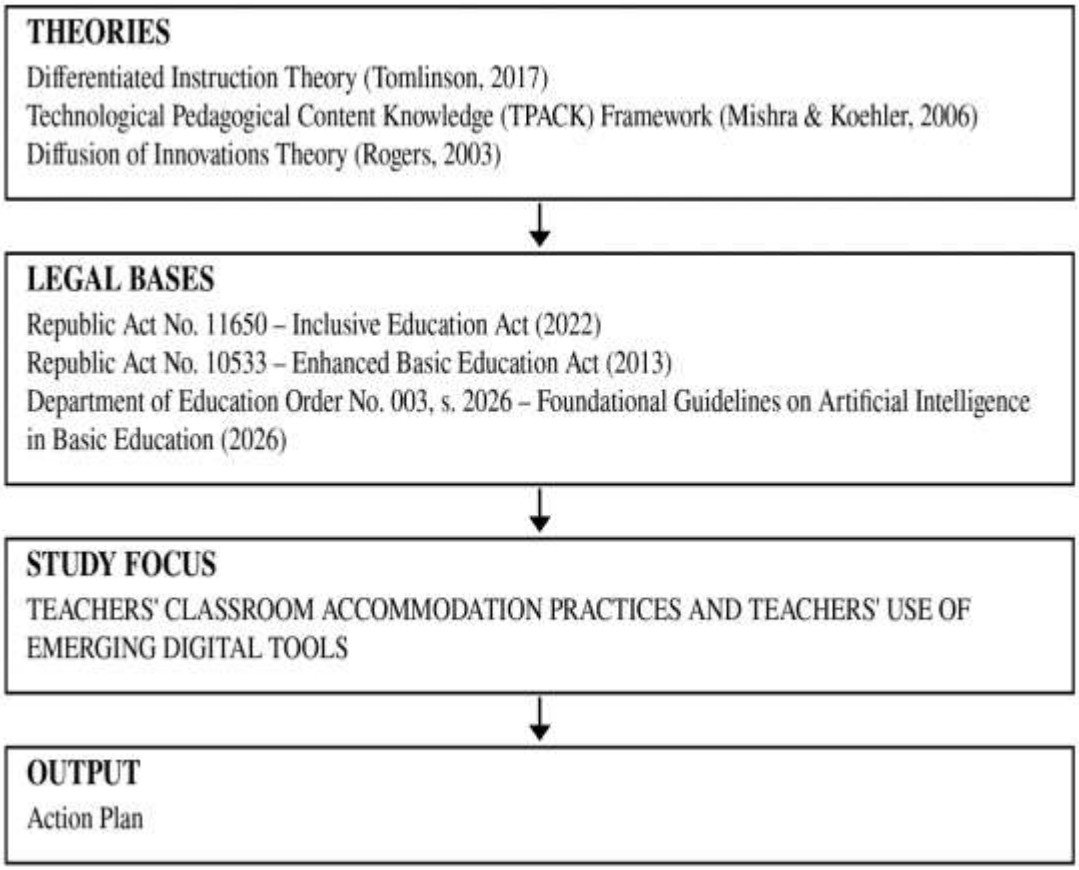

Figure 1. *Theoretical–Conceptual Framework of the Study*

Legal Bases

Republic Act No. 11650, otherwise known as the Inclusive Education Act of 2022, institutionalized inclusive education for learners with disabilities in the Philippines. The law emphasized the provision of appropriate educational support, reasonable accommodations, and accessible learning opportunities for learners with disabilities. It recognized the responsibility of educational institutions to establish learning environments that addressed individual educational requirements through

appropriate instructional strategies and support services. The law also highlighted the role of teachers in providing instructional adjustments that supported meaningful participation and equitable educational opportunities.

In relation to the present study, Republic Act No. 11650 provided a legal foundation for examining teachers' classroom accommodation practices. Its provisions supported the importance of adjusting learning activities, modifying instructional materials, adapting assessment procedures, and providing appropriate assistance according to learners' needs. The law also established the relevance of examining how teachers implemented classroom accommodations within their instructional responsibilities. Furthermore, it provided a legal context for understanding how teachers' use of emerging digital tools could be examined alongside accommodation practices in supporting accessible classroom instruction.

Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, strengthened the Philippine basic education system through curriculum reforms that emphasized learner-centered, inclusive, and developmentally appropriate instruction. The law recognized the importance of educational approaches responsive to learners' characteristics, abilities, and educational contexts. It also supported the continuous improvement of instructional practices, appropriate curriculum implementation, and professional development among teachers to address changing educational requirements.

In the present study, Republic Act No. 10533 supported the examination of teachers' classroom accommodation practices through its emphasis on responsive and learner-centered instruction. Its provisions aligned with the importance of adjusting teaching strategies, selecting suitable instructional materials, and providing varied learning opportunities according to learners' educational needs. Moreover, the law provided a broader educational foundation for examining teachers' use of emerging digital tools as part of instructional resource preparation, classroom teaching, assessment, and learner support within the basic education curriculum.

Department of Education Order No. 003, s. 2026, identified in the study as the Foundational Guidelines on Artificial Intelligence in Basic Education, provided a policy basis for the responsible and ethical integration of artificial intelligence in Philippine basic education. The guidelines emphasized the appropriate utilization of artificial intelligence in educational activities, particularly in instructional preparation, resource development, and teaching-related responsibilities. They also highlighted the importance of responsible technological practices and teachers' professional judgment when incorporating artificial intelligence applications into educational processes.

In relation to the present study, DepEd Order No. 003, s. 2026 provided a policy foundation for examining teachers' use of emerging digital tools, particularly artificial intelligence applications. The guidelines supported consideration of responsible technology utilization in instructional planning, preparation of learning resources, assessment activities, and classroom support. Moreover, the policy provided a basis for examining the appropriate use of digital applications alongside teachers' classroom accommodation practices, particularly when instructional adjustments involved learners with varied abilities and educational requirements.

Taken together, the theoretical and legal foundations established a basis for examining the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools. Differentiated Instruction Theory explained the importance of instructional adjustments, while the TPACK Framework and Diffusion of Innovations Theory provided perspectives on technological knowledge and innovation adoption. Likewise, Republic Act No. 11650, Republic Act No. 10533, and DepEd Order No. 003, s. 2026 provided legal and policy support for accessible instruction, learner-centered practices, and responsible technology utilization.

THE PROBLEM

Statement of the Problem

This study examined the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools among teachers in Matab-ang National High School in the Division of Toledo City during the School Year 2026–2027 as basis for a proposed Action Plan.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:

1.1 age and sex;

1.2 highest educational attainment;

1.3 years of teaching experience;

1.4 teaching position;

2. What is the level of teachers' classroom accommodation practices?

3. What is the level of teachers' use of emerging digital tools?

4. Is there a significant relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools?

5. Based on the findings of the study, what Action Plan may be proposed?

Statement of Null Hypothesis

Based on the objectives of the study, the following null hypothesis was tested at 0.05 level of significance.

HO- There is no significant relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools

Significance of the Study

This study examined the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools at Matab-ang National High School during School Year 2026–2027. The findings provided relevant information regarding the extent of both instructional practices and their relationship, which served as the basis for developing an Action Plan that addressed identified areas requiring improvement and sustained established teaching practices.

Department of Education. The findings provided the Department of Education with relevant information concerning teachers' classroom accommodation practices and teachers' use of emerging digital tools in classroom instruction. The results offered a basis for reviewing professional development programs, technology integration initiatives, and inclusive education practices that supported accessible and responsive instruction. The Action Plan provided a reference for identifying appropriate strategies that addressed teachers' instructional needs and encouraged responsible technology utilization.

Teachers. The study benefited teachers of Matab-ang National High School by providing information about their classroom accommodation practices and teachers' use of emerging digital tools. The findings enabled teachers to assess their existing instructional approaches, recognize areas requiring improvement, and identify practices that needed to be sustained. Furthermore, the Action Plan presented practical strategies for strengthening classroom accommodations and supporting the appropriate utilization of emerging digital technologies in instructional activities.

Learners. Learners of Matab-ang National High School were the intended beneficiaries of the instructional improvements identified through the study. The findings provided a basis for

recommending classroom accommodations and appropriate digital resources that addressed differences in learning abilities, educational requirements, and instructional preferences. Through the implementation of the Action Plan, learners were expected to benefit from more accessible, flexible, and responsive classroom learning opportunities.

School Administrators. The findings assisted school administrators of Matab-ang National High School in identifying established strengths and areas requiring additional support in teachers' classroom accommodation practices and teachers' use of emerging digital tools. The Action Plan served as a guide for planning school-based professional development activities, instructional support programs, and monitoring strategies that addressed identified teaching needs and supported appropriate technology integration.

Researcher. The study provided the researcher with a clearer understanding of the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools. The research process strengthened the researcher's competencies in educational investigation, statistical analysis, interpretation of findings, and preparation of evidence-based recommendations. It also provided practical insights into classroom instructional practices and the appropriate integration of emerging technologies.

Future Researchers. The study served as a reference for future researchers interested in examining teachers' classroom accommodation practices and teachers' use of emerging digital tools in educational settings. The findings provided baseline information for conducting related investigations involving instructional adjustments, digital technology utilization, and inclusive classroom practices. Moreover, the results offered opportunities for further studies examining the relationships between these variables across different educational contexts.

Methodology

Research Design

This study utilized a descriptive-correlational research design, as explained by Creswell and Creswell, to examine the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools at Matab-ang National High School during School Year 2026–2027. This research design was appropriate because it enabled the researcher to describe teachers' existing instructional practices and determine the relationship between the identified variables without manipulating classroom conditions or introducing experimental interventions.

The descriptive component examined the demographic profile of the teacher-respondents according to age, sex, highest educational attainment, years of teaching experience, teaching position, and grade level handled. It also determined the extent of teachers' classroom accommodation practices and teachers' use of emerging digital tools in instructional activities and in responding to learners' varied educational requirements.

The correlational component determined whether a significant relationship existed between teachers' classroom accommodation practices and teachers' use of emerging digital tools. This approach allowed the researcher to examine the association between the two variables, particularly how the reported extent of classroom accommodation practices corresponded with teachers' utilization of emerging digital technologies in instructional planning, learning activities, assessment, and learner support.

Input–Process–Output Model

Input. The input comprised the variables and information required to examine the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools among the teacher-respondents. It included the respondents' demographic profile in terms of age and

sex, highest educational attainment, years of teaching experience, teaching position, and grade level handled.

The study also examined the level of teachers' classroom accommodation practices, particularly their application of instructional adjustments that addressed learners' diverse abilities, educational needs, and learning conditions. This variable covered teachers' practices in adapting instructional strategies, modifying learning materials and activities, providing appropriate classroom assistance, and implementing accommodations that supported learner participation and accessibility. Through this assessment, the study determined the extent to which teachers implemented classroom accommodation practices that addressed individual learning differences and supported inclusive classroom instruction.

Furthermore, the input included the assessment of the level of teachers' use of emerging digital tools in classroom instruction. This variable focused on how teachers utilized available digital technologies in instructional planning, lesson delivery, learning resource development, assessment, and learner support. It also examined teachers' application of digital platforms, interactive resources, and other emerging technologies in carrying out instructional activities. The study determined the extent to which teachers incorporated emerging digital tools into their existing teaching practices and instructional responsibilities.

Lastly, the input included the determination of the significant relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools. Examining the association between these variables provided information regarding whether the reported level of teachers' classroom accommodation practices was significantly related to their level of emerging digital tool utilization. The information gathered from these variables served as the basis for developing a proposed Action Plan that addressed identified instructional needs, strengthened areas requiring improvement, and sustained established classroom practices.

Process. The process of the study followed systematic procedures to ensure the appropriate collection, organization, analysis, and interpretation of data concerning teachers' classroom accommodation practices and teachers' use of emerging digital tools. The study utilized a descriptive-correlational research design to describe the existing levels of both variables and determine whether a significant relationship existed between them without introducing experimental interventions or manipulating the research environment.

The research process began with the preparation and submission of a transmittal letter addressed to the concerned school authorities requesting permission to conduct the study. After obtaining the necessary approval, the researcher coordinated with the school administration of Matab-ang National High School and identified the teacher-respondents who participated in the research according to the established selection criteria.

Following the approval, the researcher administered the validated survey questionnaires to the identified teacher-respondents. Appropriate instructions regarding the purpose of the study, voluntary participation, and proper completion of the questionnaire were provided. Respondents answered the survey items based on their actual instructional experiences and classroom practices. Afterward, the completed questionnaires were retrieved, checked for completeness, and properly secured to maintain the confidentiality of the collected information.

The collected data underwent systematic processing, which involved reviewing, organizing, coding, and tabulating the responses in preparation for statistical analysis. Appropriate statistical tools were employed to describe the demographic profile of the respondents in terms of age and sex, highest educational attainment, years of teaching experience, and teaching position. The analysis also determined the level of teachers' classroom accommodation practices, the level of teachers' use of emerging digital tools, and the significant relationship between the two variables.

Finally, the processed data were analyzed and interpreted according to the research questions and objectives of the study. The findings identified the established practices and areas requiring improvement in both variables. These results provided the basis for developing a proposed Action Plan that addressed the identified instructional needs of teachers at Matab-ang National High School.

Output. The output of the study was a proposed Action Plan developed from the findings concerning teachers' classroom accommodation practices and teachers' use of emerging digital tools. It presented appropriate strategies, professional development activities, and instructional support measures that addressed the indicators requiring improvement while sustaining highly rated practices. The Action Plan provided a school-based reference for strengthening classroom accommodation practices and supporting the appropriate and responsible utilization of emerging digital tools in classroom instruction.

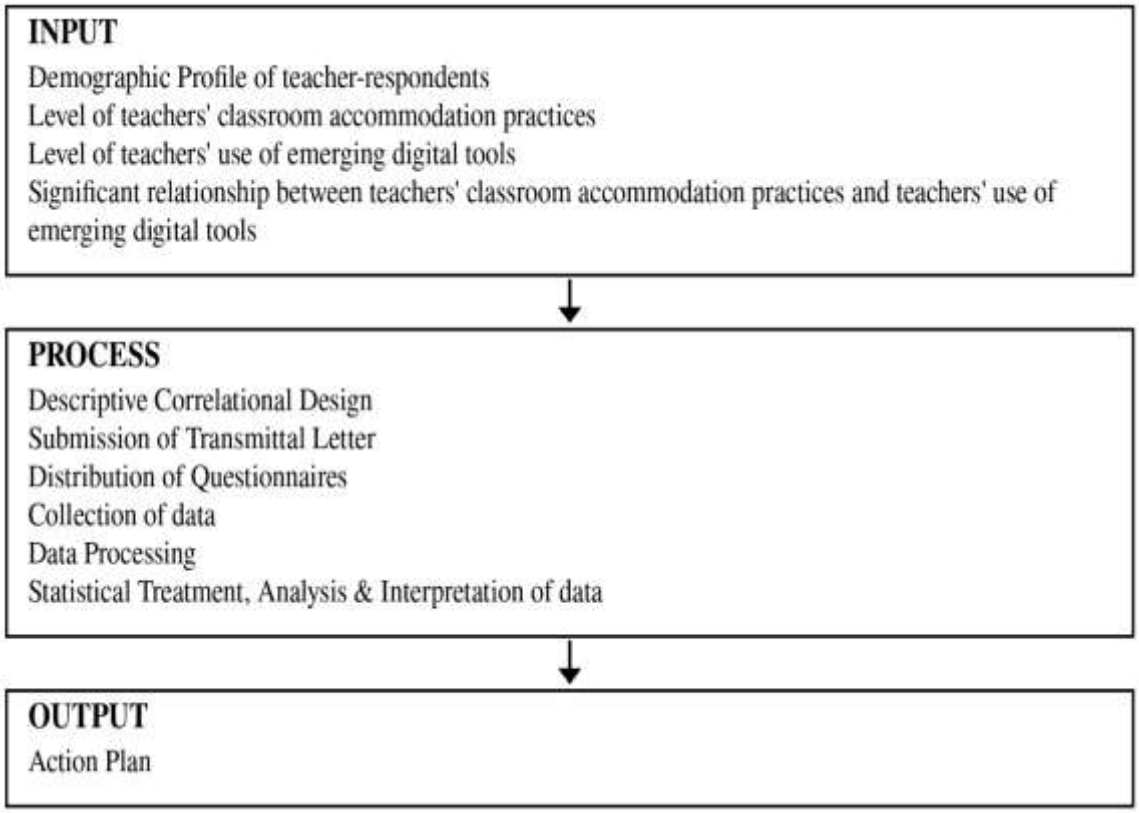

Figure 2. *Flow of the Study*

Research Environment

The study was conducted at Matab-ang National High School, a public secondary educational institution that served learners with varied academic backgrounds, learning abilities, interests, and educational needs. The school provided an appropriate environment for examining teachers' classroom accommodation practices and teachers' use of emerging digital tools. Its instructional setting allowed the researcher to investigate how teachers addressed learner diversity through appropriate classroom adjustments and the integration of available digital technologies in teaching and learning activities.

In relation to this study, Matab-ang National High School served as a suitable research environment because teachers encountered diverse classroom conditions and instructional requirements. Teachers implemented classroom accommodation practices by adjusting teaching strategies, modifying learning activities, adapting instructional materials, and providing appropriate learning support based on learners' varying abilities and educational needs. These practices reflected teachers' responsibilities in addressing individual learning differences and providing accessible instructional opportunities.

Furthermore, the school provided a relevant setting for examining teachers' use of emerging digital tools in contemporary classroom instruction. Teachers had opportunities to utilize digital applications, interactive platforms, multimedia resources, and other emerging technologies in lesson preparation, instructional delivery, assessment, and learner support.



Figure 3. *Location Map of the Research Environment*



Figure 4. *School Photograph Supplied in the Source Manuscript*

Respondents and Sampling

This study involved 50 teachers purposively selected from the total population of 92 teachers at Matab-ang National High School, a medium-sized school based on its teaching personnel. The respondents served as the primary sources of data in examining the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools. Purposive sampling was employed to ensure that participants possessed relevant instructional experiences and direct involvement in classroom accommodation practices and emerging digital tool utilization. This sampling technique enabled the researcher to gather information from teachers who adjusted instructional strategies, modified learning activities, provided appropriate classroom support, and utilized emerging digital technologies in their teaching responsibilities.

The respondents included teachers who were officially assigned to Matab-ang National High School and actively involved in classroom instruction during School Year 2026–2027. They were identified according to their experiences in handling learners with varied abilities, learning characteristics, academic backgrounds, and educational requirements. Teachers who implemented classroom accommodation practices through instructional adjustments, modified learning resources, adapted classroom activities, and utilized emerging digital tools for lesson preparation, instructional delivery, assessment, and learner support were considered qualified participants in the study.

To maintain the relevance and accuracy of the collected information, teachers who were not directly engaged in classroom instruction, those without relevant experience in implementing classroom accommodations, and those without exposure to emerging digital tools for instructional purposes were excluded from participation. These selection criteria ensured that the responses represented the actual instructional experiences of teachers who implemented classroom accommodation practices and utilized emerging digital technologies in their teaching activities.

Through purposive sampling and the application of established inclusion and exclusion criteria, the study gathered relevant information from 50 qualified teacher-respondents selected from the school's total teaching population of 92. The findings provided a school-based foundation for developing a proposed Action Plan that addressed identified instructional needs, strengthened practices requiring improvement, and sustained established instructional approaches at Matab-ang National High School.

Table 1. *Distribution of Respondents by Grade Level*

Grade Level	f	%
Grade 7	8	16.00
Grade 8	9	18.00
Grade 9	8	16.00
Grade 10	7	14.00
Grade 11	9	18.00
Grade 12	9	18.00
Total	50	100.00

Research Instrument

The study utilized an adapted and contextualized survey questionnaire to gather data regarding teachers' classroom accommodation practices and teachers' use of emerging digital tools at Matab-ang National High School during School Year 2026–2027. The questionnaire was developed using related literature, existing research instruments, and established frameworks concerning inclusive instructional practices and educational technology integration. The indicators were organized according to the research objectives and contextualized to reflect the actual instructional experiences of secondary school teachers.

The survey questionnaire consisted of three parts. Part I determined the demographic profile of the teacher-respondents in terms of age, sex, highest educational attainment, years of teaching experience, and teaching position. This section gathered relevant information regarding the respondents' personal and professional characteristics that provided a descriptive background for examining the identified research variables.

Part II assessed the level of teachers' classroom accommodation practices. This section examined the extent to which teachers implemented instructional adjustments responsive to learners' varied abilities, educational needs, and learning conditions. The indicators covered adjusting instructional strategies, modifying learning activities, providing varied instructional materials, applying flexible teaching approaches, adapting assessment procedures, organizing learner groupings, providing individualized feedback, responding to learning difficulties, and supporting classroom participation. These indicators were adapted from the Inclusive Teaching Practices Scale (ITPS-T) developed by Lindner and supported by Schwab and Alnahdi, whose studies examined instructional practices associated with inclusive classroom teaching.

Part III determined the level of teachers' use of emerging digital tools in classroom instruction. The indicators were developed with reference to the UNESCO AI Competency Framework for Teachers, particularly the dimensions of AI pedagogy, AI foundations and applications, and professional learning. These dimensions provided a conceptual basis for identifying instructional activities involving artificial intelligence and related digital technologies. However, the UNESCO framework was a competency framework rather than a validated frequency-of-use instrument. Therefore, its competency descriptions were contextualized and transformed into observable instructional practices that measured how frequently teachers utilized emerging digital tools in their classroom responsibilities.

Specifically, the AI pedagogy dimension informed indicators concerning the use of digital technologies in instructional planning, differentiated learning activities, lesson delivery, learner engagement, and assessment. The AI foundations and applications dimension guided indicators involving artificial intelligence applications, multimedia resources, interactive platforms, and digital instructional materials. Meanwhile, the professional learning dimension informed indicators concerning teachers' exploration and application of newly introduced educational technologies in their instructional practices. These competency areas were translated into frequency-based statements

describing actual classroom activities rather than measuring teachers' technological knowledge or perceived competence. The indicators focused on teachers' reported frequency of using emerging digital tools for instructional resource preparation, classroom activities, assessment, feedback, communication, and learner support.

The adaptation process involved identifying relevant competency descriptions from the UNESCO framework, selecting those applicable to classroom instruction, and rewriting them into measurable frequency-of-use statements. For example, competencies related to integrating artificial intelligence into teaching were operationalized as statements describing how often teachers utilized AI-powered applications to prepare instructional materials or support learning activities. Similarly, competencies concerning technology-supported pedagogy were converted into indicators measuring the frequency of using interactive platforms, digital assessments, and multimedia resources. This process ensured that Part III examined teachers' use of emerging digital tools rather than their perceived technological competence. Since the indicators were developed from a competency framework, their content validity and reliability required separate evaluation before they could be treated as an established measurement scale.

Data Gathering Procedure

The study followed systematic procedures guided by a descriptive-correlational research design to examine the relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools at Matab-ang National High School during School Year 2026–2027. The research procedures included obtaining permission from the school administration, collecting relevant information from qualified teacher-respondents, organizing and analyzing the gathered data, and observing ethical standards throughout the research process. These procedures ensured that the investigation was conducted systematically, responsibly, and consistently with the established research objectives.

Preliminary Stage. The research commenced with the preparation and submission of a formal transmittal letter addressed to the administration of Matab-ang National High School requesting authorization to conduct the study. Following approval, the researcher coordinated with the school authorities to identify qualified respondents according to the established selection criteria. An orientation was conducted to explain the research purpose, objectives, significance, and procedures, particularly the examination of teachers' classroom accommodation practices and teachers' use of emerging digital tools. Participation remained voluntary, and respondents received assurance regarding the confidentiality of their information. Before questionnaire administration, informed consent forms were distributed to ensure that participants understood the research procedures and voluntarily agreed to participate.

Data Gathering. The study employed an adapted and contextualized survey questionnaire consisting of three sections: the demographic profile of teacher-respondents, the level of teachers' classroom accommodation practices, and the level of teachers' use of emerging digital tools. The researcher distributed the questionnaires to the 50 purposively selected teacher-respondents and provided appropriate instructions to clarify the statements and response procedures. Participants were given sufficient time to answer the questions according to their actual teaching experiences and instructional practices. After completion, the questionnaires were retrieved, arranged, and securely maintained to protect the confidentiality and accuracy of the collected responses.

Post Data Gathering. Following the retrieval of the accomplished questionnaires, the responses underwent systematic checking, classification, coding, and tabulation before statistical analysis. The organized information was analyzed to describe the demographic profile of the teacher-respondents, determine the levels of teachers' classroom accommodation practices and teachers' use of emerging digital tools, and examine the significant relationship between the identified variables. The research findings provided the basis for developing a proposed Action Plan that addressed instructional areas

requiring improvement while sustaining established classroom practices at Matab-ang National High School.

Ethical Considerations

Throughout the conduct of the study concerning teachers' classroom accommodation practices and teachers' use of emerging digital tools at Matab-ang National High School, established ethical principles were observed to safeguard the rights, privacy, and welfare of the teacher-respondents. The researcher followed appropriate standards in educational research by ensuring transparency, respecting individual decisions, protecting confidential information, and maintaining responsible handling of research data throughout the investigation.

Informed Consent. The teacher-respondents received sufficient information concerning the objectives, purpose, procedures, and significance of the research before participating. The researcher explained the content of the adapted questionnaire, particularly the sections concerning demographic characteristics, teachers' classroom accommodation practices, and teachers' use of emerging digital tools. Each respondent completed an informed consent form confirming voluntary participation and acknowledging the right to withdraw from the research without experiencing unfavorable consequences concerning employment, professional responsibilities, or institutional relationships.

Confidentiality and Anonymity. The privacy and confidentiality of teacher-respondents from Matab-ang National High School were protected throughout the research process. Personal information that could reveal participants' identities, including names and identifying details, was excluded from the presentation, interpretation, and reporting of findings. Survey responses were assigned identification codes to protect respondents' identities, while collected information remained accessible only to the researcher for academic purposes. Physical documents and electronic records were securely maintained to prevent unauthorized disclosure, access, or inappropriate utilization.

Voluntary Participation. Participation in the research remained entirely voluntary, and respondents were not subjected to pressure, intimidation, or compulsory involvement. Their decisions regarding participation or refusal did not affect their employment conditions, professional performance evaluations, assigned teaching responsibilities, or relationships with the administration of Matab-ang National High School.

Beneficence and Non-Maleficence. The research observed the principles of beneficence and non-maleficence by protecting participants from unnecessary inconvenience, potential harm, and avoidable risks. The investigation generated relevant information concerning teachers' classroom accommodation practices and teachers' use of emerging digital tools, which provided a basis for identifying instructional needs, improving professional development activities, and supporting appropriate technology integration.

Ethical Approval and Coordination. Before conducting the research, the researcher obtained formal authorization from the administration of Matab-ang National High School through appropriate communication and submission of required research documents. Coordination with authorized school personnel facilitated the identification of qualified teacher-respondents and the organized administration of the survey questionnaire. These activities ensured that the investigation complied with institutional procedures and recognized ethical requirements governing educational research.

Statistical Treatment of Data

The information gathered from the teacher-respondents of Matab-ang National High School was analyzed using appropriate statistical methods to ensure systematic, accurate, and meaningful interpretation of research results. Descriptive and inferential statistical techniques were employed to describe the respondents' demographic characteristics, determine the levels of teachers' classroom accommodation practices and teachers' use of emerging digital tools, and examine the significant relationship between these variables.

Frequency. This statistical measure was employed to determine the number of teacher-respondents belonging to each demographic category, including age, sex, highest educational attainment, years of teaching experience, and teaching position. It presented the numerical distribution of respondents according to their personal and professional characteristics relevant to the investigation of classroom accommodation practices and emerging digital tool utilization.

Percentage. This statistical tool was utilized to calculate the proportion of teacher-respondents represented within each demographic classification. It provided a clearer presentation of the respondents' distribution according to their personal characteristics, educational qualifications, teaching experiences, and professional positions, which established the descriptive background of the study.

Weighted Mean. This statistical measure was employed to determine the level of teachers' classroom accommodation practices and the level of teachers' use of emerging digital tools. It summarized the respondents' ratings across the identified indicators and described the extent of their reported instructional adjustments, learning activity modifications, classroom support practices, and utilization of emerging digital technologies.

Standard Deviation. This statistical tool was applied to measure the variability of respondents' ratings concerning teachers' classroom accommodation practices and teachers' use of emerging digital tools. It indicated the degree of consistency or variation among teachers' responses regarding the implementation of instructional accommodations and the utilization of emerging technologies in classroom instruction.

Pearson Product-Moment Correlation Coefficient. This inferential statistical technique was utilized to examine the significant relationship between teachers' classroom accommodation practices and teachers' use of emerging digital tools. It measured the strength and direction of the association between the two variables and determined whether the reported levels of classroom accommodation practices were significantly related to emerging digital tool utilization among teachers at Matab-ang National High School.

Scoring Procedure

teachers' classroom accommodation practices and teachers' use of emerging digital tools. This measurement approach required respondents to indicate the frequency of their instructional practices and utilization of emerging digital technologies by choosing responses that accurately represented their actual classroom experiences. The application of this scale enabled the researcher to assess the reported levels of teachers' classroom accommodation practices in adjusting instructional strategies, modifying learning activities, and addressing diverse educational needs, as well as teachers' use of emerging digital tools in instructional planning, lesson delivery, assessment, and learner support.

Table 2. *Scoring Procedure for Teachers' Classroom Accommodation Practices*

Numeric al Rating	Scale	Descriptive Rating	Verbal Interpretation
4	3.26–4.00	Always	Teachers consistently provide classroom accommodations by adjusting instructional strategies, modifying learning activities, using varied resources, and implementing flexible approaches to support learners' diverse abilities and educational needs.
3	2.51–3.25	Often	Teachers frequently apply classroom accommodation practices by adapting teaching methods, modifying activities, and providing appropriate learning support to respond to learners' varying needs and abilities.
2	1.76–2.50	Sometimes	Teachers occasionally implement classroom accommodation practices but may experience limitations in adjusting instruction, learning activities, and resources to address diverse learner needs.
1	1.00–1.75	Never	Teachers rarely or do not implement classroom accommodation practices, adjust instructional approaches, or provide learning support to address learners' diverse abilities and educational needs.

Table 3. *Scoring Procedure for Teachers' Use of Emerging Digital Tools*

Numeric al Rating	Scale	Descriptive Rating	Verbal Interpretation
4	3.26–4.00	Always	Teachers consistently utilize emerging digital tools to support instructional planning, enhance lesson delivery, provide learner support, facilitate engagement, and improve classroom learning experiences.
3	2.51–3.25	Often	Teachers frequently use emerging digital tools to develop instructional resources, support classroom activities, and enhance teaching and learning processes.
2	1.76–2.50	Sometimes	Teachers occasionally use emerging digital tools in instruction but may experience limitations in integrating digital technologies for classroom support and learner engagement.
1	1.00–1.75	Never	Teachers rarely or do not use emerging digital tools to support instructional delivery, develop learning resources, or enhance classroom learning experiences.

Operational Definitions

Classroom Accommodation Practices. These referred to instructional adjustments and support strategies implemented by teachers to address learners' varied abilities, learning characteristics, and educational needs. In this study, teachers' classroom accommodation practices referred to the reported

frequency of adjusting instructional strategies, modifying learning activities and materials, adapting assessment procedures, organizing learner groupings, providing individualized feedback, and supporting meaningful classroom participation.

Demographic Profile. This referred to the personal and professional characteristics used to describe individuals participating in a research study. In this study, it included the teacher-respondents' age and sex, highest educational attainment, years of teaching experience, and teaching position at Matab-ang National High School during School Year 2026–2027.

Digital Applications. These referred to computer programs, mobile applications, and web-based platforms designed to perform specific educational functions. In this study, these referred to digital applications utilized by teachers in preparing instructional materials, organizing learning activities, presenting lessons, conducting assessments, and providing appropriate instructional support.

Digital Assessment Tools. These referred to technology-based applications and platforms designed to evaluate learners' understanding, performance, and academic progress. In this study, these referred to emerging digital tools utilized by teachers in preparing assessments, administering learning evaluations, monitoring learner progress, recording responses, and providing timely instructional feedback.

Emerging Digital Tools. These referred to developing and recently introduced digital technologies that offered additional functions for teaching and learning. In this study, these included artificial intelligence applications, interactive digital platforms, multimedia resources, online collaboration tools, and digital assessment applications utilized by teachers in instructional planning, lesson delivery, assessment, communication, and learner support.

Instructional Materials. These referred to educational resources used by teachers to present lessons, explain concepts, facilitate activities, and support learning objectives. In this study, these included printed materials, visual presentations, multimedia resources, and digital learning materials that teachers prepared, selected, or modified according to learners' educational requirements.

Learner Groupings. These referred to the organization of learners into instructional groups according to their abilities, learning needs, interests, or assigned classroom activities. In this study, these referred to teachers' classroom accommodation practices involving flexible grouping arrangements intended to support participation, collaboration, instructional assistance, and completion of learning tasks.

Learners' Diverse Needs. These referred to differences in learners' abilities, readiness, interests, learning preferences, and educational requirements that called for appropriate instructional responses. In this study, these referred to the varied learning conditions considered by teachers when implementing classroom accommodation practices and selecting emerging digital tools for instructional activities.

Multimedia Resources. These referred to instructional materials that combined two or more forms of content, including text, images, audio, video, and animation. In this study, these referred to digital learning resources utilized by teachers to present instructional content, explain learning concepts, provide alternative learning materials, and support classroom engagement.

Online Collaboration Platforms. These referred to internet-based applications that supported communication, information sharing, and collaborative educational activities. In this study, these referred to digital platforms utilized by teachers to distribute instructional resources, facilitate group learning activities, communicate with learners, and support collaborative classroom tasks.

Teaching Experience. This referred to the length of time an individual had been engaged in professional teaching responsibilities. In this study, it referred to the total number of years the teacher-respondents had served in the teaching profession, as reported in the demographic section of the questionnaire.

Teaching Position. This referred to the official professional designation or rank assigned to teachers within the educational system. In this study, it referred to the current teaching positions held by the respondents at Matab-ang National High School, including Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II, and other applicable teaching designations.

Teachers. These referred to qualified educational professionals responsible for planning instruction, facilitating learning activities, assessing learner performance, and providing instructional support. In this study, these referred to the 50 purposively selected teachers from the total teaching population of 92 at Matab-ang National High School who served as respondents during School Year 2026–2027.

Technology Integration. This referred to the incorporation of digital technologies into instructional activities to support teaching and learning processes. In this study, it referred to teachers' application of emerging digital tools in lesson preparation, instructional delivery, learning resource development, classroom assessment, communication, and learner support.

Use of Emerging Digital Tools. This referred to the actual utilization of developing digital technologies in carrying out instructional responsibilities. In this study, teachers' use of emerging digital tools referred to the reported frequency of utilizing artificial intelligence applications, interactive digital platforms, multimedia resources, online collaboration tools, and digital assessment applications in instructional planning, lesson delivery, assessment, feedback, and learner support. This variable was measured using the frequency-based indicators in Part III of the research questionnaire.

Results and Discussion

Demographic Profile

Age Distribution

Table 4. *Age Distribution*

Age	f	%
26–30	6	12.00
31–35	10	20.00
36–40	16	32.00
41–45	9	18.00
46–50	6	12.00
51 years old and above	3	6.00
Total	50	100.00

Table 4 presented the age distribution of the 50 respondents included in the study. The respondents were grouped into six age categories, ranging from 26 to 51 years old and above. The largest group consisted of respondents aged 36–40 years, with 16 respondents or 32.00% of the total, followed by those aged 31–35 years with 10 respondents or 20.00% and those aged 41–45 years with 9 respondents or 18.00%. The 26–30 and 46–50 age groups each comprised 6 respondents or 12.00%, while the smallest group consisted of respondents aged 51 years old and above, with 3 respondents or 6.00%.

The distribution indicated that the respondents were predominantly within the 31–45 age range. This concentration suggested that the study largely reflected the experiences and perceptions of teachers who were in their middle years of professional development. The largest representation of respondents aged 36–40 years suggested that a substantial proportion had accumulated considerable teaching experience while remaining active in adapting to developments in educational practice. The representation of younger and older respondents also provided varied perspectives based on different stages of professional experience.

The age composition demonstrated diversity among the respondents. Younger teachers may have entered the profession during a period when digital technologies were increasingly integrated into education, while older teachers may have experienced more extensive changes in educational policies, instructional practices, and technological developments. However, the distribution only described the demographic composition of the respondents and did not establish that age influenced their practices, perceptions, competencies, or adoption of emerging technologies.

The findings were consistent with the perspective of Hazzan-Bishara, Kol, and Levy [21], who examined factors affecting teachers' adoption of AI technologies and emphasized the role of multiple external and internal determinants. Their findings indicated that technology adoption could not be explained through a single demographic characteristic. In the present study, the representation of different age groups similarly indicated that the respondents had varied demographic backgrounds, but the table did not provide evidence that age alone accounted for differences in their adoption or use of emerging technologies.

Sex Distribution

Table 5. *Sex Distribution*

Gender	f	%
Female	39	78.00
Male	11	22.00
Total	50	100.00

Table 5 presented the sex distribution of the 50 teacher-respondents included in the study. The respondents were categorized as female and male. Female teachers constituted the larger group, while male teachers represented a smaller proportion of the sample. This distribution indicated that the respondents were predominantly female, suggesting that the findings largely reflected the classroom experiences and instructional practices of female teachers within the research setting.

The greater representation of female respondents provided relevant demographic information for interpreting the succeeding findings concerning teachers' classroom accommodation practices and teachers' use of emerging digital tools. The participation of male teachers, although smaller in number, also ensured that both sex categories were represented in the study. However, the distribution merely described the composition of respondents and did not establish that sex influenced teachers' instructional practices, technological utilization, professional competencies, or classroom accommodation strategies.

The findings were related to Delello [22], who examined educators' experiences with artificial intelligence in classrooms, including utilization patterns, challenges, and mental health concerns. Their study emphasized that teachers' experiences with artificial intelligence involved both opportunities and difficulties within educational settings. In relation to the present findings, the sex distribution provided demographic information about the teachers represented in the study, but it did not establish differences between female and male respondents regarding classroom accommodation practices or emerging digital tool utilization.

Highest Educational Attainment

Table 6. *Highest Educational Attainment*

Highest Educational Attainment	f	%
Bachelor's Degree	6	12.00
With Master's Units	14	28.00
Master's Degree	28	56.00
With Doctoral Units	1	2.00

Doctorate Degree	1	2.00
Total	50	100.00

Table 6 presented the highest educational attainment of the 50 respondents. The respondents were distributed across five educational attainment categories, from a bachelor's degree to a doctorate degree. The largest group had earned a master's degree, followed by those with master's units, while smaller groups consisted of respondents with bachelor's degrees, doctoral units, and doctorate degrees. The distribution indicated that the respondents generally possessed educational qualifications beyond the bachelor's degree level, providing an important background for understanding their professional practices and engagement with emerging educational technologies.

The predominance of respondents who had completed a master's degree indicated a relatively high level of formal academic preparation within the group. The presence of respondents who had pursued graduate studies but had not yet completed a master's degree further showed continued engagement in advanced professional education. Meanwhile, the inclusion of respondents with doctoral units and a doctorate degree reflected the presence of teachers who had pursued the highest levels of formal academic qualification. These characteristics suggested that the respondents had varied levels of academic preparation that could provide different professional perspectives.

The educational profile was relevant to the study because advanced academic preparation may have exposed teachers to research, professional development, instructional innovation, and emerging educational practices. However, the table did not establish that educational attainment directly determined teachers' competence, attitudes, or use of emerging technologies. Any relationship between educational attainment and the study variables would require appropriate statistical analysis rather than being inferred from the distribution alone.

The findings were consistent with the study of Charisma, which examined teachers' attitudes toward ICT integration in classroom learning. Their study emphasized the importance of understanding teachers' professional characteristics and attitudes in relation to the integration of digital tools. In the present study, the substantial representation of respondents with graduate-level qualifications provided a context in which professional preparation and engagement with educational innovations could be considered. However, the present table did not directly measure attitudes toward ICT integration, so the relationship between educational attainment and technology-related attitudes remained an area requiring separate analysis.

Years of Teaching Experience

Table 7. *Years of Teaching Experience*

Years of Teaching Experience	f	%
Less than 5 years	7	14.00
5–9 years	10	20.00
10–14 years	16	32.00
15–19 years	10	20.00
20 years and above	7	14.00
Total	50	100.00

Table 7 presented the distribution of the 50 respondents according to their years of teaching experience. The respondents were classified into five categories, ranging from less than five years to 20 years and above. The largest group had 10–14 years of teaching experience, followed by those with 5–9 years and 15–19 years of experience. Smaller groups consisted of respondents with less than five years and those with 20 years and above. The distribution indicated that the respondents had varied lengths of professional experience, providing a range of perspectives on teaching practices and the use of emerging educational technologies.

The concentration of respondents in the middle experience categories indicated that a substantial portion of the sample had already spent several years in the teaching profession. This suggested that many of the respondents had experienced changes in instructional approaches, educational policies, and technological developments throughout their careers. At the same time, the representation of teachers with shorter and longer periods of service ensured that the sample was not limited to a single stage of professional experience. Such variation provided a useful context for examining teachers' practices and perceptions related to emerging technologies.

The distribution also indicated that teaching experience varied considerably among the respondents. Teachers with less than five years of experience may have entered the profession during a period when digital tools and emerging technologies were already becoming increasingly integrated into education, whereas those with longer service had experienced a broader transition from traditional to technology-supported instructional practices. Nevertheless, the table only described the respondents' length of service and did not establish that teaching experience influenced their competencies, beliefs, or adoption of emerging technologies.

The variation in teaching experience had practical implications for professional development planning. Teachers at different stages of their careers may have different professional learning needs, particularly when schools introduce emerging technologies or expect teachers to integrate them into instruction. The findings could therefore inform school administrators in designing professional development activities that recognized differences in teachers' prior classroom experience while focusing on common competencies needed for effective technology integration. Such implications remained contextual because the table did not directly measure the relationship between teaching experience and technology-related competencies.

Teaching Position

Table 8. *Teaching Position*

Teaching Position	f	%
Teacher I	20	40.00
Teacher II	11	22.00
Teacher III	8	16.00
Master Teacher I	8	16.00
Master Teacher II	3	6.00
Total	50	100.00

Table 8 presented the teaching positions of the 50 respondents. The respondents were distributed across five positions, namely Teacher I, Teacher II, Teacher III, Master Teacher I, and Master Teacher II. Teacher I comprised the largest group, followed by Teacher II, while Teacher III and Master Teacher I had equal representation. Master Teacher II constituted the smallest group. The distribution showed that the respondents represented different levels of teaching positions, ranging from entry-level teachers to more advanced classroom and supervisory roles.

The greater representation of Teacher I respondents indicated that a substantial portion of the sample occupied the beginning level of the formal teaching position structure. The presence of Teacher II and Teacher III respondents reflected teachers who had progressed through higher career stages, while the representation of Master Teachers indicated the inclusion of educators who had attained more advanced professional positions. This composition provided a range of professional perspectives that could be relevant to understanding teachers' practices and experiences with emerging educational technologies.

The distribution of teaching positions was also relevant to the respondents' professional responsibilities. Teachers at different career stages may have encountered varying expectations concerning instructional planning, classroom management, professional development, mentoring,

and technology integration. However, the table only described the respondents' positions and did not establish that position directly influenced their technological competencies, instructional practices, or attitudes toward emerging technologies.

The findings were related to Bui [23], who examined English teachers' integration of digital technologies in classroom instruction. The study highlighted the relevance of teachers' professional context to their integration of digital technologies. In the present study, the representation of teachers across different career positions similarly provided a professional context for examining technology-related practices. However, the current table did not establish that a particular teaching position resulted in greater or lesser technology integration.

Teachers' Classroom Accommodation Practices

Table 9. *Extent of Teachers' Classroom Accommodation Practices*

S/N	Indicators	WM	SD	Verbal Description
1	I adjust learning activities according to learners' academic abilities.	3.68	0.47	Always
2	I consider learners' interests when planning classroom instruction.	3.40	0.49	Always
3	I provide different learning tasks to accommodate individual learner needs.	3.72	0.45	Always
4	I use varied instructional materials (e.g., print, visuals, videos, manipulatives) to support learning.	3.70	0.46	Always
5	I employ different teaching strategies to help learners understand lessons.	3.12	0.59	Often
6	I vary classroom assessment methods to accommodate diverse learners.	3.08	0.44	Often
7	I organize learners into different groupings based on instructional needs.	3.68	0.47	Always
8	I provide individualized feedback to help learners improve their performance.	3.88	0.33	Always
9	I modify classroom activities when learners experience learning difficulties.	4.00	0.00	Always
10	I encourage all learners to participate regardless of their abilities.	4.00	0.00	Always
	Aggregate Mean	3.63		Always
	Aggregate Standard Deviation		0.41	

Scale: 3.25–4.00 = Always; 2.50–3.24 = Often; 1.75–2.49 = Sometimes; 1.00–1.74 = Never

Table 9 presented the extent of teachers' classroom accommodation practices based on ten indicators. The aggregate mean of 3.63 with an aggregate standard deviation of 0.41 was verbally described as Always. This indicated that the respondents consistently practiced classroom accommodation strategies to address differences in learners' academic abilities, interests, learning needs, participation, and performance. The relatively low aggregate standard deviation also indicated that the responses were generally close to one another, suggesting consistency in the reported classroom accommodation practices.

Among the indicators, the highest ratings were recorded for modifying classroom activities when learners experienced learning difficulties and encouraging all learners to participate regardless of their abilities, both of which obtained a weighted mean of 4.00 with a standard deviation of 0.00 and were interpreted as Always. These results suggested that the respondents consistently responded to learning difficulties by adjusting classroom activities and maintained an inclusive approach by encouraging

participation regardless of learners' abilities. The absence of variation in the responses further indicated that these practices were uniformly reported across the respondents.

Providing individualized feedback to help learners improve their performance received the next highest rating, with a weighted mean of 3.88 and a standard deviation of 0.33, also interpreted as Always. This was followed by providing different learning tasks to accommodate individual learner needs, with a weighted mean of 3.72 and a standard deviation of 0.45. Using varied instructional materials and adjusting learning activities according to learners' academic abilities also received high ratings, with weighted means of 3.70 and 3.68, respectively. Organizing learners into different groupings based on instructional needs likewise obtained a weighted mean of 3.68. The close ratings among these indicators showed that the respondents frequently incorporated different forms of instructional adjustment and support into their classroom practices.

Considering learners' interests when planning classroom instruction obtained a weighted mean of 3.40 with a standard deviation of 0.49 and was still interpreted as Always. In contrast, employing different teaching strategies to help learners understand lessons and varying classroom assessment methods to accommodate diverse learners obtained lower weighted means of 3.12 and 3.08, respectively, both interpreted as Often. These results suggested that the respondents demonstrated stronger consistency in modifying activities, providing individualized support, and promoting participation than in varying teaching strategies and assessment methods. The lower rating for assessment variation was particularly notable because accommodating diverse learners may require flexibility not only in classroom activities but also in how learning is assessed.

The pattern of responses indicated that classroom accommodation practices were generally well established among the respondents. Practices directly involving learner participation, adjustment of activities, individualized feedback, and differentiated learning tasks received consistently high ratings. Meanwhile, practices requiring greater variation in teaching strategies and assessment methods were reported less frequently. This pattern suggested that teachers were more consistent in making immediate instructional accommodations and providing learner support than in modifying assessment approaches or systematically varying teaching strategies.

The results could be understood through the Differentiated Instruction Theory of Tomlinson, which emphasized adjusting content, process, product, and learning environment according to learners' readiness, interests, and learning profiles. The high ratings for modifying activities, providing different learning tasks, considering learner interests, and using varied instructional materials reflected several principles associated with differentiated instruction. The comparatively lower rating for varying assessment methods indicated an area where differentiation could have been less consistently applied.

The results were also relevant to the Technological Pedagogical Content Knowledge (TPACK) Framework of Mishra and Koehler. Effective classroom accommodation may require teachers to combine pedagogical decisions with appropriate instructional resources and, where applicable, technology. The frequent use of varied instructional materials demonstrated that respondents incorporated different forms of support into instruction. However, the lower rating for varying assessment methods indicated that the integration of flexible assessment practices remained less consistent than other forms of classroom accommodation.

The Diffusion of Innovations Theory of Rogers provided another perspective for understanding the pattern. Teachers' adoption of new instructional practices may depend on their perceived usefulness, compatibility with existing practices, and ease of implementation. The strong ratings for familiar classroom accommodations, such as modifying activities and providing individualized feedback, may have reflected practices that were already integrated into teachers' routines. In contrast, practices requiring greater variation in assessment and teaching strategies may have involved additional planning or adjustment and were therefore reported less frequently.

The results were also consistent with Karasneh [24], who examined educators' attitudes and practices toward e-learning and highlighted the importance of teachers' practices and attitudes in adapting to changing instructional environments. The present results similarly showed that teachers reported frequent adaptation of classroom practices to support learners. The results could also be considered alongside Viberg [25], whose study examined teachers' trust in AI in education across several countries and underscored the importance of teachers' perceptions in technology-related educational practices. Although the present table did not directly measure trust in AI, the consistent accommodation practices suggested that respondents were actively engaged in adapting instruction, providing a relevant foundation for understanding their subsequent engagement with emerging educational technologies.

The practical implications of the results were significant for classroom instruction and professional development. The strong implementation of learner-centered accommodations indicated that teachers were already applying practices that supported learner participation and responded to learning difficulties. However, the comparatively lower ratings for varied teaching strategies and assessment methods indicated areas that could receive greater attention in professional learning activities. Strengthening teachers' capacity to design flexible assessments and employ a wider range of instructional strategies could complement the accommodation practices that were already frequently implemented.

Taken together, the results showed that classroom accommodation was a consistently practiced aspect of the respondents' teaching. The high aggregate rating reflected a strong orientation toward adapting instruction and supporting diverse learners, particularly through activity modification, inclusive participation, individualized feedback, and differentiated tasks. At the same time, the comparatively lower ratings for instructional strategy variation and assessment flexibility pointed to specific aspects of classroom accommodation that could be further developed. These results provided evidence that teachers' accommodation practices were strongly learner-centered, while also identifying assessment and instructional variation as important areas for continued professional development.

Teachers' Use of Emerging Digital Tools

Table 10. *Extent of Teachers' Use of Emerging Digital Tools*

S/N	Indicators	WM	SD	Verbal Description
1	I use artificial intelligence (AI) tools to prepare instructional materials.	3.04	0.67	Often
2	I use digital applications to design differentiated learning activities.	2.90	0.54	Often
3	I integrate interactive digital platforms during classroom instruction.	3.68	0.47	Always
4	I use digital assessment tools to monitor learners' progress.	3.12	0.59	Often
5	I incorporate multimedia resources to improve lesson delivery.	3.72	0.45	Always
6	I utilize online collaboration platforms during classroom activities.	2.74	0.56	Often
7	I use digital tools to provide immediate feedback to learners.	3.12	0.59	Often
8	I employ digital technologies to support learners with diverse educational needs.	3.68	0.47	Always
9	I explore newly introduced educational technologies for classroom instruction.	2.88	0.66	Often
10	I use digital platforms to communicate learning activities with learners and parents.	3.88	0.33	Always
	Aggregate Mean	3.28		Always
	Aggregate Standard Deviation		0.53	

Scale: 3.25–4.00 = Always; 2.50–3.24 = Often; 1.75–2.49 = Sometimes; 1.00–1.74 = Never

Table 10 presented the extent of teachers' use of emerging digital tools in classroom instruction. The aggregate mean of 3.28 with an aggregate standard deviation of 0.53 indicated that teachers always used emerging digital tools in their teaching practices. The relatively low aggregate standard deviation suggested that the respondents' ratings were generally consistent, although the extent of use varied across specific digital applications.

The highest-rated indicator was the use of digital platforms to communicate learning activities with learners and parents, which obtained a weighted mean of 3.88 and a standard deviation of 0.33, verbally described as Always. This was followed by the use of multimedia resources to improve lesson delivery, with a weighted mean of 3.72 and a standard deviation of 0.45, and the integration of interactive digital platforms during classroom instruction and the use of digital technologies to support learners with diverse educational needs, both with weighted means of 3.68 and standard deviations of 0.47. These results indicated that teachers most consistently used digital tools for communication, lesson presentation, classroom interaction, and support for diverse learning needs. Such practices reflected the practical integration of technology into routine teaching activities where digital tools could directly enhance access, engagement, and communication.

The indicators with lower ratings were the use of online collaboration platforms during classroom activities, which obtained a weighted mean of 2.74 and a standard deviation of 0.56, followed by exploring newly introduced educational technologies for classroom instruction, with a weighted mean of 2.88 and a standard deviation of 0.66. The use of digital applications to design differentiated learning activities also received a comparatively lower rating of 2.90 with a standard deviation of 0.54. These areas suggested that teachers used established and immediately applicable digital tools

more consistently than tools requiring greater experimentation, collaboration, or instructional customization. The relatively higher variation in responses for exploring newly introduced technologies also indicated differences in teachers' willingness or opportunity to engage with emerging digital applications.

The results could be viewed through the Technological Pedagogical Content Knowledge (TPACK) Framework of Mishra and Koehler, which emphasized the integration of technological knowledge with pedagogical and content knowledge. The frequent use of multimedia resources, interactive platforms, digital assessment tools, and technologies supporting diverse learners indicated that teachers had incorporated technology into several dimensions of classroom practice. However, the comparatively lower use of digital tools for differentiated learning, online collaboration, and exploration of newly introduced technologies suggested that continued development was needed in applying technology in more pedagogically complex and innovative ways.

The pattern also related to Differentiated Instruction Theory of Tomlinson, particularly in the use of technology to respond to learners' varying needs. The frequent use of digital technologies to support learners with diverse educational needs reflected an effort to make instruction more responsive and accessible. However, the lower rating for using digital applications to design differentiated learning activities indicated that the availability of digital tools did not necessarily result in equally frequent technology-supported differentiation. This distinction underscored the importance of teachers' pedagogical decisions in determining how digital technologies were applied to accommodate learner differences.

The results were likewise consistent with the Diffusion of Innovations Theory of Rogers, which explained that adoption of innovations could vary according to perceived usefulness, compatibility, complexity, trialability, and observability. Teachers' stronger use of familiar digital platforms for communication and instruction suggested greater acceptance of technologies that had clear and immediate classroom applications. In contrast, the lower rating for exploring newly introduced educational technologies could reflect the additional time, confidence, training, or perceived complexity associated with adopting less familiar innovations.

The results could also be considered alongside Mexhuani [26], who emphasized that digital tools in education offered opportunities for improving teaching and learning while also presenting challenges related to adoption and implementation. The present results similarly showed that teachers had integrated digital technologies into several routine instructional functions, while their use was less consistent in areas requiring exploration, collaboration, and more specialized pedagogical application. Sharma and Saini [27] likewise highlighted the importance of teachers' acceptance, continuance intention, and self-efficacy in sustaining the use of digital technologies. In this context, the differences across indicators suggested that teachers' use of digital tools may be influenced not only by access to technology but also by their confidence and readiness to apply specific tools for particular instructional purposes.

These results implied that teachers had already established a strong level of digital technology use in regular classroom practice, particularly for communication, multimedia-supported instruction, interaction, and learner support. The areas receiving lower ratings pointed to opportunities for strengthening teachers' capacity to use digital technologies for differentiated instruction, collaborative learning, digital assessment, and exploration of emerging applications. Professional development initiatives could therefore focus on practical demonstrations and sustained opportunities for teachers to apply emerging digital tools to authentic classroom needs.

Taken together, the results showed that emerging digital tools had become an established component of teachers' instructional practices, particularly in functions that directly supported communication, lesson delivery, interaction, and learner support. The remaining variation across specific applications indicated that digital integration was not limited by the mere availability of technology but also

involved how confidently and purposefully teachers translated digital capabilities into pedagogical practices. Strengthening this capacity could enable teachers to move beyond routine technology use toward more deliberate, differentiated, collaborative, and innovative applications that respond to the diverse needs of learners.

Relationship Between Digital Tool Adoption and Classroom Accommodation Practices

Table 11. *Test of Significance of the Relationship Between Teachers' Adoption of Emerging Digital Tools and Their Classroom Accommodation Practices*

Variables	r-value	Strength of Correlation	p-value	Decision	Result
Adoption of Emerging Digital Tools and their Accomodation Practices	.976	Very Strong Positive Correlation	<.001	Reject H_0	Significant

Table 11 presented the test of significance of the relationship between teachers' adoption of emerging digital tools and their classroom accommodation practices. Pearson product-moment correlation was used to determine whether a significant relationship existed between the two variables.

The computed r-value of .976 indicated a very strong positive correlation between teachers' adoption of emerging digital tools and their classroom accommodation practices. The p-value was <.001, which was lower than the 0.05 level of significance. Based on the decision rule, the null hypothesis was rejected because the p-value was less than the prescribed level of significance.

The rejection of the null hypothesis indicated that there was a significant relationship between teachers' adoption of emerging digital tools and their classroom accommodation practices. The very strong positive correlation further showed that higher levels of adoption of emerging digital tools were associated with higher levels of classroom accommodation practices. Thus, the relationship between the two variables was not merely a chance association within the respondents included in the study.

The significant relationship supported the view that teachers' use of emerging digital tools was closely connected with their capacity to accommodate diverse learner needs. Yadav [28] emphasized that artificial intelligence could contribute to the modernization of classroom practices by supporting teaching and learning processes. This perspective supported the present result because the integration of emerging digital technologies could provide teachers with additional means of adapting instructional materials, activities, communication, and learning support according to classroom needs.

The result was also supported by Shi [29], who reported the importance of digital pedagogy professional development in strengthening teacher competence and self-efficacy for inclusive education. Their findings provided a relevant explanation for the present relationship because effective adoption of digital tools may enhance teachers' capacity to apply instructional practices that respond to learner diversity. In a similar manner, Rahiman and Kodikal [30] highlighted the transformative potential of artificial intelligence in education, particularly in supporting learning processes and improving educational practices. The significant positive relationship in the present study therefore reinforced the argument that technology adoption could be associated with more responsive instructional practices.

The result also found support in Peñaflorida [31], who examined pedagogical competence and ICT integration and emphasized the relevance of technology use to teaching-learning practices. The present study extended this perspective by demonstrating a statistically significant relationship between teachers' adoption of emerging digital tools and their classroom accommodation practices. The stronger relationship observed in the current study may be attributed to the focus on emerging

digital tools and accommodation practices, where technology could directly assist teachers in modifying instructional approaches, providing varied learning resources, supporting diverse learners, and communicating learning activities.

The consistency between the present result and the cited literature could be explained by the increasingly integrated role of digital technology in contemporary teaching. Emerging digital tools were not used only for delivering content but could also support instructional flexibility, learner engagement, feedback, assessment, communication, and responses to diverse educational needs. Consequently, teachers who adopted such technologies more extensively may have had more opportunities to implement classroom practices that accommodated differences among learners.

The very strong positive relationship also suggested that technology adoption and classroom accommodation practices were closely interconnected within the context of the respondents. However, the result should be interpreted as an association rather than evidence that adoption of emerging digital tools directly caused stronger classroom accommodation practices. The relationship indicated that the two variables tended to increase together, while other teacher, school, and contextual factors could also have influenced classroom practices.

Therefore, the significant relationship established in Table 11 provided empirical support for the study's assumption that teachers' adoption of emerging digital tools was associated with their classroom accommodation practices. The result highlighted the importance of developing teachers' capacity to use emerging technologies not only as instructional resources but also as tools for responding purposefully to learner diversity and strengthening inclusive classroom practices.

Summary of Findings

The respondents represented a diverse group of teachers in terms of age, educational attainment, teaching experience, and teaching position. The profile reflected varied professional backgrounds, providing a broad context for examining teachers' classroom accommodation practices and their use of emerging digital tools.

Teachers demonstrated strong classroom accommodation practices, particularly in modifying activities according to learners' difficulties, encouraging participation regardless of ability, providing individualized feedback, and offering varied learning tasks and instructional materials. However, variation in teaching strategies and assessment methods was less consistently practiced. This suggested that teachers were more inclined toward direct and immediate forms of accommodation, while greater flexibility in instructional strategies and assessment practices remained an area for improvement.

The respondents also demonstrated regular use of emerging digital tools in classroom instruction. Digital technologies were most commonly used for communicating learning activities, improving lesson delivery through multimedia resources, facilitating interactive instruction, and supporting learners with diverse educational needs. Their use was less consistent in online collaboration, exploring newly introduced educational technologies, and using digital applications to design differentiated learning activities. This indicated that teachers were more accustomed to digital tools with familiar and practical classroom applications than to technologies requiring greater experimentation and instructional customization.

A significant positive relationship was found between teachers' adoption of emerging digital tools and their classroom accommodation practices. This indicated that greater adoption of emerging digital tools was associated with stronger classroom accommodation practices. The relationship highlighted the close connection between teachers' technology use and their capacity to provide flexible, responsive, and learner-centered instructional practices.

Output of the Study

The proposed Action Plan was informed by the findings on teachers' classroom accommodation practices and use of emerging digital tools at Matab-ang National High School. Accommodation practices obtained an aggregate mean of 3.63 (SD = 0.41), while emerging digital tool use obtained 3.28 (SD = 0.53). The very strong positive relationship ($r = .976$, $p < .001$) provided a basis for planning complementary instructional support. Comparatively lower ratings for varied teaching strategies, flexible assessment, online collaboration, exploration of new technologies, digital applications for differentiated activities, and AI-supported material preparation informed the plan's priorities. The relationship represents an association rather than a measured causal effect.

The supplied plan proposes demonstrations, hands-on workshops, technology exploration, responsible AI use, LAC sessions, peer sharing, collaborative lesson planning, and classroom application from November 2026 through March 2027. It identifies the school head, master teachers, ICT coordinator, and teachers as participants and MOOE as the funding source. Classroom observations, activity outputs, teacher reflections, and participant feedback are proposed for monitoring. The complete rationale, objectives, implementation scheme, and action-plan records follow in this section. Their expected outcomes describe proposed improvements, while the source's actual-accomplishment and remarks fields remain blank; implementation effects were not measured in this study.

Action Plan

Rationale

The effective integration of emerging digital technologies in classroom instruction requires teachers to possess the knowledge, skills, and confidence to select and apply digital tools according to the diverse needs of learners. While teachers had demonstrated regular use of emerging digital tools and strong classroom accommodation practices, some areas of practice remained less consistently applied. These areas provided a basis for developing an action plan that would strengthen teachers' capacity to use technology more purposefully, particularly in practices that require greater instructional flexibility, collaboration, differentiation, and innovation.

One priority area was the use of online collaboration platforms during classroom activities, which emerged as one of the less consistently practiced digital applications. This indicated a need to strengthen teachers' skills in designing collaborative learning experiences supported by digital platforms. The action plan should therefore provide hands-on activities that enable teachers to select appropriate collaboration tools, organize meaningful online tasks, facilitate learner interaction, and monitor collaborative outputs.

Another area requiring attention was the exploration of newly introduced educational technologies for classroom instruction. The comparatively lower level of practice in this area suggested the need to encourage teachers to become more familiar and confident with emerging technologies. The action plan should provide opportunities for teachers to explore, evaluate, and experiment with appropriate digital tools while considering their relevance, usability, accessibility, and alignment with learning objectives.

The use of digital applications to design differentiated learning activities also required further strengthening. Although teachers demonstrated strong accommodation practices, the less consistent use of digital applications for differentiation indicated a need to better connect technology with learner-centered instructional planning. Accordingly, the action plan should focus on developing teachers' ability to use digital tools to provide varied learning activities, instructional materials, and learning pathways that respond to differences in learners' abilities, interests, and educational needs.

The action plan should also address the less consistent use of varied teaching strategies and assessment methods in accommodating diverse learners, as well as the use of digital tools for assessment and immediate feedback. Through targeted training, collaborative lesson development,

demonstration teaching, peer sharing, and classroom-based application, teachers can strengthen the integration of emerging technologies with differentiated instruction and flexible assessment. The proposed interventions are therefore intended to move teachers beyond routine technology use toward more purposeful, collaborative, adaptive, and inclusive classroom practices.

Objectives

Develop teachers' skills in using online collaboration platforms.

Strengthen teachers' skills in exploring emerging educational technologies.

Improve teachers' use of digital tools for differentiated learning activities.

Enhance teachers' use of varied digital teaching and assessment strategies.

Apply digital tools to strengthen inclusive classroom practices.

Scheme of Implementation

The action plan will be implemented through a series of targeted professional development activities focused on the identified areas for improvement in teachers' use of emerging digital tools. The activities will include hands-on training, demonstrations, guided practice, and collaborative workshops on online collaboration platforms, emerging educational technologies, differentiated learning applications, and digital assessment tools. Each session will provide teachers with opportunities to practice using the tools and relate them to actual classroom needs.

Following the training sessions, teachers will apply the learned strategies in their classroom instruction. They will develop technology-supported learning activities, differentiated tasks, collaborative activities, and digital assessment practices based on their learners' needs. Peer sharing, coaching, and demonstration activities will be conducted to provide opportunities for teachers to exchange experiences, address difficulties, and improve their application of digital tools.

The implementation will be monitored through classroom observations, activity outputs, teacher reflections, and feedback from participants. The results of the monitoring activities will be used to identify progress, challenges, and areas requiring further support. Continuous follow-up and evaluation will ensure that the action plan remains responsive to teachers' needs and contributes to stronger integration of emerging digital tools in classroom accommodation practices.

ACTION PLAN FOR STRENGTHENING TEACHERS' CLASSROOM ACCOMMODATION PRACTICES AND USE OF EMERGING DIGITAL TOOLS IN MATAB-ANG NATIONAL HIGH SCHOOL

Priority Area 1

Table 12. Need to strengthen the use of varied teaching strategies to accommodate diverse learners

Field	Plan Details
Areas of Concern	Need to strengthen the use of varied teaching strategies to accommodate diverse learners
Objectives	Enhance teachers' ability to use varied teaching strategies based on learners' needs.
Strategies	Conduct a demonstration workshop on differentiated teaching strategies, flexible grouping, multimodal instruction, and learner-centered activities.
Persons Involved	School Head, Master Teachers, Teachers
Budget	₱2,500
Source of Budget	MOOE
Time Frame	November 2026
Expected Outcome	Teachers apply varied teaching strategies appropriate to diverse learners.
Actual Accomplishment	
Remarks	

Priority Area 2

Table 13. *Need to strengthen the use of varied assessment methods for diverse learners*

Field	Plan Details
Areas of Concern	Need to strengthen the use of varied assessment methods for diverse learners
Objectives	Improve teachers' ability to use flexible assessment methods that accommodate learner differences.
Strategies	Conduct a workshop on alternative assessment, digital assessment tools, formative assessment, and assessment adaptation.
Persons Involved	School Head, Master Teachers, ICT Coordinator, Teachers
Budget	₱2,500
Source of Budget	MOOE
Time Frame	November 2026
Expected Outcome	Teachers develop and use varied assessment methods suited to learners' needs.
Actual Accomplishment	
Remarks	

Priority Area 3

Table 14. *Limited use of online collaboration platforms during classroom activities*

Field	Plan Details
Areas of Concern	Limited use of online collaboration platforms during classroom activities
Objectives	Develop teachers' skills in using online collaboration platforms for classroom learning.
Strategies	Conduct hands-on training on collaborative digital platforms, online group activities, shared documents, and digital learner outputs.
Persons Involved	School Head, ICT Coordinator, Master Teachers, Teachers
Budget	₱2,500
Source of Budget	MOOE
Time Frame	December 2026
Expected Outcome	Teachers conduct structured collaborative activities using appropriate digital platforms.
Actual Accomplishment	
Remarks	

Priority Area 4

Table 15. *Limited exploration of newly introduced educational technologies*

Field	Plan Details
Areas of Concern	Limited exploration of newly introduced educational technologies
Objectives	Strengthen teachers' skills in exploring and evaluating emerging educational technologies.
Strategies	Conduct a technology exploration session where teachers test, compare, and evaluate newly introduced digital tools based on classroom needs.
Persons Involved	School Head, ICT Coordinator, Master Teachers, Teachers
Budget	₱2,000
Source of Budget	MOOE
Time Frame	January 2027
Expected Outcome	Teachers identify and apply appropriate emerging technologies in classroom instruction.
Actual Accomplishment	
Remarks	

Priority Area 5

Table 16. *Need to strengthen the use of digital applications for differentiated learning activities*

Field	Plan Details
Areas of Concern	Need to strengthen the use of digital applications for differentiated learning activities
Objectives	Improve teachers' use of digital tools in designing differentiated learning activities.
Strategies	Conduct a workshop on designing technology-supported tasks based on learners' readiness, interests, abilities, and learning needs.
Persons Involved	School Head, Master Teachers, ICT Coordinator, Teachers
Budget	₱2,500
Source of Budget	MOOE
Time Frame	January 2027
Expected Outcome	Teachers develop differentiated learning activities using appropriate digital tools.
Actual Accomplishment	
Remarks	

Priority Area 6

Table 17. *Need to strengthen the use of AI tools in preparing instructional materials*

Field	Plan Details
Areas of Concern	Need to strengthen the use of AI tools in preparing instructional materials
Objectives	Develop teachers' skills in using AI tools to support the preparation of instructional materials.
Strategies	Conduct a hands-on session on responsible AI use, prompt development, material generation, verification, and modification of AI outputs.
Persons Involved	School Head, ICT Coordinator, Master Teachers, Teachers
Budget	₱2,000
Source of Budget	MOOE
Time Frame	February 2027
Expected Outcome	Teachers develop accurate and curriculum-aligned instructional materials using AI tools.
Actual Accomplishment	
Remarks	

Priority Area 7

Table 18. *Need for sustained application of digital tools and classroom accommodation practices*

Field	Plan Details
Areas of Concern	Need for sustained application of digital tools and classroom accommodation practices
Objectives	Sustain teachers' application of technology-supported accommodation practices through professional collaboration.
Strategies	Conduct LAC sessions, peer sharing, collaborative lesson planning, classroom application, and reflection activities.
Persons Involved	School Head, Master Teachers, ICT Coordinator, Teachers
Budget	₱2,000
Source of Budget	MOOE
Time Frame	February–March 2027
Expected Outcome	Teachers consistently integrate emerging digital tools with flexible and inclusive classroom practices.
Actual Accomplishment	
Remarks	

Conclusion and Recommendations

In conclusion, the study showed that teachers had established strong practices for accommodating diverse learners while also incorporating emerging digital technologies into classroom instruction. However, the less consistent use of technology for differentiated learning, collaboration, and innovative instructional applications pointed to areas that could be strengthened. The significant relationship between the two variables emphasized that purposeful use of emerging digital tools was closely associated with teachers' capacity to respond to learner differences. Thus, the study underscored the importance of strengthening the integration of technology with flexible instructional and assessment practices to support more responsive and inclusive classroom learning. It is recommended that the proposed Action Plan be implemented at Matab-ang National High School, with priority given to the indicators of teachers' classroom accommodation practices and teachers' use of emerging digital tools that received comparatively lower ratings. Targeted professional development activities, practical demonstrations, peer collaboration, and classroom-based applications may address these identified areas requiring improvement. Meanwhile, highly rated practices should be sustained, enriched, and institutionalized through continued instructional support and sharing of effective strategies. Regular monitoring and evaluation should be conducted to assess the implementation of the Action Plan and guide further improvements based on the actual findings of the study.

References

[1] A. Hover and T. Wise, "Exploring ways to create 21st century digital learning experiences," *Education 3–13*, vol. 50, no. 1, pp. 40–53, 2022, doi: 10.1080/03004279.2020.1826993.

[2] A. S. Evmenova, J. Borup, and J. K. Shin, "Harnessing the power of generative AI to support ALL learners," *TechTrends*, vol. 68, no. 4, pp. 820–831, 2024, doi: 10.1007/s11528-024-00966-x.

[3] Z. Tajeddin and F. Asadnia, "Teachers' collaborative reflections on classroom materials: From traditional consumers to digital materials developers and teacherpreneurs," *RELC Journal*, vol. 56, no. 2, pp. 287–304, 2025, doi: 10.1177/00336882231222036.

[4] E. Nurhidayat, J. Mujiyanto, I. Yuliasri, and R. Hartono, "Technology integration and teachers' competency in the development of 21st-century learning in EFL classroom," *Journal of Education and Learning (EduLearn)*, vol. 18, no. 2, pp. 342–349, 2024, doi: 10.11591/edulearn.v18i2.21069.

[5] S. S. Y. Yin and M. Mohamad, "Unleashing the potential: A systematic review of teachers' perspectives on enhancing teaching practices through digital tools," *International Journal of Academic Research in Business and Social Sciences*, vol. 13, no. 8, pp. 1105–1117, 2023, doi: 10.6007/IJARBSS/v13-i8/18202.

[6] M. Garlinska, M. Osial, K. Proniewska, and A. Pregowska, "The influence of emerging technologies on distance education," *Electronics*, vol. 12, no. 7, Art. no. 1550, 2023, doi: 10.3390/electronics12071550.

[7] D. Charisma, E. R. Winarto, A. Raman, Sirniawati, and I. Jahni, "Embracing digital tools: Understanding teachers' attitudes on ICT integration in classroom learning," *Journal of Pedagogy and Education Science*, vol. 4, no. 3, pp. 641–659, 2025, doi: 10.56741/IISTR.jpes.001015.

[8] V. H. Shinas and H. Wen, "Preparing teacher candidates to implement digital storytelling," *Computers and Education Open*, vol. 3, Art. no. 100079, 2022, doi: 10.1016/j.caeo.2022.100079.

[9] K. Ciampa, Z. M. Wolfe, and B. Bronstein, "ChatGPT in education: Transforming digital literacy practices," *Journal of Adolescent & Adult Literacy*, vol. 67, no. 3, pp. 186–195, 2023.

[10] M. F. Rice, "Special education teachers' use of technologies during the COVID-19 era (Spring 2020–Fall 2021)," *TechTrends*, vol. 66, no. 2, pp. 310–326, 2022, doi: 10.1007/s11528-022-00700-5.

[11] E. Mahmoud and A. K. Bawaneh, "Best practices of effective classroom management strategies supported by digital ICT in higher education," *International Journal of Evaluation and Research in Education*, vol. 14, no. 3, pp. 2337–2345, 2025, doi: 10.11591/ijere.v14i3.32178.

[12] C. Simos and I. Katsiampoura, "The use of digital tools to enhance inclusion in the classroom," *World Journal of Advanced Engineering Technology and Medical Sciences*, vol. 17, no. 1, pp. 465–477, 2025, doi: 10.30574/wjaets.2025.17.1.1446.

[13] K. Rowston, M. Bower, and S. Woodcock, "The impact of prior occupations and initial teacher education on post-graduate pre-service teachers' conceptualization and realization of technology integration," *International Journal of Technology and Design Education*, vol. 32, no. 5, pp. 2631–2669, 2022, doi: 10.1007/s10798-021-09710-5.

[14] A. C. Starks and S. M. Reich, "'What about special ed?': Barriers and enablers for teaching with technology in special education," *Computers & Education*, vol. 193, Art. no. 104665, 2023, doi: 10.1016/j.compedu.2022.104665.

[15] H. Cook, T. Apps, K. Beckman, and S. Bennett, "Digital competence for emergency remote teaching in higher education: Understanding the present and anticipating the future," *Educational Technology Research and Development*, vol. 71, no. 1, pp. 7–32, 2023, doi: 10.1007/s11423-023-10194-4.

[16] J. Mesuwini and S. Mokoena, "Exploring online teaching and learning challenges for the technical and vocational education and training lecturer," *Journal of Education and e-Learning Research*, vol. 11, no. 1, pp. 193–202, 2024, doi: 10.20448/jeelr.v11i1.5423.

[17] O. O. Adeleye, C. A. Eden, and I. S. Adeniyi, "Innovative teaching methodologies in the era of artificial intelligence: A review of inclusive educational practices," *World Journal of Advanced*

Engineering Technology and Medical Sciences, vol. 11, no. 2, pp. 69–79, 2024, doi: 10.30574/wjaets.2024.11.2.0091.

[18] J. Rizk and C. Hillier, "Digital technology and increasing engagement among students with disabilities: Interaction rituals and digital capital," *Computers and Education Open*, vol. 3, Art. no. 100099, 2022, doi: 10.1016/j.caeo.2022.100099.

[19] F. Çelik and M. H. Baturay, "Technology and innovation in shaping the future of education," *Smart Learning Environments*, vol. 11, Art. no. 54, 2024, doi: 10.1186/s40561-024-00339-0.

[20] N. Arvin, M. Hoseinabady, B. Bayat, and E. Zahmatkesh, "Teacher experiences with AI-based educational tools," *AI and Tech in Behavioral and Social Sciences*, vol. 1, no. 2, pp. 26–32, 2023, doi: 10.61838/kman.aitech.1.2.5.

[21] A. Hazzan-Bishara, O. Kol, and S. Levy, "The factors affecting teachers' adoption of AI technologies: A unified model of external and internal determinants," *Education and Information Technologies*, vol. 30, no. 11, pp. 15043–15069, 2025, doi: 10.1007/s10639-025-13393-z.

[22] J. A. Delello, W. Sung, K. Mokhtari, J. Hebert, A. Bronson, and T. De Giuseppe, "AI in the classroom: Insights from educators on usage, challenges, and mental health," *Education Sciences*, vol. 15, no. 2, Art. no. 113, 2025, doi: 10.3390/educsci15020113.

[23] T. H. Bui, "English teachers' integration of digital technologies in the classroom," *International Journal of Educational Research Open*, vol. 3, Art. no. 100204, 2022, doi: 10.1016/j.ijedro.2022.100204.

[24] R. Karasneh, S. Al-Azzam, S. Muflih, S. Hawamdeh, M. Muflih, and Y. Khader, "Attitudes and practices of educators towards e-learning during the COVID-19 pandemic," *Electronic Journal of e-Learning*, vol. 19, no. 4, pp. 252–261, 2021, doi: 10.34190/ejel.19.4.2350.

[25] O. Viberg, M. Cukurova, Y. Feldman-Maggor, G. Alexandron, S. Shirai, S. Kanemune, B. Wasson, C. Tømte, D. Spikol, M. Milrad, R. Coelho, and R. F. Kizilcec, "What explains teachers' trust in AI in education across six countries?" *International Journal of Artificial Intelligence in Education*, vol. 35, pp. 1288–1316, 2025, doi: 10.1007/s40593-024-00433-x.

[26] B. Mexhuani, "Adopting digital tools in higher education: Opportunities, challenges and theoretical insights," *European Journal of Education*, vol. 60, no. 1, Art. no. e12819, 2025, doi: 10.1111/ejed.12819.

[27] S. Sharma and J. R. Saini, "On the role of teachers' acceptance, continuance intention and self-efficacy in the use of digital technologies in teaching practices," *Journal of Further and Higher Education*, vol. 46, no. 6, pp. 721–736, 2022, doi: 10.1080/0309877X.2021.1998395.

[28] S. Yadav, "Leveraging AI to enhance teaching and learning in education: The role of artificial intelligence in modernizing classroom practices," in *Optimizing Research Techniques and Learning Strategies with Digital Technologies*. IGI Global Scientific Publishing, 2025, pp. 211–238, doi: 10.4018/979-8-3693-7863-2.ch008.

[29] Y. R. Shi, K. F. K. Sin, and Y. Q. Wang, "Teacher professional development of digital pedagogy for inclusive education in post-pandemic era: Effects on teacher competence, self-efficacy, and work well-being," *Teaching and Teacher Education*, vol. 168, Art. no. 105230, 2025, doi: 10.1016/j.tate.2025.105230.

[30] H. U. Rahiman and R. Kodikal, "Revolutionizing education: Artificial intelligence empowered learning in higher education," *Cogent Education*, vol. 11, no. 1, Art. no. 2293431, 2024, doi: 10.1080/2331186X.2023.2293431.

[31] L. M. Peñaflorida, “Enhancing pedagogical competence and ICT integration: An evaluation of teaching-learning practices of home economics educators in state universities and colleges of Western Visayas,” International Journal on Culture, History, and Religion, vol. 7, no. SI2, pp. 605–623, 2025, doi: 10.63931/ijchr.v7iSI2.231.