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The Relationship Between Emerging Digital Tool Use and Teachers' Classroom Accommodation Practices

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ABSTRACT

This study determined the relationship between teachers' classroom accommodation practices and their use of emerging digital tools at Luray II National High School during School Year 2026–2027 as basis for an Action Plan. The study employed a descriptive-correlational research design at Luray II National High School. Fifty teacher-respondents were selected through purposive sampling. An adapted and contextualized survey questionnaire was used to gather data. Frequency and percentage, weighted mean, standard deviation, and Pearson Product-Moment Correlation Coefficient were used for data analysis. Findings revealed that teachers consistently practiced classroom accommodations, particularly in adjusting activities, considering learners' interests, using varied instructional strategies, providing individualized feedback, and encouraging participation. Teachers also regularly used emerging digital tools for communication, multimedia-supported lessons, interactive instruction, and support for learners with diverse educational needs. However, differentiated tasks, varied assessments, learner grouping, online collaboration, digital feedback, and exploration of newer technologies were less consistently practiced. A significant positive relationship was found between classroom accommodation practices and the use of emerging digital tools. The study concluded that increased use of digital tools was associated with more frequent classroom accommodation practices. An Action Plan was recommended to strengthen differentiated instruction, assessment, learner grouping, digital feedback, collaboration.

KEYWORDS: *Special Education, classroom accommodation practices, emerging digital tools, descriptive-correlational research, Action Plan, Luray II National High School.*

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INTRODUCTION

The increasing integration of emerging digital technologies in education has provided teachers with additional opportunities to improve instructional planning, lesson delivery, assessment, communication, and learner support. As classrooms become more diverse in terms of learners' abilities, interests, learning preferences, readiness levels, and educational needs, teachers are expected to use available instructional resources to address these differences. Emerging digital tools offer various functions that may assist teachers in developing learning materials, presenting lessons through multiple formats, preparing differentiated activities, providing timely feedback, and monitoring learners' progress. However, the use of these technologies does not necessarily indicate that teachers consistently provide appropriate classroom accommodations. This situation highlights the importance of examining emerging digital tool use in relation to teachers' classroom accommodation practices.

Emerging digital tool use refers to teachers' utilization of digital technologies to support different aspects of classroom instruction. These technologies may include artificial intelligence applications, interactive learning platforms, multimedia resources, online collaboration tools, digital assessment applications, and other technology-based instructional resources. Teachers may use these tools to prepare lessons, develop instructional materials, deliver learning activities, facilitate classroom interaction,

assess learners' understanding, and provide instructional feedback. The UNESCO AI Competency Framework for Teachers (2024) emphasized the importance of developing teachers' competencies in using artificial intelligence responsibly, ethically, and meaningfully in educational settings. This perspective recognizes that the value of emerging digital technologies depends not only on their availability but also on how teachers apply them to specific instructional purposes and learners' educational requirements.

Correspondingly, teachers' classroom accommodation practices involve instructional adjustments intended to address differences in learners' abilities, interests, readiness levels, learning preferences, and educational needs. These practices may include modifying learning activities, simplifying instructional directions, providing alternative learning materials, adjusting teaching strategies, organizing flexible learner groupings, modifying assessment procedures, allowing additional learning time, and providing individualized feedback. Lindner et al. (2019), through the Inclusive Teaching Practices Scale (ITPS-T), emphasized instructional practices that recognize and respond to learner diversity within classroom environments. Similarly, Schwab and Alnahdi (2020) highlighted the importance of inclusive teaching practices among in-service teachers in addressing learners' varied educational needs. These perspectives suggest that classroom accommodation involves several interconnected instructional practices rather than isolated adjustments to teaching activities.

At the international level, the increasing availability of digital technologies has encouraged greater attention to their application in addressing learner diversity. Emerging digital tools provide teachers with options for presenting information through visual, auditory, interactive, and text-based formats while allowing instructional activities to be adjusted according to learners' abilities and learning requirements. Digital platforms may also support flexible assessment, collaborative learning, individualized feedback, and alternative ways of demonstrating understanding. Nevertheless, the integration of digital technologies into classroom instruction does not automatically establish effective accommodation practices. Teachers must consider the appropriateness, accessibility, and instructional relevance of the tools they use. Consequently, examining the relationship between emerging digital tool use and teachers' classroom accommodation practices is necessary to understand how these two aspects of instruction are associated within actual classroom settings.

In the Philippine educational context, emerging digital tool use and teachers' classroom accommodation practices are supported by national policies that promote inclusive, learner-centered, and technology-responsive instruction. Republic Act No. 11650, or the Inclusive Education Act, emphasizes the provision of appropriate educational support and reasonable accommodations for learners with disabilities. Likewise, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, promotes educational approaches that recognize learners' developmental characteristics, individual differences, and learning needs. Furthermore, Department of Education Order No. 003, s. 2026, or the Foundational Guidelines on Artificial Intelligence in Basic Education, provides guidance concerning the responsible and appropriate use of artificial intelligence in educational settings. Collectively, these policies establish a relevant foundation for examining how teachers utilize emerging digital technologies alongside instructional accommodations intended to support learners with diverse educational needs.

At Luray II National High School, teachers are responsible for delivering instruction to learners with varying academic abilities, interests, learning preferences, readiness levels, and educational requirements. These differences require teachers to consider appropriate classroom accommodations, including adjustments in instructional activities, teaching strategies, learning materials, assessment methods, learner groupings, and feedback practices. Meanwhile, emerging digital technologies provide additional resources that teachers may utilize for lesson preparation, instructional delivery, classroom interaction, assessment, and learning support. The presence of these two instructional practices within the school setting creates a relevant opportunity to examine whether teachers who demonstrate greater use of emerging digital tools also report more extensive classroom accommodation practices.

Although emerging digital technologies and inclusive instructional practices have received considerable attention in educational discussions, their relationship requires further examination within the specific context of Luray II National High School. The availability of digital applications and teachers' familiarity with technology do not necessarily establish the extent to which classroom accommodations are practiced. Similarly, teachers may demonstrate appropriate instructional accommodations through conventional teaching approaches without extensively utilizing emerging digital technologies. Therefore, determining the relationship between these variables is important in

identifying whether emerging digital tool use is significantly associated with teachers' classroom accommodation practices. Such examination may also provide information regarding established instructional strengths and areas requiring further professional development and school-based support.

Therefore, this study determined the relationship between emerging digital tool use and teachers' classroom accommodation practices at Luray II National High School during School Year 2026–2027. Specifically, it examined the extent of teachers' emerging digital tool use, assessed the extent of their classroom accommodation practices, and determined whether a significant relationship existed between the two variables. The findings served as the basis for developing an Action Plan intended to address identified areas for improvement, sustain established instructional practices, and strengthen the purposeful use of emerging digital technologies in providing appropriate classroom accommodations for learners with diverse educational needs.

Theoretical and Conceptual Framework

The study was anchored on Differentiated Instruction Theory (Tomlinson, 2017), Technological Pedagogical Content Knowledge (TPACK) Framework (Mishra & Koehler, 2006), and Diffusion of Innovations Theory (Rogers, 2003). Differentiated Instruction Theory provided a foundation for examining teachers' classroom accommodation practices by emphasizing instructional adjustments that addressed learners' varied abilities, readiness levels, and educational needs. The TPACK Framework supported the examination of emerging digital tool use by emphasizing the integration of technological knowledge, pedagogical approaches, and subject content. Meanwhile, Diffusion of Innovations Theory explained teachers' adoption and utilization of emerging digital tools in classroom instruction and their possible relationship with accommodation practices.

Differentiated Instruction Theory

Differentiated Instruction Theory, developed by Tomlinson (2017), emphasized the importance of recognizing individual differences in learners' readiness, interests, abilities, and learning preferences when planning and delivering instruction. The theory explained that teachers needed to adjust instructional content, learning processes, expected outputs, and classroom environments to address diverse educational needs. Instead of applying identical teaching approaches to all learners, differentiated instruction encouraged the use of flexible instructional strategies, varied learning resources, and alternative assessment methods. These adjustments provided a foundation for understanding how teachers accommodated learner differences while maintaining meaningful participation and appropriate learning opportunities.

In the context of the present study, Differentiated Instruction Theory served as a foundation for examining teachers' classroom accommodation practices in relation to emerging digital tool use at Luray II National High School. The theory emphasized instructional adjustments involving learning activities, teaching strategies, assessment procedures, instructional materials, and individualized learner support. These practices were relevant to teachers who handled learners with different academic abilities, interests, learning preferences, and educational requirements. Furthermore, emerging digital tools offered additional instructional resources that teachers could use when preparing differentiated activities, modifying learning materials, and providing accessible learning opportunities. Thus, the theory supported the examination of how emerging digital tool use was associated with teachers' classroom accommodation practices.

In support of this perspective, Hover and Wise (2022) emphasized that digital learning experiences offered opportunities for developing flexible and learner-centered instructional environments through interactive activities and varied technological resources. Similarly, Evmenova et al. (2024) highlighted the potential of generative artificial intelligence in providing personalized learning materials, accessibility features, and instructional assistance suited to individual learning requirements. Moreover, Tajeddin and Asadnia (2025) reported that teachers increasingly participated in developing digital instructional materials rather than relying exclusively on existing resources. Their findings emphasized the importance of preparing learning materials suited to learners' specific educational needs. These studies provided relevant support for examining emerging digital tool use alongside classroom accommodation practices.

Additionally, Nurhidayat et al. (2024) found that teachers' technological competence was associated with their ability to integrate digital resources into contemporary instructional practices. Yin and Mohamad (2023) emphasized the opportunities provided by digital technologies for improving learner engagement, instructional accessibility, and teaching flexibility. Likewise, Garlinska et al. (2023) discussed how emerging technologies expanded possibilities for personalized learning experiences and adaptable instructional approaches. Charisma et al. (2025) further highlighted the relationship between

teachers' attitudes toward information and communication technology and their willingness to incorporate digital applications into classroom instruction. Collectively, these studies supported the relevance of examining whether teachers' emerging digital tool use was significantly related to their classroom accommodation practices without assuming that technology utilization automatically resulted in more responsive instruction.

Technological Pedagogical Content Knowledge Framework

The Technological Pedagogical Content Knowledge (TPACK) Framework, developed by Mishra and Koehler (2006), explained that meaningful technology integration involved the combined application of technological knowledge, pedagogical knowledge, and content knowledge. The framework emphasized that teachers needed to understand the functions of digital technologies, the instructional strategies appropriate for particular learning situations, and the subject matter being taught. Rather than treating technology as an independent instructional component, the framework highlighted its integration with teaching approaches and learning content. This perspective provided a basis for examining how teachers selected and utilized emerging digital tools in classroom instruction.

In relation to the present study, the TPACK Framework supported the examination of emerging digital tool use and its relationship with teachers' classroom accommodation practices at Luray II National High School. The framework emphasized the importance of selecting digital applications according to instructional objectives and learners' educational needs. Teachers could utilize artificial intelligence applications, interactive learning platforms, multimedia resources, digital assessment tools, and online instructional materials when preparing lessons, delivering activities, assessing understanding, and providing feedback. These technological applications offered different options for adjusting classroom instruction. Accordingly, the framework provided a relevant perspective for determining whether the extent of emerging digital tool use was associated with the extent of teachers' classroom accommodation practices.

Consistent with this framework, König et al. (2021) emphasized the importance of teachers' digital competence and pedagogical adaptability in managing technology-supported instruction during the early stages of the COVID-19 pandemic. Similarly, Shinas and Wen (2022) highlighted the integration of technological and pedagogical knowledge in preparing teachers to utilize digital storytelling for instructional purposes. Ciampa et al. (2023) further discussed the emerging role of ChatGPT and related technologies in supporting digital literacy, instructional resource development, and learner engagement. These studies demonstrated the relevance of technological knowledge and appropriate instructional planning in the utilization of digital resources. They also provided support for examining emerging digital tool use as a distinct variable associated with teachers' classroom accommodation practices.

Furthermore, Rice (2022) reported that special education teachers utilized digital technologies to provide instructional support and address learners' varied educational needs during the COVID-19 period. Mahmoud and Bawaneh (2025) discussed the relevance of ICT-supported instructional strategies to classroom management and learning experiences. Similarly, Simos and Katsiampoura (2025) emphasized the potential of digital technologies to support accessible and flexible learning opportunities. Rowston et al. (2022) also highlighted the importance of teachers' professional preparation and previous experiences in understanding and implementing technology integration. These findings supported the examination of emerging digital tool use in relation to classroom accommodation practices, particularly in modifying instructional activities, providing alternative learning resources, adjusting assessments, and supporting learners with diverse educational requirements.

Diffusion of Innovations Theory

Diffusion of Innovations Theory, developed by Rogers (2003), explained how individuals and organizations became aware of, evaluated, accepted, and adopted new ideas, practices, and technologies. The theory identified five characteristics associated with innovation adoption: relative advantage, compatibility, complexity, trialability, and observability. These characteristics described how individuals assessed the usefulness, suitability, difficulty, opportunities for experimentation, and visible outcomes of innovations. Within educational settings, the theory provided a perspective for understanding differences in teachers' acceptance and utilization of emerging digital technologies. It emphasized that the adoption of instructional innovations was associated with teachers' experiences, perceptions, and existing professional practices.

In the present study, Diffusion of Innovations Theory provided a foundation for examining emerging digital tool use in relation to teachers' classroom accommodation practices at Luray II National High

School. Teachers' utilization of artificial intelligence applications, interactive learning platforms, digital assessment resources, and other emerging technologies could be understood through their perceptions of these tools and their relevance to instructional responsibilities. Technologies perceived as appropriate for preparing learning materials, adjusting classroom activities, conducting assessments, and providing feedback might have been more frequently incorporated into teaching practices. Nevertheless, the theory did not establish that greater technology adoption necessarily produced stronger accommodation practices. Instead, it supported the investigation of whether the two variables demonstrated a significant relationship.

Supporting this perspective, Starks and Reich (2023) identified barriers and enabling conditions associated with technology integration among special education teachers, including technological access, professional confidence, instructional support, and perceived usefulness. Similarly, Cook et al. (2023) emphasized that teachers' experiences with emergency remote instruction were relevant to their digital competence and readiness to continue utilizing technology-supported approaches. These findings indicated that emerging digital tool use involved considerations beyond the availability of technological resources. Teachers' professional experiences, competencies, confidence, and perceptions of instructional relevance were also important in understanding differences in their utilization of digital applications.

Moreover, Mesuwini and Mokoena (2024) identified technological limitations, professional development needs, and institutional support as important considerations in educators' adoption of online instructional practices. Adeleye et al. (2024) discussed the opportunities offered by artificial intelligence and innovative teaching approaches for personalized instruction and inclusive education. Similarly, Rizk and Hillier (2022) highlighted the potential of digital technologies to support engagement and accessibility among learners with disabilities. Çelik and Baturay (2024) further emphasized the continuing development of technological innovations and their relevance to educational practices. In addition, Arvin et al. (2023) examined teachers' experiences with artificial intelligence-based educational tools and their relationship with technology acceptance and instructional confidence. Together, these studies provided a basis for understanding emerging digital tool use and its possible association with teachers' classroom accommodation practices.

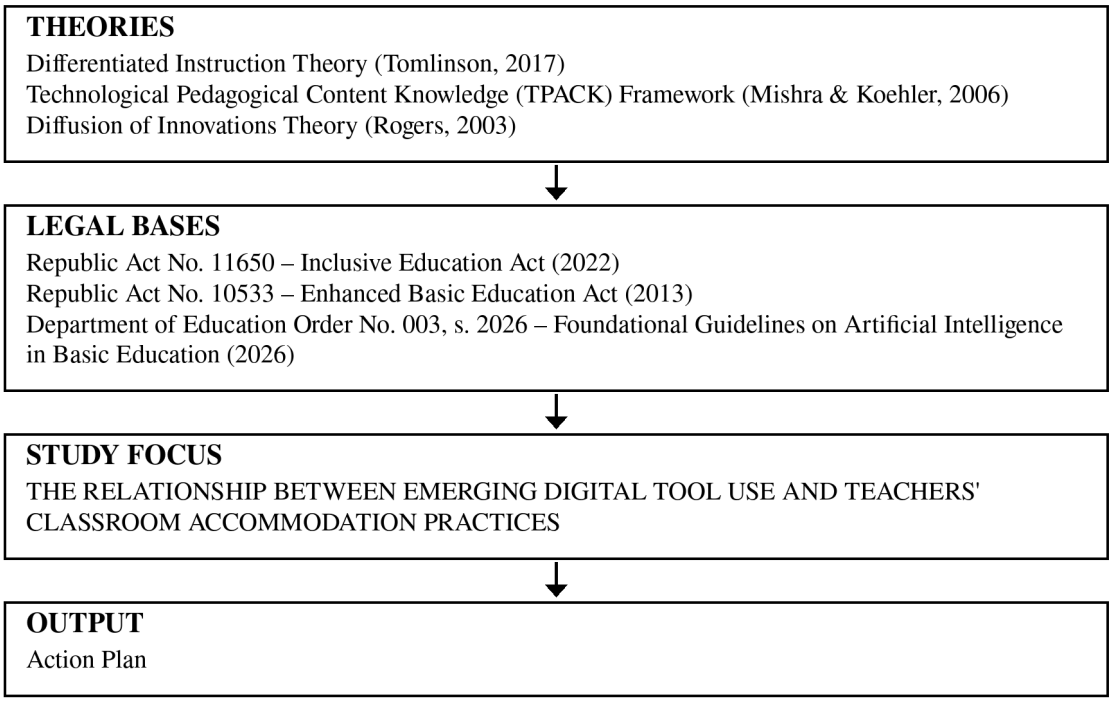


Figure 1 Theoretical–Conceptual Framework of the Study

Legal Bases

Republic Act No. 11650, or the Inclusive Education Act of 2022, established provisions intended to strengthen access to appropriate educational opportunities for learners with disabilities. The law emphasized inclusive education, reasonable accommodations, accessible learning environments, and appropriate educational support. It recognized the responsibility of educational institutions to address barriers that could limit learners' participation in classroom activities. Within this legal framework, teachers were expected to consider

instructional approaches and learning resources suited to learners' individual requirements. The law therefore provided a relevant foundation for examining classroom accommodation practices as an important aspect of responsive instruction.

In relation to the present study, Republic Act No. 11650 supported the examination of teachers' classroom accommodation practices at Luray II National High School. Its provisions were relevant to instructional adjustments involving learning activities, teaching strategies, instructional materials, assessment approaches, and individualized learner support. The law also provided a context for considering the accessibility of learning resources, including emerging digital technologies used in classroom instruction. However, the study did not assume that digital tool utilization automatically ensured compliance with inclusive education requirements. Rather, the legal foundation supported the examination of whether emerging digital tool use was significantly associated with teachers' reported classroom accommodation practices.

In addition, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, provided a legal foundation for learner-centered, inclusive, and developmentally appropriate basic education. The law emphasized curriculum implementation that recognized learners' characteristics, educational contexts, and developmental requirements. It also supported the use of appropriate instructional approaches and learning resources in delivering meaningful educational experiences. These provisions highlighted the importance of teachers' professional judgment in selecting teaching strategies and preparing classroom activities. Consequently, the law provided a relevant basis for understanding instructional flexibility and responsiveness to learner differences.

Within the context of the study, Republic Act No. 10533 supported the examination of teachers' classroom accommodation practices and emerging digital tool use at Luray II National High School. Its emphasis on learner-centered instruction was relevant to adjustments in learning activities, teaching strategies, assessment procedures, and instructional materials. Likewise, the use of emerging digital resources could be considered within the broader expectation that instructional approaches remained appropriate to learning objectives and learners' needs. The law therefore reinforced the importance of examining both variables as related aspects of classroom instruction while recognizing that their relationship required empirical investigation.

As digital technologies became increasingly available in educational settings, policy guidance concerning their responsible utilization also became relevant. 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 reference concerning the responsible and appropriate use of artificial intelligence in basic education. The guidelines emphasized considerations associated with technology integration, instructional relevance, ethical utilization, and teachers' professional responsibilities. These considerations were important because emerging digital applications offered instructional opportunities while also requiring careful evaluation of their appropriateness for classroom activities and learners' educational needs.

In relation to the present study, DepEd Order No. 003, s. 2026 provided a policy context for examining emerging digital tool use at Luray II National High School. The guidelines were relevant to teachers' utilization of artificial intelligence applications and other digital resources for instructional planning, learning material preparation, classroom activities, assessment, and feedback. They also supported the consideration of responsible technology use when teachers selected resources intended for learners with varied educational requirements. Accordingly, the policy reinforced the importance of examining emerging digital tool use in relation to classroom accommodation practices without assuming that the utilization of technological resources necessarily resulted in appropriate instructional adjustments.

Taken together, Differentiated Instruction Theory, the TPACK Framework, and Diffusion of Innovations Theory provided complementary foundations for examining the relationship between emerging digital tool use and teachers' classroom accommodation practices. Differentiated Instruction Theory explained the instructional adjustments associated with classroom accommodation practices, while the TPACK Framework provided a basis for understanding the integration of emerging digital technologies with pedagogy and subject content. Diffusion of Innovations Theory further explained the acceptance and utilization of technological innovations. Similarly, Republic Act No. 11650, Republic Act No. 10533, and DepEd Order No. 003, s. 2026 established relevant policy contexts for inclusive, learner-centered, and technology-responsive instruction. Within Luray II National High School, these foundations supported the investigation of the significant relationship between the two variables and guided the development of an Action Plan based on the findings of the study.

THE PROBLEM

Statement of the Problem

This study examined the relationship between teachers' use of emerging digital tools and teachers' classroom accommodation practices among teachers in Luray II National High School in the Division of Toledo City during the School Year 2026–2027.

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;
1.5. grade level handled; and
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 a 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 emerging digital tool use and teachers' classroom accommodation practices at Luray II National High School during School Year 2026–2027. The findings provided information on how teachers utilized emerging digital technologies and implemented instructional adjustments to address diverse learners' needs. The results served as the basis for an Action Plan intended to strengthen identified instructional needs and promote appropriate technology integration.

Department of Education. The findings of the study provided the Department of Education with relevant information regarding emerging digital tool use and its relationship with teachers' classroom accommodation practices. The results supported the improvement of professional development programs, digital competency initiatives, and inclusive education efforts that emphasized accessible and responsive instruction. The Action Plan provided a reference for developing strategies that strengthened teachers' technology utilization while addressing learners' varied educational requirements.

Teachers. The study benefited the teachers of Luray II National High School by providing insights into their emerging digital tool use and classroom accommodation practices. The findings encouraged teachers to evaluate their instructional approaches, recognize existing strengths, identify areas requiring improvement, and strengthen their ability to utilize digital technologies, modify learning activities, prepare appropriate instructional materials, and provide responsive learner support. The Action Plan offered practical strategies for sustaining effective practices and addressing identified instructional needs.

Learners. The learners of Luray II National High School were the intended beneficiaries of instructional improvements informed by the study. As teachers strengthened their emerging digital tool use and classroom accommodation practices, learners could experience more accessible, engaging, and flexible learning opportunities that addressed their varied abilities, learning preferences, readiness levels, and educational needs.

School Administrators. The findings assisted the school administrators of Luray II National High School in identifying teachers' established strengths and areas requiring additional support concerning emerging digital tool use and classroom accommodation practices. The Action Plan guided the development of school-based training programs, collaborative professional learning activities, and instructional support mechanisms that encouraged purposeful technology integration and responsive classroom instruction.

Researcher. This study provided the researcher with a clearer understanding of the relationship between emerging digital tool use and teachers' classroom accommodation practices within the teaching-learning process.

The conduct of the study strengthened the researcher's competencies in educational research, statistical analysis, interpretation of findings, and formulation of evidence-based recommendations for addressing identified instructional needs.

Future Researchers. This study served as a reference for future researchers interested in emerging digital tool use, classroom accommodation practices, technology integration, and responsive instructional approaches. The findings provided baseline information for further investigations examining factors associated with teachers' utilization of digital technologies and their implementation of appropriate classroom accommodations in accessible, flexible, and learner-centered educational environments.

Methodology

Research Design

This study utilized a descriptive-correlational research design as explained by Creswell and Creswell (2023) to examine the relationship between emerging digital tool use and teachers' classroom accommodation practices at Luray II National High School during the School Year 2026–2027. This design was appropriate because it enabled the researcher to describe teachers' existing utilization of emerging digital technologies and classroom accommodation practices while determining the relationship between the identified variables without introducing any experimental manipulation or intervention.

The descriptive component of the study examined the demographic profile of the respondents according to age, sex, highest educational attainment, years of teaching experience, teaching position, and grade level handled. It also determined the extent of emerging digital tool use and teachers' classroom accommodation practices in preparing instructional materials, delivering learning activities, adjusting assessment approaches, and addressing learners' diverse educational needs.

The correlational component of the study examined whether a significant relationship existed between emerging digital tool use and teachers' classroom accommodation practices. This approach allowed the researcher to determine whether teachers' utilization of emerging digital technologies was associated with their implementation of appropriate classroom accommodations, modification of instructional strategies, and provision of accessible, flexible, and responsive learning opportunities for learners at Luray II National High School.

Input–Process–Output Model

Input. The input of the study comprised the variables and information required to examine the relationship between emerging digital tool use and teachers' classroom accommodation practices among teacher-respondents. It included the demographic profile of the respondents according to age and sex, highest educational attainment, years of teaching experience, teaching position, and grade level handled.

The study also included the assessment of emerging digital tool use, which examined how teachers utilized available digital technologies to support instructional planning, lesson delivery, learning resource development, assessment, and classroom interaction. This variable focused on teachers' utilization of artificial intelligence applications, interactive learning platforms, multimedia resources, digital assessment tools, and other technologies that supported instructional activities. Through this variable, the study determined the extent to which teachers incorporated emerging digital tools into their instructional practices to address varied classroom requirements.

Furthermore, the input included the assessment of teachers' classroom accommodation practices in addressing diverse learners' educational needs. This variable examined how teachers adjusted instructional strategies, modified learning materials and activities, provided individualized feedback, implemented flexible assessment approaches, and offered appropriate classroom support. The study determined the extent to which teachers implemented classroom accommodations that promoted accessible, responsive, and supportive learning experiences for learners.

Lastly, the input included the examination of the significant relationship between emerging digital tool use and teachers' classroom accommodation practices. Determining the association between these variables provided information regarding whether teachers' utilization of emerging digital technologies was related to their implementation of appropriate instructional accommodations for diverse learners. The information obtained from these variables served as the foundation for developing an Action Plan intended to address identified instructional needs and strengthen the purposeful integration of emerging digital technologies into classroom practices.

Process. The process of the study involved systematic procedures to ensure the appropriate collection, organization, and interpretation of data concerning the relationship between emerging digital tool use and teachers' classroom accommodation practices. The study utilized a descriptive-correlational research design to describe the existing extent of both variables and determine whether a significant relationship existed between emerging digital tool use and teachers' classroom accommodation practices without introducing changes to the actual research environment.

The research commenced with the preparation and submission of a formal transmittal letter to the appropriate school authorities requesting permission to undertake the study. Following approval, the researcher coordinated with the school administration and identified the teacher-respondents who participated in the research according to the established selection criteria.

After obtaining the required authorization, the researcher administered the validated questionnaires to the identified teacher-respondents. Clear explanations concerning the objectives of the study and the proper completion of the research instrument were provided to help respondents answer the questions accurately according to their actual instructional experiences. Upon completion, the answered questionnaires were retrieved, examined, and properly secured for subsequent data processing.

The collected responses underwent systematic data processing, which involved reviewing, organizing, coding, and tabulating the information to prepare it for statistical treatment. Appropriate statistical methods were utilized to describe the demographic profile of the respondents, determine the extent of emerging digital tool use and teachers' classroom accommodation practices, and establish whether a significant relationship existed between the two variables.

Finally, the processed data were analyzed and interpreted according to the research objectives. The findings provided relevant information concerning emerging digital tool use and teachers' classroom accommodation practices and served as the foundation for developing an Action Plan intended to address identified instructional needs and strengthen appropriate technology integration within classroom instruction.

Output. The output of the study was an Action Plan developed from the findings concerning emerging digital tool use and teachers' classroom accommodation practices. It outlined strategies, instructional support measures, and professional development activities intended to address identified areas requiring improvement while sustaining established practices in digital technology utilization and classroom accommodations for learners with diverse educational needs.

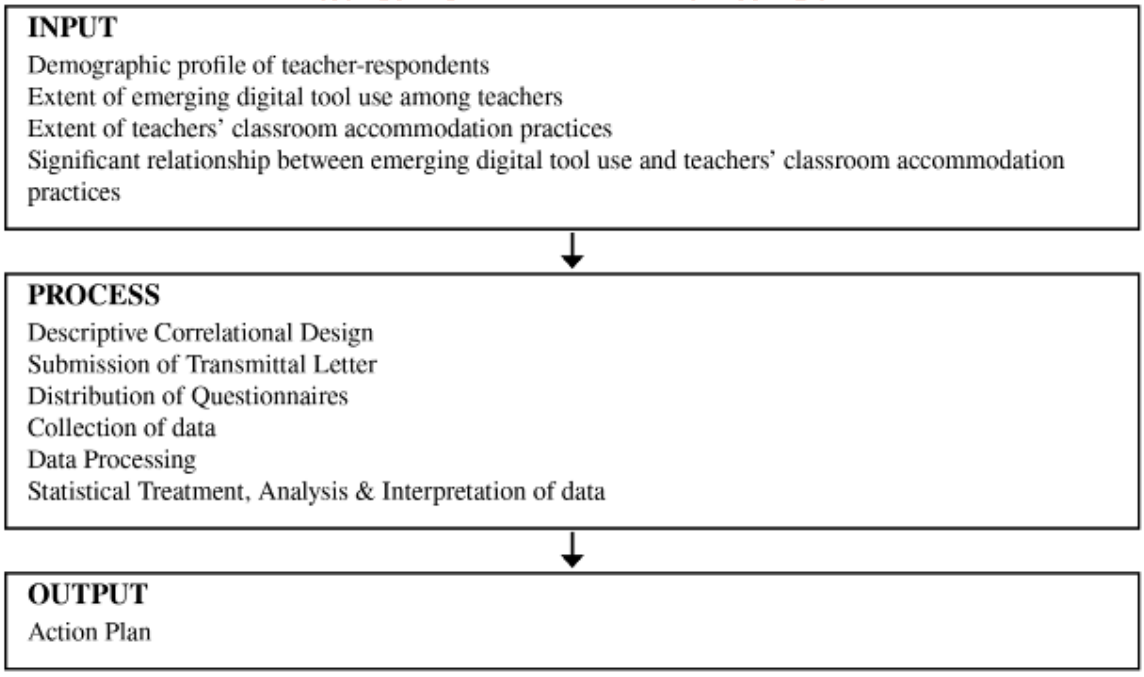


Figure 2 Flow of the Study

Research Environment

The study was conducted at Luray II National High School, a public secondary school that provided educational services to learners with diverse academic backgrounds, abilities, interests, and learning needs. As part of its

commitment to delivering quality and accessible education, the school continuously implemented instructional practices and learning initiatives that supported learner participation, engagement, and achievement.

In the context of this study, Luray II National High School served as an appropriate research environment due to the diverse classroom conditions encountered by teachers. Teachers were expected to implement classroom accommodation practices by adjusting instructional strategies, modifying learning activities, providing appropriate learning support, and creating flexible learning experiences that responded to learners' varying abilities and educational needs. These practices were essential in ensuring that all learners were given meaningful opportunities to participate and succeed in the learning process.

Furthermore, the school provided a relevant setting for examining teachers' use of emerging digital tools as part of contemporary teaching practices. With the continuous advancement of educational technologies, teachers were encouraged to utilize digital resources in lesson preparation, instructional delivery, development of learning materials, and learner engagement activities. The integration of these tools may have supported teachers in providing more accessible, interactive, and responsive learning experiences.

Respondents and Sampling

This study involved 50 teachers from Luray II National High School who served as respondents in examining the relationship between emerging digital tool use and teachers' classroom accommodation practices. The respondents were identified through purposive sampling to ensure that participants had relevant teaching experiences and direct involvement in utilizing emerging digital technologies and implementing classroom accommodations. This sampling method enabled the researcher to obtain information from teachers who actively integrated digital applications, prepared instructional resources, adjusted teaching strategies, modified learning activities, and provided appropriate support to learners with diverse educational needs.

The participants of the study comprised teachers who were officially assigned at Luray II National High School and actively involved in classroom instruction during the School Year 2026–2027. They were selected according to their experiences in utilizing emerging digital tools and addressing learners with varied abilities, learning preferences, academic backgrounds, and educational requirements. Teachers who utilized digital technologies for instructional planning, lesson delivery, assessment, and learner engagement while implementing appropriate classroom accommodations through modified learning materials, flexible instructional strategies, and individualized learner support were considered qualified respondents for the study.

To maintain the relevance and reliability of the gathered information, teachers who were not directly engaged in classroom instruction, those with limited involvement in implementing classroom accommodations, and those with minimal experience in utilizing emerging digital technologies for instructional purposes were excluded from the study. These selection criteria ensured that the collected responses reflected the actual instructional experiences and practices of teachers who utilized emerging digital tools and provided appropriate accommodations to address diverse classroom learning requirements.

Through the purposive selection of participants and the implementation of established inclusion and exclusion criteria, the study obtained relevant information necessary to determine the relationship between emerging digital tool use and teachers' classroom accommodation practices.

Table 1 ***Distribution of Respondents by Grade Level***

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

Research Instrument

The study employed an adapted and contextualized survey questionnaire to gather information concerning emerging digital tool use and teachers' classroom accommodation practices at Luray II National High School during School Year 2026–2027. The research instrument was developed using relevant literature, established research frameworks, and previously validated questionnaires concerning educational technology integration and inclusive instructional practices. The questionnaire was examined to ensure that its indicators corresponded with

the research objectives, reflected the two major variables, and remained appropriate to the instructional experiences of secondary school teachers.

The survey questionnaire comprised three parts.

Part I gathered information regarding the demographic profile of the teacher-respondents according to age, sex, highest educational attainment, years of teaching experience, teaching position, and grade level handled. This section described the respondents' personal and professional characteristics and provided relevant background information concerning their teaching experiences and instructional responsibilities.

Part II determined the extent of emerging digital tool use among teachers. This section examined how frequently teachers utilized digital technologies for instructional planning, lesson delivery, learner engagement, assessment, communication, and instructional support. The indicators covered the utilization of artificial intelligence applications in preparing instructional materials, digital resources for differentiated learning activities, interactive learning platforms, digital assessment applications, multimedia instructional resources, online collaboration tools, technology-supported feedback mechanisms, and other emerging educational technologies. The indicators were adapted from the UNESCO AI Competency Framework for Teachers (2024) and supported by related literature concerning digital technology integration in inclusive educational settings.

Part III assessed the extent of teachers' classroom accommodation practices in addressing learners' varied abilities, learning preferences, readiness levels, and educational needs. The indicators examined teachers' practices in adjusting instructional activities, considering learners' interests, preparing varied learning tasks, utilizing appropriate instructional materials, applying flexible teaching approaches, modifying assessment procedures, organizing learner groupings, providing individualized feedback, adjusting activities according to learning difficulties, and encouraging meaningful classroom participation. These indicators were adapted from the Inclusive Teaching Practices Scale (ITPS-T) developed by Lindner et al. (2019) and supported by Schwab and Alnahdi (2020) concerning inclusive instructional practices among teachers.



Figure 3 ***Location Map of the Research Environment***



Figure 4 ***Luray II National High School Research Environment***

Data Gathering Procedure

The data gathering process followed systematic procedures consistent with the descriptive-correlational research design employed to examine the relationship between emerging digital tool use and teachers' classroom accommodation practices at Luray II National High School during School Year 2026–2027. The procedures involved obtaining the necessary institutional approval, identifying qualified teacher-respondents, administering the research questionnaire, organizing the collected responses, and conducting appropriate statistical analysis. Ethical research standards were observed throughout the process to ensure the responsible collection, handling, and interpretation of information.

Preliminary Stage. The research commenced with the preparation and submission of a formal transmittal letter addressed to the administration of Luray II National High School requesting permission to conduct the study. After obtaining approval, the researcher coordinated with the designated school authorities to identify teachers who satisfied the established respondent selection criteria. An orientation was conducted to explain the objectives, significance, and procedures of the research, particularly its examination of emerging digital tool use and teachers' classroom accommodation practices. Respondents were informed that their participation was voluntary and that their responses would remain confidential. An informed consent form was distributed before questionnaire administration to ensure that participants understood their rights and voluntarily agreed to participate.

Data Gathering. The researcher administered an adapted and contextualized survey questionnaire consisting of three parts: the demographic profile of the respondents, the extent of emerging digital tool use, and the extent of teachers' classroom accommodation practices. Clear instructions were provided to ensure that respondents understood the statements and answered according to their actual instructional experiences. Sufficient time was allotted for completing the questionnaire without unnecessary pressure. After the respondents accomplished the instrument, the questionnaires were retrieved, checked for completeness, organized, and securely stored to protect the confidentiality and accuracy of the gathered information.

Post Data Gathering. Following the retrieval of the completed questionnaires, the collected responses underwent systematic checking, organization, coding, and tabulation in preparation for statistical analysis. Appropriate statistical methods were applied to describe the demographic characteristics of the respondents, determine the extent of emerging digital tool use, assess teachers' classroom accommodation practices, and examine whether a significant relationship existed between the two variables. The findings served as the foundation for developing an Action Plan intended to address identified instructional needs, sustain established classroom accommodation practices, and strengthen the purposeful integration of emerging digital technologies at Luray II National High School.

Ethical Considerations

In conducting the study concerning the relationship between emerging digital tool use and teachers' classroom accommodation practices at Luray II National High School, established ethical principles were observed to protect the rights, privacy, dignity, and welfare of the respondents. The researcher ensured that all research

activities followed appropriate ethical standards through transparent communication, voluntary participation, confidentiality, and responsible management of collected information. These measures promoted the integrity of the research process and protected respondents from unnecessary risks associated with their participation.

Informed Consent. Before participating in the study, respondents received sufficient information concerning the research objectives, significance, procedures, and expected involvement. The researcher explained the contents of the survey questionnaire, particularly the demographic profile, emerging digital tool use, and classroom accommodation practices. An informed consent form was provided to document the respondents' voluntary agreement to participate. They were also informed of their right to withdraw from the study without experiencing unfavorable consequences concerning their employment, professional responsibilities, or relationship with the school administration.

Confidentiality and Anonymity. The privacy and confidentiality of teacher-respondents from Luray II National High School were protected throughout the research process. Personal identifiers, including names and other information that could reveal respondents' identities, were excluded from the presentation and interpretation of findings. Questionnaire responses were assigned appropriate codes to maintain anonymity during data processing. Physical and electronic research records were securely maintained and accessed only by the researcher for legitimate academic purposes.

Voluntary Participation. Participation in the research was entirely voluntary, and respondents were given the freedom to accept or decline involvement without pressure or coercion. Their decision regarding participation did not affect their employment status, professional performance evaluations, teaching assignments, or relationship with the administration of Luray II National High School.

Beneficence and Non-Maleficence. The study observed the principles of beneficence and non-maleficence by protecting respondents from unnecessary harm, discomfort, and inconvenience throughout the research process. The investigation was intended to provide relevant information concerning emerging digital tool use and teachers' classroom accommodation practices. The findings offered a basis for identifying instructional strengths, determining areas requiring improvement, and developing appropriate professional support activities without placing respondents at unnecessary risk.

Ethical Approval and Coordination. Before implementing the research activities, the researcher obtained the required authorization from the administration of Luray II National High School through the submission of appropriate research documents. Coordination with designated school personnel was undertaken to facilitate respondent identification, questionnaire distribution, and retrieval of completed instruments. These procedures ensured that the research activities followed institutional requirements and established ethical standards for conducting educational investigations.

Statistical Treatment of Data

The data collected from the teacher-respondents of Luray II National High School were processed and analyzed using appropriate descriptive and inferential statistical methods. These statistical procedures provided a systematic basis for describing the respondents' demographic characteristics, determining the extent of emerging digital tool use, assessing teachers' classroom accommodation practices, and examining the significant relationship between the two variables. The results were interpreted according to the research objectives to ensure that the findings remained consistent with the descriptive-correlational design.

Frequency. This statistical tool was employed to determine the number of teacher-respondents belonging to each demographic category, particularly age, sex, highest educational attainment, years of teaching experience, teaching position, and grade level handled. The frequency distribution provided a numerical description of the respondents' personal and professional characteristics relevant to the study.

Percentage. This statistical measure was utilized to determine the proportion of respondents within each demographic category. It presented the relative distribution of teachers according to their age, sex, educational attainment, teaching experience, teaching position, and grade level handled. The resulting percentages provided a clearer description of the demographic composition of the respondents at Luray II National High School.

Weighted Mean. The weighted mean was employed to determine the extent of emerging digital tool use and teachers' classroom accommodation practices based on their responses to the identified indicators. It summarized the reported frequency of digital technology utilization in instructional planning, lesson delivery, assessment, and learner support, as well as the implementation of instructional adjustments, flexible teaching strategies, modified learning activities, and appropriate classroom accommodations.

Standard Deviation. This statistical measure was applied to determine the variability of respondents' ratings concerning emerging digital tool use and teachers' classroom accommodation practices. It indicated the degree of consistency or variation in teachers' reported utilization of digital technologies and implementation of classroom accommodations. Lower standard deviation values indicated more consistent responses, whereas higher values reflected greater differences in respondents' ratings across the measured indicators.

Pearson Product-Moment Correlation Coefficient. This inferential statistical tool was utilized to determine whether a significant relationship existed between emerging digital tool use and teachers' classroom accommodation practices. It measured the strength and direction of the association between the two variables using the respondents' scores.

Scoring Procedure

The questionnaire utilized a four-point Likert scale to measure the extent of emerging digital tool use and teachers' classroom accommodation practices. This scaling method required the respondents to indicate the frequency of their digital technology use and classroom accommodations by selecting the response that best reflected their actual instructional experiences. The application of this scale enabled the researcher to determine the extent of teachers' emerging digital tool use in instructional planning, lesson delivery, assessment, and learner support, alongside their practices in modifying learning activities, adjusting instructional strategies, providing appropriate accommodations, and addressing diverse educational needs within classroom instruction.

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

Numerical 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***

Numerical 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 refer to the instructional adjustments and support strategies used by teachers to address learners' diverse needs. In this study, it refers to adjusting learning activities, providing

varied tasks and resources, modifying assessments, using appropriate strategies, organizing learner groups, giving feedback, and encouraging learner participation.

Demographic Profile. This refers to the personal and professional characteristics of the respondents. In this study, it includes age, sex, highest educational attainment, years of teaching experience, teaching position, and grade level handled.

Digital Applications. These refer to software programs or online platforms used for educational purposes. In this study, these refer to applications utilized by teachers in designing activities, preparing resources, and supporting instruction.

Digital Assessment Tools. These refer to technology-based tools used to assess learners' performance and progress. In this study, these refer to digital platforms used by teachers for assessment, monitoring, and feedback.

Emerging Digital Tools. These refer to evolving technologies used to support teaching and learning. In this study, these include artificial intelligence tools, digital applications, interactive platforms, multimedia resources, online collaboration tools, and digital feedback tools used for instruction, assessment, communication, and learner support.

Instructional Materials. These refer to resources used to facilitate learning. In this study, these include printed, visual, multimedia, and digital resources used by teachers during instruction.

Learner Groupings. These refer to the arrangement of learners based on instructional needs. In this study, these refer to teachers' strategies in grouping learners to support collaboration and learning.

Learners' Diverse Needs. These refer to differences in learners' abilities, interests, learning preferences, and educational requirements. In this study, these refer to learner conditions that require appropriate instructional support and accommodations.

Multimedia Resources. These refer to learning materials that combine text, images, audio, video, or animation. In this study, these refer to digital resources used by teachers to enhance lesson delivery and engagement.

Online Collaboration Platforms. These refer to digital platforms that support communication and collaborative learning. In this study, these refer to online tools used by teachers for sharing resources, facilitating activities, and communicating with learners.

Teaching Experience. This refers to the length of service of teachers in the profession. In this study, it refers to the number of years respondents have been teaching.

Teaching Position. This refers to the professional rank held by teachers. In this study, it refers to positions such as Teacher I, Teacher II, Teacher III, Master Teacher I, Master Teacher II, and Teacher-in-Charge.

Technology Integration. This refers to the use of digital technologies to support teaching and learning. In this study, it refers to teachers' incorporation of emerging digital tools in instruction, assessment, communication, and learner support.

Use of Emerging Digital Tools. This refers to the extent to which teachers utilize digital technologies in instruction. In this study, it refers to teachers' use of AI tools, digital platforms, multimedia resources, assessment tools, and other technologies to enhance teaching and learning.

Results and Discussion

Demographic Profile

Age Distribution

Table 4 ***Age Distribution***

Age	F	%
26–30	7	14.00
31–35	9	18.00
36–40	16	32.00
41–45	8	16.00
46–50	7	14.00
51 years old and above	3	6.00
Total	50	100.00

Table 4 presented the age distribution of the 50 teacher-respondents of Luray II National High School during School Year 2026–2027. The respondents were distributed across six age groups, indicating representation from early-career to more experienced age groups. The largest proportion of respondents belonged to the 36–40 age group, followed by those aged 31–35 and 41–45. The smallest proportion consisted of teachers aged 51 years old and above. The distribution indicated that the respondent group was composed largely of teachers in the middle-age range, while younger and older age groups were also represented. This age composition provided an important background for understanding the teachers' professional experiences and their engagement with the practices examined in the study.

The highest representation was among respondents aged 36–40, comprising 32.00% of the respondents. This was followed by those aged 31–35 at 18.00% and those aged 41–45 at 16.00%. The relatively close distribution across these age groups suggested that a substantial portion of the respondents were within a similar stage of professional and adult development. Meanwhile, respondents aged 26–30 accounted for 14.00%, while those aged 46–50 represented 14.00%. The lowest representation was recorded among respondents aged 51 years old and above, with 6.00%. Although the proportions varied across age groups, the distribution demonstrated that the school had teachers with different lengths and types of professional experience. Such variation was relevant because teachers at different stages of their careers may have encountered different instructional demands, professional development opportunities, and changes in educational practices.

The age distribution was also consistent with the broader literature emphasizing that teachers' engagement with digital technologies involved multiple factors rather than demographic characteristics alone. Hazzan-Bishara et al. (2025) identified internal and external determinants associated with teachers' adoption of AI technologies, suggesting that technology adoption was shaped by several interacting conditions. Similarly, Sharma and Saini (2022) emphasized the roles of teacher acceptance, continuance intention, and self-efficacy in the use of digital technologies in teaching practices. These studies supported the interpretation that the varied age profile of the respondents should not have been treated as a direct explanation of their technology-related practices. Instead, age provided contextual information, while factors such as acceptance, confidence, professional knowledge, and opportunities for technology use could also have been relevant in understanding teachers' actual practices.

Sex Distribution

Table 5 ***Sex Distribution***

Gender	f	%
Female	37	74.00
Male	13	26.00
Total	50	100.00

Table 5 presented the sex distribution of the 50 teacher-respondents at Luray II National High School during School Year 2026–2027. The findings showed that female teachers constituted the greater proportion of respondents, whereas male teachers accounted for a smaller percentage. This distribution described the sex composition of the teaching personnel who participated in the investigation and provided relevant demographic information for understanding the succeeding findings concerning emerging digital tool use and teachers' classroom accommodation practices.

Female respondents represented 74.00% of the total participants, while male respondents accounted for 26.00%. The difference between these categories indicated that the teaching personnel included in the investigation were predominantly female. Although the respondents were not equally distributed according to sex, both female and male teachers participated in the research. Their representation provided a clearer description of the teaching workforce and established demographic context for interpreting the reported extent of emerging digital tool use and teachers' classroom accommodation practices.

The findings were further supported by Delello et al. (2025), who examined educators' experiences with artificial intelligence in classroom settings, including challenges associated with technology integration and professional well-being. Their investigation highlighted that teachers' experiences with emerging digital technologies involved several considerations beyond access to technological resources. In the present study, the greater representation of female respondents established relevant demographic context for interpreting teachers' reported emerging digital tool use. However, the distribution did not demonstrate whether female teachers utilized emerging digital applications more frequently than male teachers. Establishing such differences would have required direct examination of respondents' ratings and appropriate statistical testing.

Highest Educational Attainment

Table 6 ***Highest Educational Attainment***

Highest Educational Attainment	f	%
Bachelor's Degree	6	12.00
With Master's Units	17	34.00
Master's Degree	25	50.00
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 teacher-respondents of Luray II National High School during School Year 2026–2027. The data showed that the respondents had varied levels of educational attainment, ranging from a bachelor's degree to a doctorate degree. The largest group had completed a master's degree, while a smaller number had pursued doctoral-level education. The distribution indicated that the respondents generally possessed educational qualifications beyond the baccalaureate level, providing an important professional context for examining their classroom practices and use of emerging educational technologies.

The most represented educational qualification was a master's degree, with 50.00% of the respondents belonging to this category. This was followed by teachers with master's units, who comprised 34.00% of the respondents. Teachers with a bachelor's degree accounted for 12.00%, while those with doctoral units and those who had completed a doctorate degree each represented 2.00%. The results showed that a substantial proportion of the respondents had pursued graduate education. The relatively small proportion of respondents with doctoral-level qualifications indicated that doctoral preparation was less common within the group compared with master's-level education. The distribution therefore reflected a teaching workforce in which graduate-level professional preparation was more prevalent than bachelor's-level qualification alone.

The educational profile was relevant to the Technological Pedagogical Content Knowledge (TPACK) Framework of Mishra and Koehler (2006), which emphasized the interaction of technological knowledge, pedagogical knowledge, and content knowledge in effective technology integration. Higher educational attainment did not automatically indicate a higher level of technological competence; however, graduate-level education may have provided opportunities for teachers to deepen their pedagogical understanding, engage in professional inquiry, and encounter emerging instructional approaches. In this context, the high representation of teachers with master's degrees and master's units provided a background for understanding the professional qualifications of the respondents whose use of emerging digital tools and classroom accommodation practices were examined.

The findings could likewise be interpreted through Tomlinson's (2017) Differentiated Instruction Theory. The theory emphasized the importance of adapting instruction according to learners' readiness, interests, and learning needs. The respondents' generally advanced educational qualifications provided a professional foundation from which knowledge about learner diversity and responsive instructional practices may have been developed. Nevertheless, the educational attainment data alone did not establish the extent to which teachers actually applied differentiated instruction. The actual implementation of classroom accommodation practices was appropriately determined through the corresponding indicators in the succeeding tables.

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	11	22.00
10–14 years	14	28.00
15–19 years	10	20.00
20 years and above	8	16.00
Total	50	100.00

Table 7 presented the distribution of the 50 teacher-respondents of Luray II National High School according to their years of teaching experience during School Year 2026–2027. The respondents were grouped into five categories based on their length of service, ranging from less than 5 years to 20 years and above. The distribution

showed that the respondents represented different stages of teaching experience, with the largest group having 10–14 years of service. This composition indicated that the study included teachers with both relatively limited and extensive experience, providing a varied professional background for examining their classroom practices and engagement with emerging digital technologies.

The largest proportion of respondents had 10–14 years of teaching experience, accounting for 28.00% of the group. This was followed by teachers with 5–9 years of experience at 22.00% and those with 15–19 years at 20.00%. Teachers who had been in the profession for 20 years and above comprised 16.00%, while those with less than 5 years of teaching experience represented the smallest group at 14.00%. The distribution indicated that a considerable portion of the respondents had accumulated several years of classroom experience. At the same time, the representation of teachers with shorter teaching tenure showed that the school also included teachers who were at earlier stages of their professional careers.

The findings were related to the study of Lin et al. (2025), which examined the effects of technology perceptions, teacher beliefs, and AI literacy on AI technology adoption. Their findings emphasized the importance of teachers' perceptions, beliefs, and AI literacy in understanding technology adoption. In the context of the present study, the varied teaching experience of the respondents provided a diverse professional background within which perceptions, beliefs, knowledge, and exposure to technology may have developed. Thus, the present findings complemented the literature by showing that teachers came from different professional experience levels, while technology adoption itself could not have been attributed to teaching experience without direct statistical evidence.

Teaching Position

Table 8 ***Teaching Position***

Teaching Position	f	%
Teacher I	18	36.00
Teacher II	13	26.00
Teacher III	9	18.00
Master Teacher I	7	14.00
Master Teacher II	3	6.00
Total	50	100.00

Table 8 presented the distribution of the 50 teacher-respondents of Luray II National High School according to their teaching positions during School Year 2026–2027. The respondents occupied positions ranging from Teacher I to Master Teacher II, indicating representation from classroom teachers at different career stages and levels of professional responsibility. The distribution showed that Teacher I constituted the largest group, while Master Teacher II represented the smallest group. This profile provided relevant information about the professional composition of the respondents and served as a basis for contextualizing their reported classroom practices and use of emerging digital technologies.

Teacher I respondents comprised 36.00% of the total group, representing the highest proportion among the five teaching positions. They were followed by Teacher II at 26.00% and Teacher III at 18.00%. Master Teacher I accounted for 14.00%, while Master Teacher II comprised the smallest proportion at 6.00%. The results showed that the respondents were concentrated more heavily in the Teacher I to Teacher III positions, although master teachers were also represented. This distribution indicated that the study included teachers with different levels of professional responsibility and career progression within the school.

The results were also related to Bui (2022), who examined English teachers' integration of digital technologies in classroom instruction. The study highlighted the role of teachers' actual classroom practices in understanding digital technology integration. In relation to the present findings, the varied teaching positions of the respondents indicated that digital technology use was examined among teachers occupying different stages of the teaching career structure. The present table therefore provided a professional context for understanding technology integration, although it did not establish that a particular teaching position resulted in higher or lower digital technology use. The actual extent of technology integration was appropriately determined through the corresponding indicators of the study.

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.	3.86	0.35	Always
2	I consider learners' interests when planning classroom instruction.	3.64	0.48	Always
3	I provide different learning tasks to accommodate individual learner needs.	3.22	0.68	Often
4	I use varied instructional materials (e.g., print, visuals, videos, manipulatives) to support learning.	3.72	0.45	Always
5	I employ different teaching strategies to help learners understand lessons.	3.62	0.49	Always
6	I vary classroom assessment methods to accommodate diverse learners.	3.06	0.59	Often
7	I organize learners into different groupings based on instructional needs.	3.10	0.61	Often
8	I provide individualized feedback to help learners improve their performance.	3.72	0.45	Always
9	I modify classroom activities when learners experience learning difficulties.	3.78	0.42	Always
10	I encourage all learners to participate regardless of their abilities.	3.86	0.35	Always
Aggregate Mean		3.56		Always
Aggregate Standard Deviation			0.58	

Legend 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 among the 50 teacher-respondents of Luray II National High School during School Year 2026–2027. The table covered practices related to adapting learning activities, considering learners' interests and needs, using varied instructional materials and teaching strategies, modifying assessment and grouping practices, providing individualized feedback, and encouraging learner participation. The aggregate mean of 3.56 with an aggregate standard deviation of 0.58 was verbally described as Always. This indicated that the respondents consistently practiced classroom accommodation in their teaching, particularly in adapting instruction and supporting learners with different abilities and learning needs.

The highest ratings were recorded for adjusting learning activities according to learners' academic abilities and encouraging all learners to participate regardless of their abilities, both with a weighted mean of 3.86 and a standard deviation of 0.35, verbally described as Always. These results indicated that the respondents consistently considered learners' academic differences and promoted participation among learners regardless of their abilities. The low standard deviations also showed that the responses for these practices were relatively close to one another. The next highly rated indicator was modifying classroom activities when learners experienced learning difficulties, which obtained a weighted mean of 3.78 and a standard deviation of 0.42, also interpreted as Always. The use of varied instructional materials and provision of individualized feedback each received a weighted mean of 3.72 with a standard deviation of 0.45. These results showed a pattern of consistent attention to instructional flexibility, learning support, and learner participation.

Other practices were also rated highly, although with slightly lower weighted means. Considering learners' interests when planning classroom instruction obtained a weighted mean of 3.64 and a standard deviation of 0.48, while employing different teaching strategies to help learners understand lessons received a weighted mean of 3.62 and a standard deviation of 0.49. In contrast, providing different learning tasks to accommodate individual learner needs obtained a weighted mean of 3.22 and a standard deviation of 0.68, which was interpreted as Often. The lowest-rated indicator was varying classroom assessment methods to accommodate diverse learners, with a weighted mean of 3.06 and a standard deviation of 0.59, followed by organizing learners into different groupings based on instructional needs, with a weighted mean of 3.10 and a standard deviation of 0.61. The results suggested that while teachers consistently adjusted activities, materials, strategies, and feedback, practices involving varied assessment methods, purposeful grouping, and differentiated learning tasks were performed less consistently.

The overall pattern indicated that classroom accommodation practices were consistently observed among the respondents. The higher ratings were concentrated on direct instructional adjustments and inclusive

participation, suggesting that teachers had regularly responded to learners' academic abilities and learning difficulties during instruction. At the same time, the comparatively lower ratings for varied assessment, learner grouping, and different learning tasks indicated areas where accommodation practices had been applied less frequently. The findings therefore suggested that classroom accommodation had been more consistently expressed through adjustments in instruction and learner support than through flexibility in assessment, grouping, and task design.

The findings could be understood through Tomlinson's (2017) Differentiated Instruction Theory, which emphasized adapting content, process, product, and learning environment according to learners' readiness, interests, and learning needs. The high rating for adjusting activities according to academic abilities and the consistent use of varied instructional materials and teaching strategies reflected practices that were aligned with the principle of responding to learner differences. Similarly, modifying activities when learners experienced difficulties reflected responsiveness to individual learning needs. However, the lower ratings for varying assessment methods, organizing learners into different groupings, and providing different learning tasks suggested that some dimensions of differentiated instruction had been applied less consistently than others.

The findings were also relevant to the TPACK Framework of Mishra and Koehler (2006). The consistent use of varied instructional materials, different teaching strategies, and individualized feedback suggested that teachers had applied pedagogical practices to address learner needs. Although Table 9 did not directly measure technological knowledge, the results provided a pedagogical context for examining the later findings concerning teachers' use of emerging digital tools. Effective technology integration could have supported these accommodation practices when digital tools were appropriately connected with pedagogical purposes and content requirements. Thus, the classroom accommodation results provided an important foundation for understanding the relationship between instructional responsiveness and technology use examined in the study.

Rogers' (2003) Diffusion of Innovations Theory also provided a relevant perspective, particularly in considering how new instructional practices could have been incorporated into established classroom routines. The consistently practiced accommodation strategies suggested that teachers had already incorporated several responsive instructional practices into their teaching. However, the lower ratings for varied assessment, purposeful grouping, and differentiated learning tasks indicated that some practices may have required further adaptation or integration into regular classroom routines. The theory therefore helped explain that the adoption of instructional innovations could involve differences in the extent to which particular practices became established within teachers' existing teaching routines.

The findings were supported by Viberg et al. (2025), who examined teachers' trust in AI in education across six countries and highlighted the importance of teachers' perceptions and trust in the use of AI-supported educational practices. In relation to the present findings, the consistent classroom accommodation practices demonstrated that teachers had already engaged in responsive instructional behaviors that could provide a pedagogical foundation for the purposeful use of emerging technologies. However, the present table did not directly measure trust in AI, so the findings could not be interpreted as evidence that trust had caused the observed accommodation practices.

Similarly, Karasneh et al. (2021) examined educators' attitudes and practices toward e-learning and showed the relevance of teachers' attitudes and practices in the use of technology-supported learning. Their work complemented the present findings by emphasizing that meaningful technology use was connected with actual instructional practices rather than technology access alone. In the present study, the respondents demonstrated consistent accommodation practices, particularly in adjusting activities, using varied instructional materials, modifying activities when learners experienced difficulties, and providing individualized feedback. These practices could have provided a useful instructional foundation for integrating digital tools in ways that responded to diverse learner needs.

The findings had practical implications for teachers and school administrators at Luray II National High School. The consistently high extent of classroom accommodation indicated that teachers had already established practices for responding to learner differences. However, the lower ratings concerning varied assessment methods, learner grouping, and differentiated learning tasks suggested areas where professional development could have provided additional support. School-based training, peer demonstration, collaborative lesson planning, and sharing of effective classroom strategies could have been used to help teachers develop more flexible approaches to assessment, grouping, and task design. Emerging digital tools could also have been explored as possible resources for these practices, provided that their use remained aligned with instructional objectives and learner needs.

In synthesis, the results showed that teachers' classroom accommodation practices had been implemented to a consistently high extent, as reflected by the aggregate mean of 3.56 and aggregate standard deviation of 0.58, verbally described as Always. The strongest practices centered on adjusting learning activities according to academic abilities and encouraging participation regardless of learners' abilities, while varying assessment methods, organizing learners into purposeful groupings, and providing different learning tasks received comparatively lower ratings. The findings demonstrated that the respondents had consistently practiced several forms of classroom accommodation while also identifying specific instructional areas that could have benefited from further attention, particularly in relation to assessment, grouping, and task differentiation

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.	3.16	0.74	Often
2	I use digital applications to design differentiated learning activities.	3.14	0.64	Often
3	I integrate interactive digital platforms during classroom instruction.	3.52	0.71	Always
4	I use digital assessment tools to monitor learners' progress.	3.22	0.68	Often
5	I incorporate multimedia resources to improve lesson delivery.	3.80	0.40	Always
6	I utilize online collaboration platforms during classroom activities.	2.82	0.69	Often
7	I use digital tools to provide immediate feedback to learners.	3.20	0.67	Often
8	I employ digital technologies to support learners with diverse educational needs.	3.58	0.61	Always
9	I explore newly introduced educational technologies for classroom instruction.	2.90	0.89	Often
10	I use digital platforms to communicate learning activities with learners and parents.	3.86	0.35	Always
Aggregate Mean		3.32		Always
Aggregate Standard Deviation			0.73	

Legend 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 among the 50 teacher-respondents of Luray II National High School during School Year 2026–2027. The indicators covered the use of AI tools, digital applications, interactive platforms, digital assessment tools, multimedia resources, online collaboration platforms, digital feedback tools, technologies for diverse educational needs, newly introduced educational technologies, and digital communication platforms. The aggregate mean of 3.32 with an aggregate standard deviation of 0.73 was verbally described as Always. This result indicated that the respondents had consistently used emerging digital tools in various aspects of classroom instruction, communication, learner support, and lesson delivery.

The highest-rated indicator was the use of digital platforms to communicate learning activities with learners and parents, which obtained a weighted mean of 3.86 and a standard deviation of 0.35, verbally described as Always. This was followed by incorporating multimedia resources to improve lesson delivery, with a weighted mean of 3.80 and a standard deviation of 0.40, also interpreted as Always. The use of digital technologies to support learners with diverse educational needs received a weighted mean of 3.58 and a standard deviation of 0.61, while integrating interactive digital platforms during classroom instruction obtained a weighted mean of 3.52 and a standard deviation of 0.71. These results showed that the respondents had most consistently used digital tools for communication, lesson presentation, interactive instruction, and responding to diverse learner needs. The relatively low standard deviation for the communication and multimedia indicators also indicated that the respondents' ratings were comparatively consistent in these practices.

The succeeding indicators also reflected regular use of digital technologies, although they received comparatively lower ratings. The use of digital assessment tools to monitor learners' progress obtained a weighted mean of 3.22 and a standard deviation of 0.68, while digital tools for providing immediate feedback received a weighted mean of 3.20 and a standard deviation of 0.67. The use of AI tools to prepare instructional materials obtained a weighted mean of 3.16 with a standard deviation of 0.74, while digital applications for designing differentiated learning activities received a weighted mean of 3.14 and a standard deviation of 0.64. All four indicators were interpreted as Often. These results suggested that teachers had incorporated digital

technologies into assessment, feedback, instructional preparation, and differentiated learning, although these applications had not been used as consistently as digital communication, multimedia resources, and interactive platforms.

The lowest-rated indicators were the utilization of online collaboration platforms during classroom activities and the exploration of newly introduced educational technologies for classroom instruction. Online collaboration platforms obtained a weighted mean of 2.82 and a standard deviation of 0.69, while exploration of newly introduced educational technologies received a weighted mean of 2.90 and a standard deviation of 0.89. Both were verbally described as Often. The results indicated that these practices had been performed regularly but less consistently than the other forms of digital technology use. The comparatively higher standard deviation for exploring newly introduced technologies also suggested greater variation in the respondents' reported practices. This pattern indicated that while teachers had already incorporated several digital tools into their regular classroom routines, the use of collaborative platforms and exploration of newer technologies had been less established.

The findings could be understood through Rogers' (2003) Diffusion of Innovations Theory, which explained how individuals encountered, evaluated, adopted, and incorporated innovations into existing practices. The high ratings for digital communication platforms, multimedia resources, interactive platforms, and technologies supporting diverse learners suggested that these forms of technology had become more established in the respondents' teaching routines. In contrast, the lower ratings for online collaboration and exploration of newly introduced technologies indicated that not all digital innovations had been adopted at the same level. This pattern suggested that teachers' use of emerging digital tools had varied according to the particular technology and its application in classroom practice.

The results were also interpreted through the TPACK Framework of Mishra and Koehler (2006), which emphasized the integration of technological, pedagogical, and content knowledge. The frequent use of multimedia resources, interactive platforms, and digital technologies for diverse learners indicated that respondents had connected technology with specific instructional purposes. The lower ratings for differentiated learning applications, digital assessment, immediate feedback, and online collaboration suggested that technology integration had been less consistent in some pedagogically specific practices. The findings therefore indicated that the respondents had demonstrated established technology use while continuing to apply digital tools differently across various instructional functions.

Tomlinson's (2017) Differentiated Instruction Theory further provided a relevant interpretation of the results. The theory emphasized the adaptation of instruction according to learners' readiness, interests, and learning needs. The high rating for using digital technologies to support learners with diverse educational needs suggested that teachers had frequently used technology to respond to learner differences. However, the lower rating for using digital applications to design differentiated learning activities indicated that technology-supported differentiation had been less consistently practiced than general digital support for diverse learners. This suggested that the respondents' use of digital tools for learner accommodation had been evident but had varied across specific dimensions of differentiated instruction.

The findings were consistent with Mexhuani (2025), who discussed the adoption of digital tools in education in terms of opportunities, challenges, and theoretical considerations. The present results similarly showed that teachers had incorporated digital tools into several instructional and communication activities while demonstrating lower use in some areas requiring additional exploration or integration. The strong use of multimedia, communication platforms, and interactive technologies reflected the opportunities presented by digital tools for improving classroom practices. At the same time, the lower ratings for online collaboration and exploration of newly introduced technologies indicated that technology adoption had not been uniform across all applications.

The findings were also supported by Sharma and Saini (2022), who emphasized the roles of teachers' acceptance, continuance intention, and self-efficacy in the use of digital technologies in teaching practices. The high extent of digital technology use in the present study suggested that several technologies had already been incorporated into the respondents' regular teaching practices. However, the lower ratings for online collaboration and exploration of newly introduced technologies indicated that teachers' use varied according to the type of digital application. This pattern was consistent with the view that teachers' engagement with digital technologies could differ depending on their acceptance, confidence, experience, and intention to use particular tools.

The findings had practical implications for teachers and school administrators at Luray II National High School. The high aggregate result showed that the respondents had already established regular digital technology practices that could serve as a foundation for further instructional development. Nevertheless, the lower ratings for online collaboration, exploration of new technologies, differentiated learning activities, digital assessment, and immediate feedback identified areas that could have received greater attention through professional development. School-based workshops, guided technology exploration, peer demonstrations, and collaborative lesson planning could have helped teachers apply digital tools more purposefully across these areas. Such activities could have complemented the respondents' existing practices rather than replacing the digital strategies that had already been consistently used.

In synthesis, teachers at Luray II National High School had used emerging digital tools to a consistently high extent, as indicated by the aggregate mean of 3.32 and aggregate standard deviation of 0.73, verbally described as Always. The strongest practices centered on communicating learning activities, improving lesson delivery through multimedia, supporting diverse learners, and conducting interactive instruction. In contrast, online collaboration and exploration of newly introduced technologies received the lowest ratings, although both remained within the Often category. The findings therefore showed that emerging digital tools had already formed part of the respondents' classroom practices, while specific areas of technology use could have benefited from further development and purposeful integration.

Relationship Between Emerging Digital Tool Use 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	0.659	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 among the teacher-respondents of Luray II National High School during School Year 2026–2027. The Pearson product-moment correlation coefficient (Pearson r) was used to determine whether a significant relationship existed between the two variables. This test established the direction and strength of the association between teachers' adoption of emerging digital tools and their classroom accommodation practices.

The computed r-value of 0.659 indicated a strong positive correlation between teachers' adoption of emerging digital tools and their classroom accommodation practices. The corresponding p-value was <.001. When compared with the 0.05 level of significance, the p-value was lower than the established level of significance. This indicated that the observed relationship was statistically significant.

Based on this result, the null hypothesis was rejected. The evidence provided sufficient basis to conclude that a significant relationship existed between teachers' adoption of emerging digital tools and their classroom accommodation practices. The positive direction of the correlation indicated that higher levels of adoption of emerging digital tools were associated with higher levels of classroom accommodation practices among the respondents. However, the correlation did not establish that the adoption of digital tools directly caused changes in classroom accommodation practices.

The significant relationship could be understood in relation to the use of technology to support instructional responsiveness. Yadav (2025) explained that AI and other emerging technologies could contribute to modernized classroom practices through personalized and immersive learning experiences, while also emphasizing the need to consider issues related to inclusion and equitable access. The present result was consistent with this perspective because the significant positive association suggested that teachers who reported greater adoption of emerging digital tools also tended to report more frequent classroom accommodation practices. Yadav's discussion of technology-supported personalization therefore provided a relevant basis for understanding the connection between digital technology use and instructional accommodation.

The result was likewise supported by Shi et al. (2025), whose study examined digital pedagogy in inclusive education and found that digital pedagogy competence was associated with important teacher outcomes, while a TPACK-based professional development intervention improved teacher-related outcomes. Their work emphasized the importance of integrating technological, pedagogical, and content knowledge in creating

inclusive digital learning environments. The current finding was similar because both studies pointed to a meaningful connection between teachers' digital capacity and practices relevant to inclusive instruction. The difference, however, was in the variables examined. Shi et al. focused on digital pedagogy competence, self-efficacy, and teacher well-being, whereas the present study specifically examined the relationship between adoption of emerging digital tools and classroom accommodation practices.

Rahiman and Kodikal (2024) also provided support for the present result by examining the adoption of AI-based tools among faculty members in higher education. Their study considered how AI could enhance learning experiences and examined factors associated with AI adoption in a higher education context. The similarity with the present study was the recognition that emerging technologies could become part of educational practices and support more personalized forms of learning. However, the contexts differed because Rahiman and Kodikal investigated higher education faculty members and AI adoption, while the present study involved teachers at Luray II National High School and examined emerging digital tools in relation to classroom accommodation.

The findings were also comparable with Peňaflorida (2025), who evaluated teaching-learning practices among Home Economics educators in State Universities and Colleges in Western Visayas, including ICT readiness, teaching strategies, and assessment practices. The study reported generally strong teaching-learning practices while identifying a continuing need for professional development in ICT and more diverse assessment methods. The present finding similarly demonstrated a meaningful connection between technology-related practice and classroom accommodation. The difference may be attributed to the research focus and design. Peňaflorida examined the status of several teaching-learning domains through a descriptive survey, whereas the present study specifically tested the statistical relationship between emerging digital tool adoption and classroom accommodation practices.

The consistency of the present finding with these studies could be attributed to the complementary nature of digital technology and responsive teaching practices. Emerging digital tools can provide teachers with additional ways to present content, communicate with learners, monitor progress, provide feedback, and respond to differences in learners' needs. When teachers adopt such tools as part of their instructional practices, they may have more opportunities to vary learning experiences and accommodate diverse learners. The relationship found in the present study therefore reflected the possibility that technology adoption and classroom accommodation practices were interconnected aspects of teachers' instructional work. At the same time, the strength of the relationship should not be interpreted as evidence that one variable directly caused the other.

The result further indicated that digital technology adoption and classroom accommodation practices could be considered together in professional development initiatives at Luray II National High School. Training activities may focus not only on learning how to operate emerging digital tools but also on applying these tools to differentiated activities, learner support, assessment, feedback, and other accommodation practices. This direction was consistent with Shi et al. (2025), who emphasized systematic integration of technological, pedagogical, and content knowledge and the role of professional development in developing digital pedagogy competence.

In summary, the Pearson r-value of 0.659 demonstrated a strong positive correlation between teachers' adoption of emerging digital tools and their classroom accommodation practices, while the p-value of <.001 was lower than the 0.05 level of significance. Thus, the null hypothesis was rejected, establishing a statistically significant relationship between the two variables. The result was generally consistent with the cited literature, which associated digital technology use, digital pedagogy, ICT integration, and technology-supported personalized or inclusive learning practices, although differences in research variables, educational contexts, and study designs should be considered when comparing the findings.

Summary of Findings

The findings showed that the teacher-respondents of Luray II National High School represented varied demographic and professional backgrounds. The respondents came from different age groups, educational attainment levels, years of teaching experience, and teaching positions, providing a diverse professional context for examining classroom accommodation practices and the use of emerging digital tools.

The findings revealed that teachers consistently practiced classroom accommodation by adjusting activities according to learners' abilities and difficulties, considering learners' interests, using varied instructional materials and strategies, providing individualized feedback, and encouraging participation. However, practices involving differentiated learning tasks, varied assessment methods, and learner grouping were less consistently

applied. This indicated that teachers were more consistent in making instructional adjustments and providing learner support than in systematically varying tasks, assessments, and grouping arrangements.

The findings also showed that teachers regularly used emerging digital tools, particularly for communication, multimedia-supported lesson delivery, interactive instruction, and supporting learners with diverse educational needs. However, the use of digital tools for online collaboration, exploring newly introduced technologies, differentiated learning activities, assessment, feedback, and instructional material preparation was less consistent. This suggested that teachers had established familiarity with commonly used digital applications but still had areas for further development in more specialized instructional applications.

A significant positive relationship was found between teachers' adoption of emerging digital tools and their classroom accommodation practices. This indicated that greater use of emerging digital tools was associated with more frequent accommodation practices. The findings provided a basis for an Action Plan that could further integrate digital technology with differentiated instruction, assessment, feedback, learner support, and other classroom accommodation practices at Luray II National High School.

Output of the Study

The proposed Action Plan for Luray II National High School was informed by the findings on classroom accommodation practices and emerging digital tool use among 50 teacher-respondents. Accommodation practices obtained an aggregate mean of 3.56, while digital tool use obtained 3.32; the relationship was strong and positive ($r = 0.659$, $p < .001$). Comparatively lower ratings for differentiated tasks, varied assessments, learner grouping, online collaboration, digital feedback, and exploration of newer technologies informed the areas for professional support. These results describe reported practices and an association between variables, rather than measured effects of an intervention.

The plan proposes workshops, demonstrations, hands-on activities, technology exploration, responsible AI-assisted material preparation, and continuing LAC sessions, peer sharing, collaborative planning, classroom application, and reflection. The supplied schedule runs from November 2026 through March 2027, with school heads, master teachers, ICT coordinators, and teachers identified and MOOE specified as the funding source. Instructional outputs, observations, teacher reflections, and feedback are proposed for monitoring. The complete rationale, objectives, implementation scheme, and eight priority-area records follow; expected outcomes remain proposed, and actual-accomplishment and remarks fields remain blank as supplied.

Action Plan

Rationale

In the context of Luray II National High School, teachers attend to learners with varied abilities, interests, learning preferences, and instructional needs while also responding to the increasing use of digital technologies in classroom instruction. The integration of emerging digital tools provides opportunities to make learning activities, assessment, feedback, communication, and classroom participation more responsive to these differences. However, the effective use of technology requires teachers to select and apply digital tools according to specific learning objectives and accommodation needs rather than using them only as additional instructional resources.

The results of the study showed that teachers regularly practiced classroom accommodation and made use of emerging digital tools in their instruction. However, some areas were less consistently practiced, particularly the use of differentiated digital activities, varied assessment methods, learner grouping, online collaboration, digital feedback, and exploration of newly introduced technologies. These areas provide a basis for focused activities that can help teachers connect their existing accommodation practices with more purposeful applications of digital technology.

The Action Plan will therefore center on practical professional learning activities that allow teachers to develop, apply, and reflect on technology-supported accommodation strategies. Training sessions, guided demonstrations, collaborative lesson planning, peer sharing, and classroom-based application may be used to address identified areas for development. Through these activities, teachers may gain opportunities to select appropriate digital tools, adapt learning experiences, monitor learner progress, and provide responsive support to diverse learners.

Implementation may be supported through continuous monitoring, peer collaboration, and reflection on classroom application. Teachers' instructional outputs, experiences, and feedback may be used to identify practices that require further support and to guide succeeding activities. This approach will provide a continuing school-based mechanism for integrating emerging digital tools with classroom accommodation practices.

Objectives

Match digital tools with learner needs.
Design differentiated digital activities.
Use digital tools for assessment.
Provide timely digital feedback.
Expand the use of online collaboration tools.

Scheme of Implementation

The implementation will begin with a school-based orientation on the identified areas for improvement in the use of emerging digital tools and classroom accommodation practices. Teachers will examine common classroom situations and identify appropriate digital tools that can address specific learner needs.

A series of hands-on workshops will then be conducted on differentiated digital activities, digital assessment, feedback tools, online collaboration platforms, and emerging educational technologies. Teachers will create sample instructional materials and classroom activities during the sessions and receive feedback from their peers and facilitators.

The developed activities will be applied in actual classroom instruction. Teachers will document their experiences, including the usefulness of the tools, learner responses, and difficulties encountered during implementation. Peer sharing sessions will provide opportunities to exchange practical strategies and classroom experiences.

Monitoring activities will be conducted through review of instructional outputs, classroom observations, teacher reflections, and feedback. Areas that require additional assistance will be identified and addressed through follow-up coaching or learning sessions. The results of the monitoring will guide succeeding activities and support the continued application of digital tools in classroom accommodation.

ACTION PLAN FOR ENHANCING TEACHERS' CLASSROOM ACCOMMODATION PRACTICES THROUGH THE USE OF EMERGING DIGITAL TOOLS IN LURAY II NATIONAL HIGH SCHOOL

Priority Area 1

Table 12 ***Need for more varied learning tasks to address individual learner needs***

Field	Plan Details
Areas of Concern	Need for more varied learning tasks to address individual learner needs
Objectives	Develop varied learning tasks for different learner needs.
Strategies	Conduct a workshop on differentiated tasks, learner readiness, interests, abilities, and digital learning resources.
Persons Involved	School Head, Master Teachers, Teachers
Budget	₱2,500
Source of Budget	MOOE
Time Frame	November 2026
Expected Outcome	Teachers prepare varied learning tasks suited to learner differences.
Actual Accomplishment	
Remarks	

Priority Area 2

Table 13 ***Need for greater variety in classroom assessment methods***

Field	Plan Details
Areas of Concern	Need for greater variety in classroom assessment methods
Objectives	Use varied assessment methods to monitor different learners.
Strategies	Conduct a workshop on flexible assessment, digital assessment applications, formative assessment, and adapted assessment tasks.
Persons Involved	School Head, Master Teachers, ICT Coordinator, Teachers
Budget	₱2,500
Source of Budget	MOOE
Time Frame	November 2026
Expected Outcome	Teachers use appropriate assessment methods for varied learner needs.
Actual Accomplishment	
Remarks	

Priority Area 3

Table 14 ***Limited use of online collaboration platforms in classroom activities***

Field	Plan Details
Areas of Concern	Limited use of online collaboration platforms in classroom activities
Objectives	Use online platforms for collaborative learning.
Strategies	Conduct hands-on activities on shared documents, digital group tasks, online discussion spaces, and collaborative 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 collaborative learning activities through suitable 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	Explore relevant emerging educational technologies.
Strategies	Conduct a technology exploration session where teachers try selected tools and assess their classroom usefulness.
Persons Involved	School Head, ICT Coordinator, Master Teachers, Teachers
Budget	₱2,000
Source of Budget	MOOE
Time Frame	December 2026
Expected Outcome	Teachers identify suitable emerging technologies for classroom instruction.
Actual Accomplishment	
Remarks	

Priority Area 5

Table 16 ***Need to improve the use of digital tools for differentiated learning activities***

Field	Plan Details
Areas of Concern	Need to improve the use of digital tools for differentiated learning activities
Objectives	Design differentiated activities using digital tools.
Strategies	Conduct a workshop on creating technology-supported tasks based on learners' abilities, interests, readiness, 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 activities supported by appropriate digital tools.
Actual Accomplishment	
Remarks	

Priority Area 6

Table 17 ***Need to improve the use of digital tools for immediate learner feedback***

Field	Plan Details
Areas of Concern	Need to improve the use of digital tools for immediate learner feedback
Objectives	Use digital tools to provide timely feedback.
Strategies	Conduct a hands-on session on digital feedback applications, learner response tools, and feedback strategies.
Persons Involved	School Head, ICT Coordinator, Master Teachers, Teachers
Budget	₱2,000
Source of Budget	MOOE
Time Frame	January 2027
Expected Outcome	Teachers provide timely and appropriate feedback through digital tools.
Actual Accomplishment	
Remarks	

Priority Area 7

Table 18 ***Need to improve the use of AI tools in preparing instructional materials***

Field	Plan Details
Areas of Concern	Need to improve the use of AI tools in preparing instructional materials
Objectives	Use AI tools appropriately in material preparation.
Strategies	Conduct a workshop on prompt writing, AI-assisted material development, output verification, editing, and responsible use of AI.
Persons Involved	School Head, ICT Coordinator, Master Teachers, Teachers
Budget	₱2,000
Source of Budget	MOOE
Time Frame	February 2027
Expected Outcome	Teachers produce verified and curriculum-aligned materials with appropriate AI assistance.
Actual Accomplishment	
Remarks	

Priority Area 8

Table 19 ***Need for continuous integration of digital tools and classroom accommodation practices***

Field	Plan Details
Areas of Concern	Need for continuous integration of digital tools and classroom accommodation practices
Objectives	Apply technology-supported accommodation consistently.
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 appropriate digital tools into classroom accommodation practices.
Actual Accomplishment	
Remarks	

Conclusion

The study concluded that teachers at Luray II National High School demonstrated consistent classroom accommodation practices and regular use of emerging digital tools in their instructional practices. The significant positive relationship between the two variables indicated that teachers' adoption of emerging digital tools was associated with their classroom accommodation practices. The findings suggested that digital technology served as a relevant component of teachers' efforts to respond to learners' varied abilities, needs, and learning experiences.

Recommendations

It is recommended that the Action Plan be implemented at Luray II National High School to address the comparatively lower-rated indicators of emerging digital tool use and teachers' classroom accommodation practices. Priority may be given to differentiated learning activities, flexible assessment methods, learner grouping, digital feedback, online collaboration, and the exploration of emerging technologies, particularly where the findings indicated a need for improvement. Meanwhile, highly rated practices should be sustained and strengthened through peer sharing, collaborative planning, and regular classroom application. School administrators and teachers may monitor the implementation of the Action Plan to evaluate progress and guide succeeding instructional improvements.

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