

## Teachers' technology utilization profile in inclusive education

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### ABSTRACT

This study examined the teachers' technology utilization profile in inclusive education at Cogon Elementary School for the school year 2025–2026 as the basis for developing an action plan to strengthen technology integration in inclusive classrooms. Anchored on the Unified Theory of Acceptance and Use of Technology (UTAUT), the study explored teachers' demographic characteristics, the degree of their technology utilization based on performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioral intention/use behavior, as well as the relationship and differences among these variables. Using a descriptive-correlational design, data were gathered from 36 teachers through a validated researcher-made questionnaire. Findings revealed that teachers generally "Agreed" on all UTAUT constructs, indicating positive perceptions of technology's usefulness, ease of use, and social and institutional support. Despite these positive perceptions, challenges such as limited training on inclusive technologies, inadequate infrastructure, and constrained access to assistive devices persisted. Correlation results showed no significant relationship between demographic variables and technology utilization, suggesting uniform practices across teacher profiles. However, a significant difference was found when grouped according to sex, indicating variation in utilization patterns between male and female teachers. Based on these findings, an action plan was developed focusing on capacity building, improved infrastructure, enhanced collaboration, and increased access to assistive technologies to optimize technology integration in inclusive settings. The study concludes that while teachers exhibit readiness and positive attitudes toward technology, sustained support and strategic interventions are essential to fully realize technology's potential in promoting equitable and inclusive learning environments.

**Keywords:** Special Education, UTAUT, technology utilization, action plan, descriptive-correlational design, Tagbilaran City, Bohol, Philippines

Date Submitted: December 29, 2025  
Date Accepted: January 6, 2026  
Date Published: January 23, 2026

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DOI: <http://doi.org/10.69651/PIJHSS0501732>

Recommended citation:

De Gracia, E. D. (2026). Teachers' technology utilization profile in inclusive education. *Pantao (The International Journal of the Humanities and Social Sciences)* 5 (1), 8088-8099. <http://doi.org/10.69651/PIJHSS0501732>

## INTRODUCTION

Technology plays a critical role in transforming inclusive education by enabling equitable access and personalized learning opportunities for students with diverse needs. Recent studies emphasize that educational technology not only supports differentiated instruction but also fosters engagement, social inclusion, and academic success for learners with disabilities (Navas-Bonilla et al., 2025; Demetriou, 2023). Moreover, Merzon et al. (2022) highlight that when teachers develop technological competence, they enhance their capacity to deliver effective instruction in inclusive settings. Thus, understanding teachers' utilization of technology, including their awareness, practices, attitudes, and barriers, is essential to maximize the benefits of technology in inclusive classrooms. This knowledge can guide efforts to improve teaching strategies and educational outcomes for students with disabilities.

Despite the growing availability of assistive tools and digital resources, implementation challenges remain, particularly regarding teacher preparedness and institutional support (Salas-Pilco et al., 2022; Lynch et al., 2024). Inclusive education requires not only technology access but also active professional development and systemic support to overcome barriers and foster positive attitudes among educators (Toto et al., 2024). Studies suggest that addressing these factors is pivotal in sustaining successful technology integration to promote social inclusion, equal participation, and academic achievement for all students (Ghosh et al., 2022).

Internationally, research reveals an imbalance in technology integration for inclusive education, with many studies focusing predominantly on sensory disabilities and neglecting other diverse needs across varied contexts (Lynch et al., 2024). There is a shortage of inclusive and participatory research that considers intersectional factors such as gender, socioeconomic status, and geographical location, thereby limiting the design of effective technology solutions accessible to all (Navas-Bonilla et al., 2025). Moreover, while advanced technologies like augmented reality and artificial intelligence have shown promise, insufficient empirical studies detail their practical adoption by teachers worldwide (Toto et al., 2024).

Another notable gap is the lack of research exploring educators' perspectives on technology use in inclusive classrooms, particularly in low- and middle-income countries (Salas-Pilco et al., 2022). Teacher experiences, attitudes, and support needs critically influence technology adoption but remain underexplored in these regions. Without comprehensive international evidence integrating these educator dimensions, policies and interventions may fall short in addressing real challenges faced in diverse educational settings (Ranzato, 2025).

In the Philippines, studies on teachers' use of technology in inclusive education are limited and fragmented (Raguindin, 2020). Although the Department of Education has included inclusive education and ICT integration policies, there is insufficient localized data on teachers' actual levels of technological awareness, attitudes, and usage within inclusive classrooms (Obrovská, 2025). The creation of specialized training and resources to address the particular circumstances faced by Filipino educators is hampered by this shortage.

Additionally, existing Philippine studies often overlook barriers teachers face when integrating technology for learners with disabilities, such as limited access to assistive devices, inadequate infrastructure, and scarce professional development (Raguindin, 2020). There is also a need for contextual research capturing Filipino teachers' attitudes and institutional support dynamics to design culturally responsive interventions fostering effective technology utilization aligned with national inclusive education goals.

Locally, no comprehensive study has yet examined teachers' utilization of technology for inclusive education in Cogon Elementary School, Tagbilaran City, Bohol. The unique challenges and practices within this school's inclusive programs remain undocumented, limiting evidence-based improvements tailored to the school's context. Understanding the technology-related experiences and barriers faced by Cogon teachers is vital for responsive support systems. Furthermore, local resource constraints such as aging infrastructure, limited assistive technology availability, and insufficient professional development opportunities potentially affect teachers' effective use of technology. Investigating these gaps will illuminate practical needs and inform an actionable plan to enhance technology integration that supports diverse learners in this specific school community.

Conducting this study is crucial to provide a detailed understanding of how teachers at Cogon Elementary School utilize technology in their inclusive education practices amid growing demands for digital proficiency in education. The findings will identify key areas for improving teacher awareness, practice, attitudes, and overcoming barriers, enabling the school to better support students with disabilities through effective technology use (Demetriou, 2023; Navas-Bonilla et al., 2025).

Moreover, this research will guide the formulation of an action plan aligned with both national policies and the local school context to empower teachers and optimize educational outcomes. By addressing specific local gaps and incorporating international best practices, the study will contribute valuable insights to the broader discourse on technology-enhanced inclusive education in the Philippines.

#### Statement of the problem

This study determined the teachers' profile in the utilization of technology in inclusive education at Cogon Elementary School for the 2025-2026 school year as a basis for developing an action plan to enhance technology integration in inclusive classrooms. Specifically, it sought to answer the following research questions:

1. What is the demographic profile of the teacher respondents in terms of age, sex, highest educational attainment, years of teaching experience, and technology training received?
2. To what degree is the teachers' technology utilization in inclusive education in terms of performance expectancy, effort expectancy, social influence, facilitating conditions, and behavioral intention and use behavior as anchored in the Unified Theory of Acceptance and Use of Technology?
3. Is there a significant relationship between the teachers' demographic profile and their degree of technology utilization in inclusive education?
4. Is there a significant difference in the teachers' degree of technology utilization when they are grouped according to their demographic profile?
5. Based on the findings of the study, what action plan can be proposed to enhance teachers' utilization of technology in inclusive education?

#### METHODOLOGY

This study employed a descriptive correlational research design to examine teachers' utilization of technology in inclusive education and to determine the relationships between selected

demographic variables and levels of technology use. The descriptive component was used to obtain a systematic and accurate account of teachers' practices, perceptions, attitudes, and challenges in integrating technology within inclusive classroom settings. Through this approach, the study documented teachers' levels of awareness, patterns of technology use, attitudes toward technology integration, and perceived barriers encountered in inclusive education. The correlational aspect of the design was utilized to determine whether significant relationships existed between teachers' demographic characteristics and their degree of technology utilization. This design was deemed appropriate because it focused on describing existing conditions and identifying associations among variables without manipulating any factors. The results generated from this design served as an empirical basis for the development of an action plan intended to enhance effective technology integration in inclusive classrooms.

The conceptual flow of the study followed the Input Process Output model, which guided the progression of research activities from data collection to the formulation of the proposed action plan. The input variables included the demographic profile of the teacher respondents in terms of age, sex, highest educational attainment, years of teaching experience, and technology training received, as well as their degree of technology utilization in inclusive education based on the constructs of the Unified Theory of Acceptance and Use of Technology, namely performance expectancy, effort expectancy, social influence, facilitating conditions, behavioral intention, and use behavior. The process phase involved the preparation of research documents, securing institutional approval, obtaining informed consent, administering the validated questionnaire, and subjecting the collected data to appropriate statistical treatment. The output of the study was the development of an action plan designed to improve teachers' utilization of technology in inclusive education based on the findings of the analysis.

The research was conducted at Cogon Elementary School, located along San Jose Street in the Cogon District of Tagbilaran City, Bohol, Philippines. The school is a public elementary institution under the Department of Education Tagbilaran City Division and offers complete basic education from kindergarten to Grade 6. It serves a diverse population of learners from varying socioeconomic backgrounds, including pupils with special educational needs who are mainstreamed in regular classes. The school is equipped with facilities that support both traditional and technology assisted instruction, including multiple classrooms, an information and communications technology room, a science laboratory, and a learning resource center that provides access to instructional materials, multimedia tools, and digital resources. The availability of assistive technologies and digital tools within the school environment made it an appropriate setting for examining teachers' utilization of technology in inclusive education.

The respondents of the study consisted of all teachers assigned at Cogon Elementary School during the conduct of the research. A total population sampling technique was employed, which is a form of purposive sampling wherein all members of a defined population are included as participants. Since the number of teachers in the school was manageable, all teachers were included to ensure comprehensive representation of perceptions, experiences, and practices related to technology utilization in inclusive education. This approach minimized sampling bias and allowed for a more reliable examination of relationships between demographic characteristics and technology utilization across different grade levels and teaching assignments. The inclusion of all teaching personnel ensured that the proposed action plan reflected the collective needs and realities of the entire school faculty.

The primary research instrument used in the study was a researcher adapted questionnaire designed to gather data on teachers' demographic profiles and their utilization of technology in

inclusive education. The instrument was patterned after the Unified Theory of Acceptance and Use of Technology developed by Venkatesh and colleagues and was modified to align with the local context of Cogon Elementary School. The questionnaire was structured to measure constructs related to teachers' awareness, practices, attitudes, and perceived barriers in technology use within inclusive classrooms. It consisted of two main sections. The first section collected demographic information, including age, sex, highest educational attainment, years of teaching experience, and technology related training. The second section measured teachers' technology utilization in inclusive education based on performance expectancy, effort expectancy, social influence, facilitating conditions, behavioral intention, and actual use behavior. The items were contextualized to ensure relevance and clarity for the respondents and were validated by experts to establish content validity.

Data collection was conducted systematically and ethically. Prior to data gathering, the researcher secured formal approval from the school administration and prepared all necessary research documents, including the validated questionnaire and informed consent forms. The informed consent form explained the purpose of the study, emphasized the voluntary nature of participation, and assured respondents of confidentiality and compliance with data privacy regulations. Upon approval, the researcher personally administered the questionnaires to the teachers, provided clear instructions, and ensured that sufficient time was allotted for completion without disrupting instructional responsibilities. The researcher remained available to address any clarifications during the administration process. After the questionnaires were retrieved, responses were reviewed for completeness and accuracy before being encoded and organized for analysis.

The collected data were analyzed using appropriate descriptive and inferential statistical methods. Frequency counts and percentages were used to describe the demographic profile of the respondents. Weighted means and standard deviations were computed to determine the level and consistency of teachers' technology utilization across the different Unified Theory of Acceptance and Use of Technology constructs. Pearson product moment correlation was employed to determine the presence, strength, and direction of relationships between teachers' demographic variables and their degree of technology utilization in inclusive education. Analysis of variance was used to determine whether significant differences existed in teachers' technology utilization when they were grouped according to selected demographic characteristics. All statistical analyses were performed using appropriate statistical software, and the results served as the basis for the interpretation of findings and the formulation of conclusions and recommendations.

Responses to the questionnaire were measured using a five-point Likert scale that allowed respondents to indicate their level of agreement with each statement related to technology utilization in inclusive education. Each numerical response corresponded to a descriptive and verbal interpretation that reflected the extent to which technology utilization indicators were observed in practice. Weighted means were computed to determine overall levels of technology utilization, and these values were interpreted using predetermined scale ranges. The results of the scoring and analysis provided a quantitative foundation for assessing teachers' technology utilization and for developing a context responsive action plan aimed at strengthening technology integration in inclusive classrooms.

## RESULTS AND DISCUSSION

The Results and Discussion section presents an integrated and evidence-based interpretation of the findings derived from the descriptive correlational research conducted at Cogon Elementary School. The study involved thirty-six teacher respondents who were included through total population sampling to ensure complete representation of the teaching workforce. Data were gathered using a validated researcher-adapted questionnaire anchored on the Unified Theory of Acceptance and Use of Technology and were analyzed using descriptive statistics, Pearson product-moment correlation, and analysis of variance. The discussion that follows interprets the results in direct relation to the study objectives and situates the findings within existing scholarly literature on technology utilization in inclusive education.

The demographic profile of the respondents provides essential context for understanding teachers' technology utilization practices. In terms of age, the largest proportion of teachers belonged to the thirty-six to forty-year-old group, comprising twenty-seven-point seventy-eight percent of the respondents. This was followed by teachers aged forty-one to forty-five years at twenty-two-point twenty-two percent. Younger teachers aged twenty-one to thirty-five years collectively accounted for thirty-eight-point eighty-nine percent, while those aged forty-six years and above represented eleven-point eleven percent. This distribution indicates that the teaching force is largely composed of mid-career educators who combine accumulated pedagogical experience with the capacity to adapt to instructional innovations. Such an age profile is advantageous for inclusive education, as it reflects both professional maturity and openness to technology-supported practices.

Sex distribution revealed a pronounced predominance of female teachers, with twenty-eight respondents or seventy-seven-point seventy-eight percent identifying as female, compared to eight respondents or twenty-two-point twenty-two percent identifying as male. This pattern is consistent with national trends in Philippine elementary education and reflects the feminized nature of the profession at this level. The dominance of female teachers suggests that technology utilization in inclusive classrooms is largely shaped by pedagogical approaches that emphasize collaboration, learner-centered instruction, and differentiated support. While male teachers constituted a smaller proportion of the sample, their participation remains relevant in contributing complementary perspectives on technology adoption and instructional delivery.

With regard to highest educational attainment, the findings indicate that nearly half of the respondents, or forty-seven-point twenty-two percent, had earned master's degree units but had not yet completed the program. Teachers whose highest qualification was a bachelor's degree comprised thirty-eight-point eighty-nine percent, while those with a completed master's degree accounted for eleven-point eleven percent. Only one teacher, equivalent to two-point seventy-eight percent, reported having doctorate units. This distribution reflects a faculty that is actively engaged in academic advancement, suggesting exposure to contemporary pedagogical theories and technology-related concepts. However, the relatively low proportion of completed advanced degrees highlights the importance of institutional mechanisms that support the translation of graduate-level learning into effective classroom practice.

In terms of years of teaching experience, the largest group of respondents, comprising twenty-seven-point seventy-eight percent, had eleven to fifteen years of service. Teachers with one to five years of experience accounted for twenty-five percent, while those with sixteen to twenty years represented nineteen-point forty-four percent. Teachers with twenty-one years and above constituted thirteen-point eighty-nine percent of the sample. This distribution reveals a balanced

mix of early-career, mid-career, and veteran educators. Such diversity creates favorable conditions for peer mentoring and collaborative professional learning, both of which are critical for strengthening technology integration in inclusive education settings.

Technology training emerged as a relevant contextual factor, with sixty-nine-point forty-four percent of the respondents indicating that they had received technology-related training, while thirty-point fifty-six percent reported no such training. This finding suggests that most teachers have had some exposure to formal digital capacity-building initiatives. However, the presence of a substantial untrained group points to gaps in training coverage. Moreover, subsequent analyses indicate that training exposure alone does not necessarily result in significantly higher levels of technology utilization, emphasizing the importance of training quality, relevance, and sustained institutional support.

Teachers' perceptions of technology utilization based on the Unified Theory of Acceptance and Use of Technology constructs revealed consistently positive results. Performance expectancy obtained an overall weighted mean of four point zero two with a standard deviation of zero point sixty-seven, interpreted as agree. Teachers expressed strong beliefs that technology enhances student engagement, promotes equity, fosters social inclusion, and helps overcome learning barriers for students with disabilities. The highest mean score of four-point fourteen reflected agreement that technology serves as a primary solution to learning barriers in inclusive classrooms. These findings demonstrate a high level of confidence in the instructional value of technology, which aligns with the theory's assertion that perceived usefulness is a key driver of adoption.

Effort expectancy yielded an overall mean of three point eighty-three and a standard deviation of zero point seventy-eight, also within the agree range. Teachers generally perceived technology as manageable and relatively easy to use, particularly in terms of understanding assistive technologies available in their classrooms. However, slightly lower mean scores were observed for indicators related to troubleshooting and adapting to rapid technological change, suggesting variability in advanced technical confidence. This pattern indicates that while effort expectancy supports technology use, targeted capacity-building remains necessary to further reduce perceived difficulty and cognitive load.

Social influence emerged as one of the strongest contributing factors to technology utilization, with an overall mean of four point twelve and a standard deviation of zero point sixty. Teachers strongly agreed that collaboration with colleagues enhances the effectiveness of technology integration, as reflected in the highest mean score of four point twenty-two. Administrative encouragement and professional collaboration were likewise perceived as essential. These findings underscore the importance of a supportive school culture in reinforcing teachers' motivation and commitment to technology-supported inclusive practices.

Facilitating conditions recorded an overall mean of four point zero zero with a standard deviation of zero point sixty-seven. Teachers acknowledged the presence of some resources and support mechanisms but also identified persistent challenges related to infrastructure, funding constraints, and insufficient planning time. The strongest agreement, with a mean of four point twenty-two, emphasized the need for additional targeted professional development. These results indicate that although foundational support exists, systemic limitations continue to constrain optimal technology integration in inclusive classrooms.

Behavioral intention and use behavior yielded an overall mean of three point eighty-nine with a standard deviation of zero point seventy-two. Teachers reported regular use of assistive technologies, multimedia tools, and technology-based platforms for lesson delivery, classroom

management, and assessment. The highest mean scores of four point zero zero were observed for systematic assistive tool use and classroom management applications, while lower scores of three point seventy-two were noted for communication devices and student-led technology projects. This pattern suggests that positive intentions largely translate into practice, although specialized applications remain less consistently implemented.

Correlation analysis revealed no statistically significant relationship between teachers' demographic variables and their degree of technology utilization. Age showed a very weak negative correlation with a rho value of minus zero point zero five six and a p-value of zero point seven four four. Sex, highest educational attainment, years of teaching experience, and technology training received also demonstrated very weak correlations, with p-values ranging from zero point seven two one to zero point two three three. These findings indicate that technology utilization is relatively homogeneous across demographic groups, suggesting that institutional norms and shared professional practices exert greater influence than individual characteristics.

Analysis of variance further examined differences in technology utilization across demographic groupings. A statistically significant difference was found only when teachers were grouped according to sex, with an F-value of five point three four two and a p-value of zero point zero two seven. This result indicates that male and female teachers differ significantly in their mean levels of technology utilization. In contrast, no significant differences were observed for age, highest educational attainment, years of teaching experience, or technology training received, with p-values ranging from zero point six seven eight to zero point nine nine one. This outcome suggests that while most demographic variables do not create meaningful disparities in technology use, gender-related dynamics may influence how technology is adopted or reported in inclusive education contexts.

In synthesis, the findings demonstrate that teachers at Cogon Elementary School exhibit a generally positive and consistent level of technology utilization in inclusive education. Strong performance expectancy, social influence, and facilitating conditions support teachers' behavioral intention and actual use of technology, while effort expectancy and infrastructural constraints highlight areas for further improvement. The absence of significant relationships across most demographic variables emphasizes the central role of institutional support and collective professional culture in shaping technology practices. The significant difference observed by sex indicates the need for gender-responsive strategies in professional development. Overall, the results provide a robust empirical foundation for strengthening systemic supports and implementing an action plan aimed at enhancing equitable, effective, and sustainable technology integration in inclusive classrooms.

## CONCLUSION

This study examined the technology utilization profile of teachers in inclusive education at Cogon Elementary School and generated empirical evidence to support the development of a responsive action plan for strengthening technology integration. Data gathered from thirty-six teachers through total population sampling provided a comprehensive picture of the faculty's demographic characteristics, perceptions, and practices related to technology use. The findings indicate that the teaching workforce is largely composed of mid-career educators, predominantly female, and actively engaged in academic advancement, with many pursuing graduate studies and possessing moderate to extensive teaching experience. A substantial proportion of teachers have

also been exposed to technology-related training, suggesting a foundational level of digital preparedness within the school context.

Across all dimensions of the Unified Theory of Acceptance and Use of Technology, teachers demonstrated generally positive perceptions and consistent practices. Strong performance expectancy confirms that teachers recognize technology as an effective means of enhancing student engagement, promoting equity, and addressing learning barriers for learners with disabilities. Effort expectancy findings indicate that teachers generally perceive technology as manageable and usable, although challenges remain in adapting to rapid technological changes and resolving technical issues. Social influence emerged as a particularly strong factor, underscoring the importance of collegial collaboration and administrative support in sustaining technology integration. Facilitating conditions further revealed that while some resources and support structures are available, persistent limitations related to infrastructure, funding, assistive technology availability, and targeted professional development continue to constrain optimal use. Behavioral intention and use behavior results confirm that teachers regularly employ technology-based tools for instruction, classroom management, and assessment, although more specialized applications such as communication devices are less consistently utilized.

Inferential analyses strengthen the interpretation of these findings. The absence of statistically significant relationships between teachers' demographic variables and their degree of technology utilization indicates that positive technology use is relatively uniform across age groups, educational attainment levels, years of experience, and training exposure. This suggests that institutional practices and shared professional norms play a more decisive role than individual demographic characteristics in shaping technology utilization. However, the presence of a statistically significant difference when teachers were grouped according to sex highlights that gender-related factors may influence how technology is adopted, applied, or reported in inclusive education contexts. These findings warrant attention in the design of future professional development initiatives to ensure equitable support and engagement among all teachers.

Taken as a whole, the study concludes that teachers at Cogon Elementary School exhibit a generally positive, consistent, and purposeful level of technology utilization in inclusive education. Their strong agreement across the Unified Theory of Acceptance and Use of Technology constructs reflects readiness, awareness, and commitment to supporting diverse learners through technology-enhanced practices. At the same time, the findings clearly indicate that challenges related to infrastructure inadequacies, limited assistive technologies, and the need for more specialized and sustained professional development persist. These challenges underscore the necessity of strengthening institutional support systems rather than focusing solely on individual teacher characteristics.

In response to these findings, the study recommends the full implementation of the proposed action plan as a strategic and evidence-based intervention. The action plan emphasizes targeted professional development, improved access to assistive and instructional technologies, strengthened infrastructure, enhanced teacher collaboration, and sustained administrative support. Its implementation is expected to reinforce teachers' competencies, address existing gaps in resources and training, and promote inclusive, equitable, and technology-driven learning experiences. Ultimately, the study affirms that systematic, school-wide efforts are essential for sustaining and further enhancing teachers' technology utilization practices in inclusive education, thereby contributing meaningfully to improved educational outcomes for all learners, particularly those with special educational needs.

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