Original Research Article

SHARED JUSTICE LEADERSHIP AND DIGITAL ACCESS OF TEACHERS IN NEW NORMAL EDUCATION IN PUBLIC ELEMENTARY SCHOOLS

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ABSTRACT

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| This study aimed to determine the significant relationship between shared justice leadership and digital access in the new normal education among public elementary school teachers. A descriptive-correlational research design was utilized, with 165 public elementary school teachers serving as respondents. Data were gathered using standardized questionnaires and analyzed through mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses. The findings revealed that shared justice leadership and digital access were both at a high level. Correlation analysis indicated a moderate but significant positive relationship between shared justice leadership and digital access. Additionally, multiple regression analysis demonstrated that all domains of shared justice leadership—school leader, school context, community context, and policy context significantly influenced digital access, with policy context having the strongest impact. Based on these findings, it is recommended that school administrators continuously reinforce shared justice leadership to further improve digital access. Strengthening leadership initiatives, fostering inclusive school policies, and enhancing collaboration with the community may contribute to a more equitable and technology-enabled educational environment, ultimately supporting both teachers and students in the digital age. |

*Keywords*: Shared Justice Leadership, Digital Access, Descriptive-Correlational, Public Elementary Schools, New Normal Education, Philippines

1. INTRODUCTION

The COVID-19 pandemic has profoundly impacted the education system, bringing to light significant challenges related to shared justice leadership and teachers' digital access in public elementary schools (Stevens, 2023). In this context, shared justice leadership refers to school administrators' responsibility to promote equity, fairness, and inclusivity among diverse students and educators. Given the varied backgrounds of students and teachers in terms of race, gender, and ethnicity, school leaders play a crucial role in fostering an environment of justice and equality (Flores & Bagwell, 2021). Meanwhile, the shift to digital learning has transformed how knowledge is accessed, shared, and delivered, requiring educators to develop new technical, collaborative, and adaptive skills (Fischer et al., 2020).

In the United States, shared justice leadership is particularly evident among educational leaders from historically underserved groups, including American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, and Black or African American communities. Research suggests that these leaders exhibit cross-cultural leadership practices shaped by their personal experiences, cultural backgrounds, and identities (Kezar et al., 2021). A principal’s shared justice behaviors are influenced by their gender, race, ethnicity, language, culture, beliefs, and lived experiences, all of which shape their leadership approach (Sonmez & Gokmenoglu, 2023).

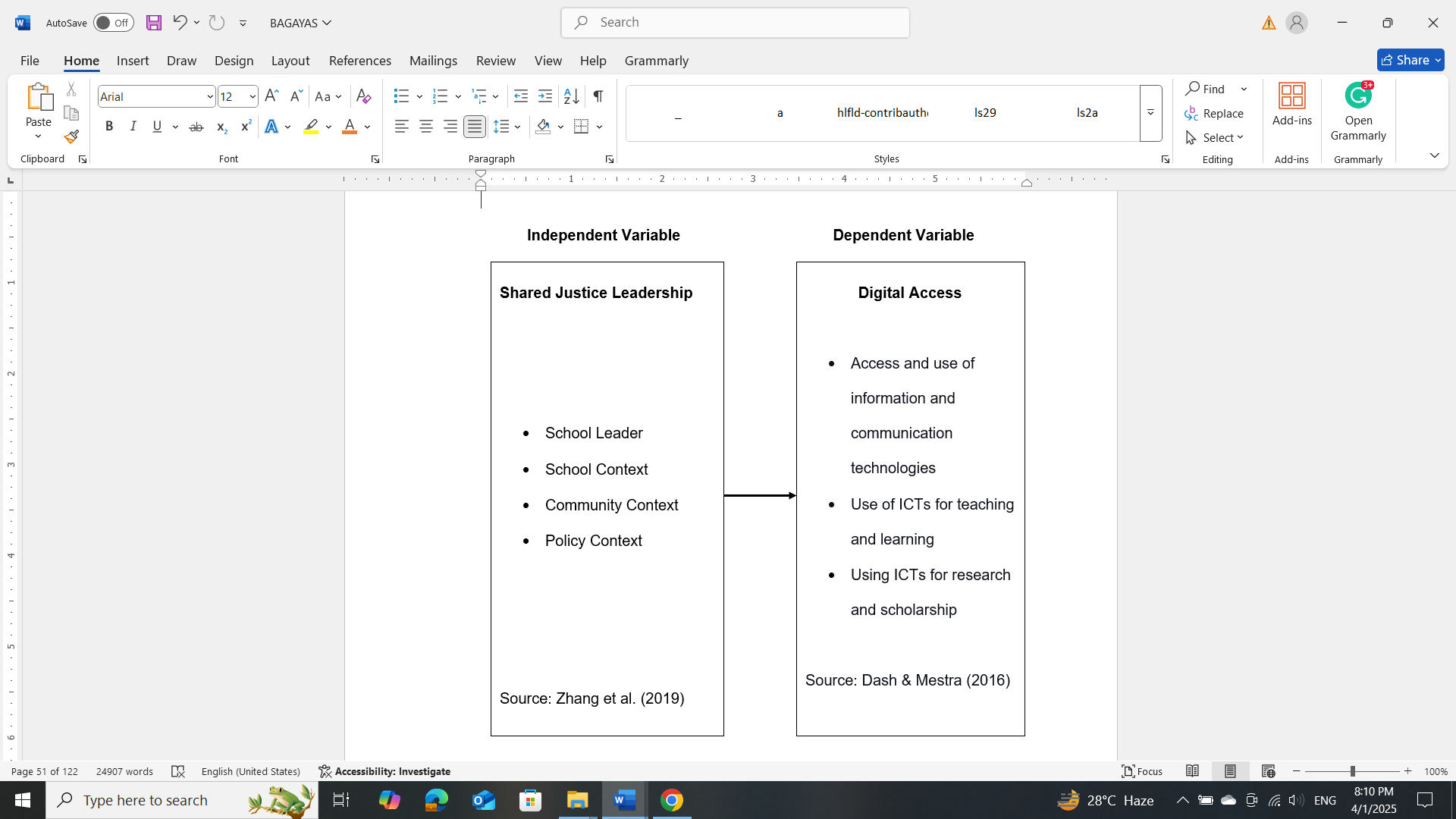
Similarly, in South Africa, the pandemic has amplified issues of inclusion and exclusion within the education sector. Higher education institutions are actively evaluating the effectiveness of their transition to online learning, with equity and accessibility remaining critical concerns (de Klerk and Palmer, 2021). While some progress has been made through improved resource allocation, shared inequity has widened, further endangering the elusive goal of educational equity (Felix & Trinidad, 2020).

In the Philippines, the transition to remote learning has been particularly challenging. According to the Department of Education, elementary and high school enrollment dropped by seven million students due to various issues, including limited access to technology, inadequate teacher training, and a lack of instructional materials and well-developed online curricula (Orbeta & Paqueo, 2022). Many public and private higher education institutions (HEIs) and state universities and colleges (SUCs) were unprepared to implement online learning systems effectively (Briones, 2021).

Although shared justice in education is still a relatively new concept with limited empirical research, existing studies indicate that students exposed to shared justice principles demonstrate increased empathy and a stronger commitment to equality. However, the pandemic has intensified pre-existing challenges, particularly the digital divide—a term used to describe disparities in access to essential digital resources such as gadgets, stable internet connectivity, and online learning opportunities. Filipino underprivileged learners, in particular, struggle with unreliable internet connections and insufficient access to digital tools. Research suggests that the success of distance learning depends largely on the shared justice leadership of school principals and the ability of teachers to access and utilize technology effectively (Navarosa, 2020).

In Davao del Sur, the shift to online learning has sparked significant concerns due to the economic and social disparities among students. Bayod and Bayod (2020) highlights the stark divide between those who can afford the necessary resources for remote learning and those who cannot. Despite DepEd’s commitment to ensuring that "no child is left behind," the reality for many students in the public school system suggests systemic inequities. In Digos City, students from low-income families face severe challenges, including a lack of internet access and digital devices (Bustillo Aguilos, 2022). According to a report by Akamai (2017), the Philippines has the lowest internet connectivity in Asia, further exacerbating these issues. The shift to online learning also raises additional concerns such as educational equity gaps, compromised learning quality, student security and safety, and ineffective assessment methods (Alipio, 2020).

To address these challenges, it is essential to examine the role of shared justice leadership and digital access among teachers in the new normal education system. This study aims to explore these factors, identifying barriers and potential solutions to ensure that education remains accessible, equitable, and effective for all learners.



**Figure 1:** Conceptual Framework of the Study

2. methodology

**2.1 Research Design**

This research utilized a descriptive-correlational design to examine the relationship between the independent variables—shared justice leadership and digital access of teachers in new normal education. This study employed a quantitative research approach, which, according to Pregoner (2024), is characterized by its specificity in surveying and experimentation, as it builds upon existing theories. The methodology of quantitative research adheres to an empiricist paradigm, ensuring that the research remains independent of the researcher. As a result, data are used to objectively measure reality, creating meaning through the objectivity uncovered in the collected data. This method collects information from respondents using various sampling techniques and test instruments. Quantitative research relies on the collection and analysis of numerical data to describe, explain, predict, or control variables and phenomena of interest. A fundamental principle of quantitative research is the belief that the universe is consistent and uniform, allowing researchers to quantify, interpret, and make broad generalizations about observed phenomena (Pregoner & Baguio, 2024).

Moreover, Furidha (2023), described descriptive research as a method used to assess the current state of a phenomenon. It further states that the goal of descriptive research is to analyze, classify, and describe a given phenomenon. Similarly, Ghanad (2023) noted that quantitative research consists of collecting, analyzing, interpreting, and reporting the results of a study. This research method allows data collection through various instruments, including questionnaires, interviews, rating scales, and other tools, to describe and explain people, groups, or situations. Furthermore, since quantitative research involves direct testing of variables using statistical and mathematical methods, this study design ensures an accurate assessment of actual conditions without manipulating the subjects.

The focus of this research is on current conditions—specifically, how individuals, groups, or institutions function at the time of the study. When analyzing a particular group, descriptive analysis aims to characterize, justify, or validate a theory or objective. Descriptive research seeks to explain real-world phenomena by documenting, studying, and analyzing the present state of a subject’s structure, processes, or behaviors. The emphasis remains on current circumstances, examining how an individual, group, or system operates or interacts in the present moment.

**2.2 Research Respondents**

The participants of this study were randomly chosen from four (4) schools with one hundred sixty-five (165) participants. Each was responded appropriately about shared justice leadership and digital access of teachers in new normal education in public elementary schools. The schools were selected regardless of entity, size of teachers’ population, and distance. Therefore, there were a total of one hundred sixty-five (165) respondents in this quantitative study.

**2.3 Research Instrument**

The survey questionnaires were the research instrument used to collect the requisite data for this analysis. Localization was used to construct the questionnaires. The study questionnaires were improved as a result of the assistance of the thesis mentor and three expert validators who carefully examined and evaluated the material and specific areas of the questionnaire. In addition, 165 teachers, participated in the pilot testing.

There are 50 questions in the survey questionnaires. In this research, there are a total of ten indicators. Five questions was made up each indicator. This research used a Likert scale to examine shared justice leadership and digital access of teachers in new normal education in elementary public schools. The instrument used in this study comprises of three parts. Specifically: Part 1 dealt with shared justice leadership with four indicators. Part 2 dealt with digital access of teachers with three indicators. Reliability testing using Cronbach’s alpha coefficient showed that the questionnaire had values ranging from 0.82 to 0.89, indicating that the instrument is statistically reliable and suitable for data collection.

**2.4 Data Gathering Procedure**

# The following protocols were followed and conducted to collect the requisite knowledge about the rate of shared justice leadership and digital access of teachers in new normal education in elementary public schools.

# This thesis obtained permission to conduct the study after receiving a confirmation letter from the Dean of the Graduate School. It also received a letter of approval from the Supervisor of the chosen school where the research was undertaken. In addition, this study sought approval from the principal of the selected school where the research was conducted.

# When conducting the questionnaires, the researcher obtained authorization from public school teachers to allocate sufficient time for responding. The researchers then assembled and distributed a series of questionnaires to be filled out by the teachers, which were later reviewed and analyzed. The results were counted and computed correctly to analyze and evaluate the data outcome accurately.

# 2.5 Data Analysis

The gathered data were classified, analyzed, and interpreted using several statistical tools to ensure comprehensive analysis. The mean was used to determine the level of shared justice leadership and digital access. To examine the relationship between these two variables, Pearson Product Moment Correlation (Pearson r) was applied, measuring the significant correlation between shared justice leadership and digital access. Lastly, regression analysis was employed to assess the significant influence of shared justice leadership on the digital access of public elementary school teachers.

3. results and discussion

**3.1 Level of Shared Justice Leadership in the New Normal Education among Public Elementary School Teachers**

Table 1. *Level of Shared Justice Leadership in the New Normal Education among Public Elementary School Teachers*

|  |  |  |  |
| --- | --- | --- | --- |
| **Indicators** | **SD** | **Mean** | **Descriptive Level** |
| School Leader | 0.73 | 4.20 | Very High |
| School Context | 0.80 | 4.17 | High |
| Community Context | 0.75 | 4.15 | High |
| Policy Context | 0.82 | 4.16 | High |
| **Overall** | **0.70** | **4.17** | **High** | |

Table 1 presents the indicators in the level of shared justice leadership in the new normal education among public elementary school teachers, ranked from highest to lowest based on the mean scores. The indicator "school leader" received the highest mean of 4.20, categorized as very high, followed by "school context" with a mean of 4.17, categorized as high. The indicator "policy context" obtained a mean of 4.16, while "community context" recorded the lowest mean of 4.15, both categorized as high. The overall mean of 4.17, categorized as high, indicates that shared justice leadership is generally well-practiced among public elementary school teachers across all indicators.

Additionally, the overall standard deviation of 0.70 indicates that responses were relatively consistent, with ratings closely clustering around the mean.

This implies that teachers perceive shared justice leadership as a key component in their educational environment, fostering fairness, inclusivity, and collaboration within schools. The results indicate that while leadership from school administrators plays a crucial role, other contextual factors, such as school policies and community engagement, also contribute significantly to the practice of shared justice leadership.

This finding supports the study of Kezar et al. (2021), which highlighted that strong shared justice leadership fosters inclusivity, collaboration, and equitable decision-making in schools. Similarly, Thien et al. (2023) emphasized that when school leaders uphold fairness and justice, teachers feel more valued and motivated to contribute to a positive learning environment. Furthermore, Banwo et al. (2022) argued that a high level of shared justice leadership strengthens trust among educators, promoting a culture of support, shared responsibility, and professional growth.

**3.2 Level of Digital Access in the New Normal Education among Public Elementary School Teachers**

Table 2. *Level of Digital Access in the New Normal Education among Public Elementary School Teachers*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicators** | | **SD** | **Mean** | | **Descriptive Level** |
| Access and Use of Information and Communication Technologies | | 0.78 | 4.21 | | Very High |
| Use of ICTs for Teaching and Learning | | 0.80 | 4.18 | | High |
| Using ICTs for Research and Scholarship | | 0.75 | 4.19 | | High |
| **Overall** | **0.72** | | **4.19** | **High** | | |

Table 2 presents the indicators in the level of digital access in the new normal education among public elementary school teachers, ranked from highest to lowest based on the mean scores. The indicator "access and use of information and communication technologies" received the highest mean of 4.21, categorized as very high, followed by "using ICTs for research and scholarship" with a mean of 4.19, categorized as high. The indicator "use of ICTs for teaching and learning" obtained the lowest mean of 4.18, yet it remains within the high category. The overall mean of 4.19, categorized as high, suggests that digital access in the new normal education among public elementary school teachers is generally high across all indicators.

Additionally, the overall standard deviation of 0.72 indicates that responses were relatively consistent, with ratings closely clustering around the mean.

This implies that teachers are well-equipped with digital tools and resources, allowing them to effectively integrate technology into teaching, learning, and research. Moreover, it suggests that ICT accessibility has become an integral part of education, enabling teachers to navigate the demands of the new normal learning environment efficiently.

This finding corresponds with the study of Maru et al. (2021), which highlighted that a high level of digital access in the new normal education empowers teachers to effectively integrate technology into their instructional practices, communication, and professional development. Similarly, Haleem et al. (2021) emphasized that equitable access to digital tools enhances educators’ ability to deliver interactive and engaging lessons, fostering a more dynamic learning environment. Furthermore, Ibrahim et al. (2020) argued that improving digital accessibility strengthens collaboration, streamlines administrative tasks, and supports innovative teaching methodologies, ultimately enhancing the overall quality of education.

**3.3 Significant Relationship Between Shared Justice Leadership and Digital Access in a New Normal among Public Elementary School Teachers**

Table 3. *Significant Relationship Between Shared Justice Leadership and Digital Access in a New Normal among Public Elementary School Teachers*

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Variables** | **Mean** | **SD** | **R** | **R²** | **Degree of Relationship** | **p-value** | **Decision** |
| Shared Justice Leadership | 4.17 | 0.70 |  |  |  |  |  |
|  |  |  | 0.52 | 0.27 | Moderate | 0.000 | Reject Ho1 |
| Digital Access | 4.19 | 0.72 |  |  |  |  |  |

Table 3 presents the correlation analysis between shared justice leadership and digital access among public elementary school teachers. The relationship between shared justice leadership and digital access has a correlation coefficient (R) of 0.52, with a p-value of 0.000, which is less than the 0.05 significance level. This indicates a moderate and statistically significant positive relationship between shared justice leadership and digital access. The R² value of 0.27 indicates that 27% of the variation in digital access can be explained by the level of shared justice leadership. Given that the p-value is less than 0.05, the null hypothesis (Ho₁) is rejected, confirming that shared justice leadership is significantly related to digital access.

Additionally, this indicates that a higher level of shared justice leadership is associated with greater digital access among public elementary school teachers. When school leaders foster an environment of fairness, inclusivity, and support, teachers are more likely to leverage digital tools effectively for teaching, learning, and professional growth. This highlights the importance of leadership in ensuring equitable access to technology and strengthening digital integration in the new normal education.

This finding reflects the research conducted by Chang (2019), who examined the connection between shared justice leadership and digital access, emphasizing that equitable leadership practices create a more inclusive and technology-driven educational environment. Similarly, Sterrett and Richardson (2020) highlighted that when school leaders promote fairness and support in decision-making, teachers are more likely to leverage digital tools effectively in their professional responsibilities. Moreover, Shields and Hesbol (2020) found that a leadership approach grounded in justice and inclusivity enhances teachers' access to digital resources, fostering innovation, collaboration, and overall efficiency in the teaching and learning process.

**3.4. Domains of Shared Justice Leadership that Significantly Influence Digital Access in a New Normal among Public Elementary School Teachers**

**Table 4.** Domains of Shared Justice Leadership that Significantly Influence Digital Access in a New Normal among Public Elementary School Teachers

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domains** | **B** | **BE** | **Beta** | **t-stat** | **p-value** | **Decision** |
| Constant | 1.90 | 0.50 |  | 3.36 | 0.000 | Significant |
| School Leader | 0.65 | 0.48 | 0.38 | 3.24 | 0.000 | Significant |
| School Context | 0.62 | 0.44 | 0.35 | 3.20 | 0.000 | Significant |
| Community Context | 0.56 | 0.40 | 0.30 | 3.18 | 0.000 | Significant |
| Policy Context | 0.68 | 0.50 | 0.42 | 3.28 | 0.000 | Significant |
| **Regression Model** | | | | | | |
| Digital Access =1.90 + 0.65 (School Leader) + 0.62 (School Context) + 0.56 (Community Context) + 0.68 (Policy Context) | | | | | | |
| R=0.54; R²=0.291; F=49.22; p-value=0.000 | | | | | | |

Table 4 presents the regression analysis examining how different domains of shared justice leadership—school leader, school context, community context, and policy context significantly influence digital access among public elementary school teachers. The regression model indicates that all four domains positively contribute to digital access, with varying levels of influence. Among the domains, policy context has the strongest influence on digital access (B = 0.68, Beta = 0.42, t = 3.28, p = 0.000), indicating that when educational policies are supportive and well-implemented, teachers have better access to digital tools and resources. This is followed by school leader (B = 0.65, Beta = 0.38, t = 3.24, p = 0.000), suggesting that strong leadership plays a crucial role in ensuring that teachers receive adequate technological support and guidance. School context (B = 0.62, Beta = 0.35, t = 3.20, p = 0.000) ranks third, emphasizing that a conducive school environment enhances teachers' ability to integrate digital tools effectively. Community context (B = 0.56, Beta = 0.30, t = 3.18, p = 0.000) also significantly influences digital access, highlighting the importance of external partnerships and community involvement in expanding technological opportunities for teachers.

The regression equation is as follows: Digital Access = 1.90 + 0.65 (School Leader) + 0.62 (School Context) + 0.56 (Community Context) + 0.68 (Policy Context). The model explains 29.1% of the variance in digital access (R² = 0.291), with an F-value of 49.22 and a p-value of 0.000, indicating that the overall model is statistically significant.

Furthermore, this indicates that strengthening shared justice leadership across these domains can significantly enhance digital access among public elementary school teachers. Ensuring well-developed policies, fostering strong school leadership, creating a supportive school environment, and engaging the community in digital initiatives can collectively improve teachers’ ability to utilize technology for teaching, learning, and professional growth.

This finding aligns with the research of Langeveldt (2021), who highlighted that shared justice leadership plays a crucial role in fostering equitable access to digital resources among teachers. When school leaders practice fairness, inclusivity, and transparent decision-making, they create an environment where teachers feel empowered to integrate technology into their instructional practices. Similarly, Hennessy et al. (2022) emphasized that a leadership approach grounded in justice and equity enhances teachers' willingness to embrace digital tools, as they receive adequate institutional support, training, and resources. Their study revealed that when school leaders actively address digital disparities and provide equal opportunities for all teachers, educators become more confident in using technology for teaching, learning, and professional development. Additionally, Thomas et al. (2022) found that schools that prioritize shared justice leadership ensure that digital access is distributed fairly, preventing technological gaps that may hinder instructional effectiveness.

4. FINDINGS

This study aimed to examine the significant relationship between shared justice leadership and digital access in the new normal among public elementary school teachers. Specifically, it sought to determine the level of shared justice leadership across different domains and the extent of teachers’ digital access. Additionally, the study aimed to assess whether a significant relationship exists between these variables and identify which domains of shared justice leadership significantly influence digital access. To achieve this, a descriptive-correlational research design was utilized. A total of 165 public elementary school teachers participated in the study. Data were gathered using an adapted survey questionnaire and analyzed using mean, standard deviation (SD), Pearson product-moment correlation, and multiple linear regression analyses.

From the data gathered, the following findings were drawn:

Firstly, the level of shared justice leadership in the new normal education among public elementary school teachers is high, with the school leader domain rated as very high, while school context, community context, and policy context are categorized as high.

Secondly, the level of digital access among public elementary school teachers is also high, with very high access and use of information and communication technologies, while the use of ICTs for teaching, learning, research, and scholarship is rated as high.

Thirdly, a significant relationship exists between shared justice leadership and digital access, indicating a moderate positive correlation between these variables.

Finally, when examining the influence of shared justice leadership on digital access, all four domains—school leader, school context, community context, and policy context were found to significantly impact digital access, with policy context having the strongest influence.

**5. CONCLUSIONS**

Based on the findings of the study, the following conclusions were formulated:

To begin with, shared justice leadership in the new normal education among public elementary school teachers is oftentimes observed. This indicates that fairness, inclusivity, and collaboration are embedded in educational practices, fostering a culture where equitable decision-making and shared responsibilities are evident. The presence of shared justice leadership suggests that teachers feel valued and empowered, leading to a more positive and supportive school environment.

Moreover, digital access among public elementary school teachers is oftentimes observed. This implies that teachers frequently utilize technology for instructional delivery, communication, and professional development. The consistent use of digital tools suggests that technology has become an essential part of teaching and learning, allowing educators to adapt to modern educational demands and enhance student engagement.

Additionally, a significant relationship between shared justice leadership and digital access is evident. This signifies that as shared justice leadership strengthens, digital access also improves, suggesting that fairness and inclusivity in leadership contribute to the effective integration of technology in education. This connection highlights that schools with strong shared justice leadership are more likely to provide teachers with equal opportunities to access and utilize digital resources, ultimately improving teaching effectiveness.

Lastly, all domains of shared justice leadership significantly influence digital access. This indicates that leadership, school context, community involvement, and policy implementation collectively contribute to enhancing digital access among teachers. Schools that uphold shared justice leadership create an environment where digital resources are more equitably distributed, technological innovations are supported, and teachers are encouraged to integrate digital tools into their instruction. Strengthening these leadership dimensions ensures that technology remains accessible and beneficial for both educators and students, ultimately improving the overall quality of education.

The findings of this study, which examine the significant influence of shared justice leadership on digital access in the new normal education, are explained by the Political and Philosophical Theory of Shared Justice, the Behaviorist Philosophy of Learning, and Shared Cognitive Theory.

The Political and Philosophical Theory of Shared Justice by Wang (2018) asserts that justice extends beyond legal, economic, or traditional moral frameworks, emphasizing a broader, people-centered approach. In the context of school administration, shared justice leadership is essential in addressing marginalization, inequities, and divisive actions within schools. Principals who advocate for shared justice leadership focus on fostering an inclusive and equitable learning environment by placing students at the center, positioning themselves as justice leaders, and building a school climate grounded in fairness. This proactive approach to leadership creates an educational system where digital access is not merely a privilege but a fundamental right for all teachers and students, ensuring that technology is equitably distributed and integrated into learning.

Moreover, the Behaviorist Philosophy of Learning by Baum (2017) further reinforces the importance of expanding access to quality digital learning resources. This philosophy underscores that learning occurs through connectionism, where students form associations between sensory experiences and neural impulses, often through trial and error. Educational technology applications are built upon this principle, as they provide structured practice and reinforcement, helping students develop essential skills. By increasing access to digital resources, teachers can facilitate repeated practice and adaptive learning experiences that cater to diverse student needs. The availability of such technology ensures that students from different backgrounds have equal opportunities to enhance their learning, thereby supporting the broader goals of shared justice leadership.

Furthermore, the Shared Cognitive Theory by Bandura (2023) provides additional support for the relationship between shared justice leadership and digital access by emphasizing the role of modeling, self-efficacy, tutoring, and mentoring in the learning process. Traditionally, students were limited to observing models within their immediate environment, but with technology, their exposure has significantly expanded. Teachers can integrate digital tools to provide diverse instructional models, allowing students to engage with expert demonstrations from around the world. Furthermore, technology facilitates tutoring and mentoring opportunities, enabling students to seek guidance beyond their local school community. By ensuring digital access, shared justice leadership empowers students to connect with mentors and educators globally, bridging gaps in educational equity.

**6. RECOMMENDATIONS**

Based on the findings and conclusions of this study, the following recommendations were proposed:

Firstly, since shared justice leadership in the new normal education is high, it can still be raised to a very high level by strengthening collaboration, inclusivity, and equitable decision-making in schools. School administrators may continue fostering a culture of fairness and shared responsibility by implementing participatory leadership practices, encouraging teacher involvement in policy-making, and ensuring transparent communication. Additionally, professional development programs focused on leadership and ethical decision-making may further enhance shared justice leadership. Teachers, in turn, may actively engage in leadership initiatives, advocate for fair policies, and contribute to a school culture that promotes justice and equity.

Secondly, since digital access among public elementary school teachers is high, it can still be raised to a very high level by ensuring that all educators have equal opportunities to utilize and maximize technology for teaching and learning. Schools may invest in continuous ICT training, upgrade digital infrastructure, and provide adequate technical support to enhance teachers’ ability to integrate technology into instruction. Additionally, promoting the use of open-access educational resources and digital collaboration platforms may further improve digital access. Teachers may also take the initiative to develop their technological skills, explore innovative digital teaching methods, and participate in digital literacy programs to maximize the benefits of ICT in education.

Thirdly, given the significant relationship between shared justice leadership and digital access, it is recommended that school leaders integrate equitable technology policies into their leadership framework. Ensuring that all teachers have fair access to digital resources, reducing disparities in technological provisions, and promoting digital inclusion may strengthen the relationship between leadership and technology use. Schools may also implement structured ICT support systems, such as peer mentoring on digital tools and technology-integrated professional development sessions, to reinforce the role of leadership in enhancing digital access. Teachers, in return, may actively engage in digital learning communities, collaborate with colleagues on ICT best practices, and advocate for policies that improve access to technology in schools.

Finally, as all domains of shared justice leadership significantly influence digital access, a comprehensive approach is necessary to ensure that leadership, school context, community involvement, and policy implementation collectively enhance teachers' ability to integrate technology into their teaching practices. Schools may establish stronger partnerships with stakeholders to secure additional digital resources, implement policies that prioritize digital equity, and create an inclusive digital learning environment. Strengthening these leadership dimensions may help sustain long-term improvements in digital access, ultimately leading to better teaching practices and enriched student learning experiences. Future researchers may explore additional variables, such as digital competency, institutional support, and socio-economic factors, to further understand the dynamics of digital access in education.

Consent (where ever applicable)

This quantitative study adhered to strict ethical guidelines to safeguard the privacy and confidentiality of all participants. Before data collection, informed consent was obtained from each participant, who was thoroughly briefed on the study's objectives and the measures in place to ensure confidentiality. To maintain anonymity, no personally identifiable information was gathered, and participants were assigned a unique code for data analysis. The collected data were securely stored on encrypted servers, with access limited to the research team. The findings were presented in an aggregated form, ensuring that individual responses could not be traced back to any specific participant. Furthermore, statistical analyses were carried out in a manner that preserved the anonymity and protected the privacy of the respondents throughout the entire study.

COMPETING INTERESTS DISCLAIMER:

Authors have declared that they have no known competing financial interests OR non-financial interests OR personal relationships that could have appeared to influence the work reported in this paper.

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