EPRA International Journal of Environmental Economics, Commerce and Educational Management
Journal DOI: 10.36713/epra0414 |ISI I.F Value: 0.815|SJIF Impact Factor (2026): 8.752 ISSN: 2348 – 814X
Volume: 13 | Issue:5 | May 2026 -Peer Reviewed Journal

EDUCATIONAL LEADERSHIP HABITS ON ONLINE TEACHING PRACTICES IN TAGUM CITY DIVISION

Lolix J. Lendio
Master of Arts in Educational Management, Rizal Memorial Colleges, Inc.

Article DOI: https://doi.org/10.36713/epra27514
DOI No: 10.36713/epra27514

ABSTRACT

This study examined the relationship between educational leadership habits and online teaching practices of 110 elementary teachers in the Tagum City Division. Using a descriptive-correlational research design, the study employed validated survey instruments to measure the extent of educational leadership habits and online teaching practices. Statistical tools such as weighted mean, Pearson product moment correlation, and multiple regression analysis were utilized to analyze the data at a 0.05 level of significance. Findings revealed that both educational leadership habits and online teaching practices were rated at an extensive level, indicating that these practices were oftentimes evident among teachers. Correlation analysis showed a significant and strong relationship between educational leadership habits and online teaching practices. Regression results further demonstrated that educational leadership habits significantly influenced online teaching practices, with instructional leadership, professional development, visionary leadership, and organizational support emerging as strong predictors. The model explained a substantial proportion of variance in online teaching practices, underscoring the critical role of leadership behaviors in enhancing digital instructional effectiveness. It is recommended that teachers sustain and further develop their educational leadership habits by actively engaging in continuous learning and reflective practice.

KEYWORDS: *Educational Leadership Habits; Online Teaching Practices; Instructional Leadership; Professional Development; Elementary Teachers*

INTRODUCTION

The rapid shift toward digital education has transformed teaching practices worldwide, requiring educators to develop new competencies for effective online instruction. While online learning offers flexibility and wider access, it also presents challenges related to digital readiness, resource availability, student engagement, and teacher support. These concerns became more evident during the COVID-19 pandemic, when over 1.5 billion learners worldwide experienced educational disruption, with marginalized groups most affected by unequal access to technology and connectivity (UNESCO, 2020). Studies also revealed that many teachers lacked sufficient preparation in digital pedagogy, virtual classroom management, and online assessment (Trust & Whalen, 2020).

In the Philippines, the transition to online education exposed persistent gaps in internet connectivity, access to digital devices, and teacher training. Rural and public-school communities were particularly disadvantaged due to limited resources and unstable internet access (Trucano, 2020). Filipino teachers also encountered difficulties in designing engaging online lessons, managing virtual classes, and assessing student performance in digital environments (Baloran, 2021). These challenges highlight the need for effective educational leadership that supports teachers through resource provision, professional development, and instructional guidance.

In Tagum City Division, online teaching challenges remain evident in three key areas: weakened school-community collaboration, inadequate digital learning resources, and limited professional development programs. Reduced communication among parents, teachers, and administrators has affected student support and engagement (Cruz et al., 2021). Public schools have also struggled to provide sufficient digital tools such as laptops, tablets, and learning software (Dela Cruz, 2022). Moreover, existing training initiatives on online teaching strategies have often lacked continuity and depth, leaving teachers insufficiently prepared for digital instruction (Santos, 2021).

Although previous studies have examined teacher preparedness in online learning, limited research has focused on how educational leadership practices influence online teaching competencies in the local context of Tagum City Division. This study addresses this gap by examining the relationship between educational leadership practices and teachers' online teaching practices. The findings may provide useful insights for school leaders, policymakers, and teachers in strengthening leadership interventions, improving resource allocation, enhancing professional development, and promoting effective digital instruction.

THE STUDY'S OBJECTIVES

This research sought to determine the relationship between leadership in education habits and online teaching practices of elementary teachers. Specifically, it sought to:

1. Determine The degree of leadership in education habits regarding:
    1.1. The knowledgeable individual;
    1.2. The process of learning;
    1.3. The method of instruction;
    1.4. Varied viewpoints;
    1.5. School objectives;
    1.6. School culture;
    1.7. School criteria and evaluation;
    1.8. Enhancement of schools;
    1.9. Advancement in the workplace;
    1.10. Including staff assessment;
    1.11. Structure, assets, and educational regulations; and
    1.12. Community relations in schools.
2. Determine the extent of the online teaching practices regarding:
    2.1 Pedagogy;
    2.2 Facilitation;
    2.3 Technology; and
    2.4 Course administration.

Third. Establish whether there is an important connection between the educational leadership habits and online instructing practices.

Four. Identify which of the areas within the educational leadership habits greatly impact online methods of instruction.

METHODOLOGY

This section presents explains the study's methodology. This includes the research design, research participants, research tools, data collection process, and data analysis used in this study.

Method Used

This research utilized a quantitative method of research was employed, employing a descriptive correlational strategy in particular. In quantitative research, numerical data is methodically gathered and analyzed to examine patterns, connections, and trends (Apuke, 2019). This method is effective for studies that aim to quantify variables and analyze their relationships through statistical techniques. The descriptive aspect of this layout aims to present a thorough account of the characteristics of the educational leadership is an independent variable habits, as well as the dependent variable, online teaching practices, without manipulation. According to Bhandari (2020), descriptive research is suitable for identifying and analyzing the current state of variables, offering a thorough comprehension of the phenomena under investigation.

The correlational a feature of the research design is used to determine the strength and course of the relationship between educational leadership habits and online instructing practices. Correlational studies are particularly useful in educational research as they enable the identification of potential associations between leadership practices and teaching effectiveness in online settings (Curtis et al., 2021). In this context, the study investigates whether variations in leadership behaviors, such as professional development and school community relations, are linked to differences in instructors' online teaching performance, including pedagogy, facilitation, and course administration. As noted according to Creswell & Creswell (2019), this method is effective in examining naturally occurring variables without direct intervention from the researcher.

This study's use of a descriptive correlational design is appropriate for exploring the connection between leadership behaviors and online teaching competencies. By employing this design, the study ensures an objective analysis of data while identifying possible connections between the variables. The combination of descriptive and correlational methods aligns with the research's aim to describe existing conditions and assess how leadership practices influence the instruction effectiveness of the internet educators in institutions of higher learning (Gay et al., 2022).

Sources of Data

The study's participants consisted of the 110 elementary educators chosen from a overall population of 151 instructors in the Division of Tagum City. Slovin's formula was used to get the sample size, a widely accepted method for calculating sample size in quantitative research (Tejada & Punzalan, 2022). This sampling approach ensured that the number of participants was sufficient to represent the population and yield reliable and generalizable results.

Inclusion criteria were carefully established to ensure that the respondents possessed characteristics relevant to the objectives of the study. The participants were required to be active elementary teachers currently employed in the Division of Tagum City and assigned to Key Stage 2 (Grades 4, 5, and 6), as this level demands greater instructional complexity,

learner autonomy, and integration of online teaching strategies. In addition, the respondents represented varying phases of a career, including novice educators, skilled educators, exceptionally skilled educators, to capture diverse levels of professional experience and instructional expertise. All participants were also required to have prior experience both in person and virtually teaching modalities to be ensure that they could provide meaningful insights into educational leadership habits and online teaching practices. Teachers holding purely administrative positions with minimal or no teaching loads were excluded to maintain the focus on active classroom practitioners.

This selection process aligns with established principles in educational research, where respondents are chosen according to their immediate engagement with the phenomenon under investigation (Creswell & Creswell, 2019). By ensuring that participants are both contextually relevant and professionally diverse, the study strengthens the validity, credibility, and applicability of its findings within the broader educational setting.

Data Gathering Instrument

A structured questionnaire intended to assess both educational leadership and habits to online teaching practices. To measure views and experiences, the questionnaire included closed-ended questions with Likert-scale items. This study used a modified survey questionnaire to obtain data. There were two sets of the questionnaire used in this project. The first set concentrated on the degree of leadership in education habits. The second set concentrated on the scope of online teaching procedures. The leadership in education habits. The questionnaire was modified from Hallinger, P., & Jacobson, L. (2019). The device was made up of 69 things. It had twelve indices, such as the educated individual (1-7), the process of learning (1-5), the process of teaching (1-6), different viewpoints (1-6), school objectives (1-6), school culture (1-4), Standards and evaluation in schools (1-5), enhancement of schools (1-8), professional growth (1-5), including staff assessment (1-5), organization, materials, and school regulations (1-7), and community interactions at schools (1-5).

The Educational leadership habits questionnaire, pilot testing was conducted to assess its dependability and internal coherence. The pilot test produced a 0.9 Cronbach's alpha coefficient 0.91, results of the pilot testing revealed a, demonstrating that the instrument possesses high internal consistency and is therefore considered reliable, implying that the objects share a relatively strong internal coherence. This result shows that the survey accurately assesses the various dimensions of the educational leadership as intended. A high dependability rating implies that the device can reliably capture the perceptions and practices of instructional leadership among those surveyed, ensuring the validity of the information gathered for this study. Consequently, the strong internal consistency supports the instrument's appropriateness for use in examining educational leadership behaviors in the target population. The grading system for the degree of the extent of educational leadership habits.

Average Interval	Level of Descriptive	Descriptive Interpretation
4.20 - 5.00	Extremely Wide	The leadership in education habits of the teachers is always noticeable.
3.40 - 4.19	Extensive	The leadership in education habits of the teachers is frequently obvious.
2.60 - 3.39	Moderately Extensive	The educational in leadership habits of educators is occasionally evident.
1.80 - 2.59	Less Extensive	The educational leadership habits of teachers is seldom evident.
1.00 to 1.79	Not Extensive	The educational leadership habits of teachers is never evident.

The online teaching practices the questionnaire was modified from Simsek et al. (2021). There were fifteen items on the test. Pedagogy (1-5), facilitation (1-3), technology (1-3), and course management (1-4) were its four indicators.

The online teaching practices survey, pilot testing was also carried out to determine its dependability and consistency. The pilot study resulted in a 0.86 Cronbach's alpha coefficient, the pilot testing revealed a , demonstrating that the instrument has acceptable to good internal consistency and is considered reliable, demonstrating that the objects have an internal consistency that is comparatively high. This outcome suggests that the instrument effectively captures the four key indicators of online teaching practices pedagogy, facilitation, technology, and course administration. The strong reliability score confirms that the questionnaire is a suitable tool for measuring teachers' online teaching competencies, ensuring that the collected data provide meaningful insights into the connection between educational both leadership and online teaching performance. Below was the grading system for the degree of online teaching practices.

Average Interval	Level of Descriptive	Interpretation of Descriptive
4.20 - 5.00	Extremely Wide	Online instructing practices of teachers is constantly visible.
3.40 - 4.19	Extensive	Online instructing practices of teachers is frequently obvious.
2.60 - 3.39	In moderation Extensive	Online instructing practices of teachers is sometimes noticeable.
1.80 - 2.59	Less Extensive	Online teaching practices of educators is rarely apparent.
1.00 – 1.79	Not Extensive	Online teaching practices of educators is seldom apparent.

The instruments in this investigation were contextualized to fulfill this study's objectives. In order to improve the tools and attain construct validity, the researcher included all of the advice and recommendations from the adviser, panel members, and professional validators.

Method of Sampling

Simple random sampling, a probability sampling approach, was used in the investigation in selecting the responders from the target populace. The population consisted of 151 elementary teachers assigned within the Division of Tagum City, from which a sample of the 110 instructors was drawn utilizing Slovin's technique to ascertain an suitable sample size. Basic random sampling is a widely accepted method in quantitative research as it guarantees that each member of because everyone in the population has an equal chance of being chosen, selection bias is reduced and the sample's representativeness is improved. (Etikan & Bala, 2017).

This approach seemed especially appropriate for the present study because it made it possible for a fair and unbiased selection of respondents who could provide reliable data on educational leadership habits and online teaching practices. By randomly selecting participants, the research made sure that the sample reflected the variety of teachers within terms of teaching experience, career stages, and instructional practices within the division. This strengthened the validity of the findings and increased the applicability of the findings in the context of the Tagum City Division.

The sampling technique was further supported by the implementation of clear inclusion and exclusion criteria. Respondents were required to be active elementary teachers assigned to Key Stage 2 (Grades 4, 5, and 6), possess experience both in person and virtually teaching modalities, and represent varying phases of a teacher's career, including beginning, proficient, very proficient, and renowned. Only those who willingly consented to take part were included in the research. Teachers holding purely administrative roles or those with limited teaching responsibilities were excluded to maintain the focus on active classroom practitioners.

To highlight, the use of simple random sampling ensured that the study captured representative, unbiased, and credible data, thereby strengthening the validity of the results regarding the connection between educational leadership habits and online teaching practices among elementary teachers.

Procedure of the Study

The data gathering procedure for this study followed a systematic and ethically guided process to guarantee the accuracy, dependability, and integrity of the study results. The procedure included securing the ethics compliance certificate, obtaining the endorsement letter from the dean, requesting the permit to carry out the investigation from the Superintendent of the Schools Division (SDS), sending letters to the school principals, and validating the research instruments prior to the administration of the questionnaires. Data collecting was carried out among respondents in Tagum City Division.

Outcomes and Discussions

The findings revealed that the respondents demonstrated an **extensive level of educational leadership habits**, with an overall mean of **4.03**. All twelve domains were rated extensive, indicating that leadership practices were frequently manifested in the Tagum City Division. Among the domains, the **teaching process** obtained the highest mean (**M = 4.08**), followed by **professional development** (**M = 4.07**), **school standards and assessment** (**M = 4.06**), and **school-community relations** (**M = 4.06**). These results suggest that educational leaders place strong emphasis on instructional improvement, teacher growth, assessment practices, and stakeholder collaboration.

The extensive rating in the teaching process indicates that leaders consistently support teacher reflection, instructional improvement, collegiality, and the use of varied assessment strategies. This supports the views of Darling-Hammond et al. (2020), Hattie (2019), and Hallinger and Jacobson (2019), who emphasized that instructional leadership, evidence-based teaching, and collaborative professional cultures are essential in improving teaching quality and student outcomes.

Professional development was also rated extensive, showing that leaders provide opportunities for staff growth, encourage teachers to take responsibility for their own learning, and use student outcomes to evaluate professional development programs. This finding aligns with Guskey (2020), Desimone and Garet (2020), and Darling-Hammond et al. (2019), who

stressed that sustained, relevant, and goal-oriented professional development strengthens teacher competence and instructional effectiveness.

The domains of school standards and assessment, school improvement, school culture, diverse perspectives, organization and resources, and school-community relations were likewise rated extensive. These results imply that school leaders promote academic standards, inclusive practices, ethical decision-making, resource management, and parent-community participation. The findings are consistent with Fullan (2020), Epstein et al. (2019), Banks (2019), and Leithwood et al. (2020), who emphasized the importance of shared vision, equity, community engagement, and systematic school improvement in effective educational leadership.

In terms of **online teaching practices**, the respondents also obtained an **extensive overall mean of 4.05**. All four domains were rated extensive, namely **course administration** (**M = 4.06**), **facilitation** (**M = 4.05**), **pedagogy** (**M = 4.04**), and **technology** (**M = 4.04**). This indicates that teachers frequently apply effective online teaching practices, particularly in organizing courses, facilitating online learning communities, preparing lessons, using digital tools, and managing online instructional activities.

Course administration received the highest mean, suggesting that teachers effectively organize online classes through modular formats, discussion forums, calendars, assignments, and interactive activities. This supports the findings of Simsek et al. (2021), Martin et al. (2020), and Vlachopoulos and Makri (2019), who emphasized that structured course design and interactive platforms improve student engagement and learning continuity in online education.

The extensive rating in facilitation shows that teachers support students in building online learning communities, developing positive attitudes toward online learning, and establishing meaningful relationships with teachers and peers. This finding agrees with Rapanta et al. (2020), Muir et al. (2021), and Bozkurt et al. (2020), who highlighted that teacher presence, communication, and emotional support are essential in sustaining learner engagement in virtual classrooms.

For pedagogy and technology, the results indicate that teachers clearly present objectives and topics, prepare before live sessions, participate enthusiastically, and use both hardware and software tools effectively. They are also capable of solving technical problems independently. These findings affirm the importance of digital competence, instructional clarity, and interactive strategies in online teaching, as supported by Kebritchi et al. (2019), Hodges et al. (2020), and Trust and Whalen (2020).

The correlation analysis showed a **significant relationship between educational leadership habits and online teaching practices**, with an overall **r-value of 0.8182** and a **p-value of 0.000**. Since the p-value was below the 0.05 level of significance, the null hypothesis was rejected. This means that stronger educational leadership habits are associated with better online teaching practices. All leadership domains were significantly related to online teaching practices, with the highest correlations observed in the **teaching process** (**r = 0.8755**), **professional development** (**r = 0.8653**), **school standards and assessment** (**r = 0.8533**), and **school-community relations** (**r = 0.8498**). These results suggest that leadership practices related to instruction, teacher growth, assessment, and stakeholder support play an important role in strengthening online teaching effectiveness.

The regression analysis further revealed that educational leadership habits significantly predict online teaching practices. The model was statistically significant, **$F = 35.695$, $p < .001$**, with an **R-value of 0.903** and an **R^2 of 0.815**. This means that **81.5% of the variance in online teaching practices** can be explained by the combined influence of educational leadership habits. Among the leadership domains, the significant predictors were **professional development** (**$\beta = 0.531$, $p = 0.023$**), **teaching process** (**$\beta = 0.521$, $p = 0.000$**), **the educated person** (**$\beta = 0.315$, $p = 0.006$**), and **organization, resources, and school policies** (**$\beta = 0.275$, $p = 0.008$**). These findings indicate that online teaching practices are strengthened when leaders provide instructional support, promote continuous teacher development, maintain a clear educational vision, and ensure effective organization and resource allocation.

Overall, the findings confirm that educational leadership habits are strongly linked to and predictive of online teaching practices. The results support constructivist learning theory, cognitive load theory, and connectivism theory. Leadership practices that promote collaboration, instructional guidance, and active engagement reflect constructivist principles. Practices that support structured course design, clear objectives, and resource management correspond with cognitive load theory. Meanwhile, the use of digital tools, online collaboration, and learning communities reflects connectivist principles. Thus, effective educational leadership serves as a critical foundation for improving online teaching practices and sustaining quality digital instruction in the Tagum City Division.

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions derived from the data, the recommendations for consideration, and the findings based on the data.

Summary

The study's primary goal was to ascertain the importance of the connection between educational leadership habits and online teaching practices of educators. The research was carried out. among 110 elementary teachers from the Tagum City Division. Using a descriptive-correlational study design, adapted and validated tools for study. These Pilot testing and expert validation were performed on the devices to guarantee dependability and clarity prior to administration. The statistical tools utilized in analyzing the data included Pearson Product Moment Correlation, Weighted Mean, and Multiple Analysis of Regression, with all theories examined at the significance level of 0.05.

1. The results showed that the degree of educational leadership habits of teachers is extensive. All twelve indicators, namely the educated individual, the educational process, the teaching process, the variety of viewpoints, the objectives of the school, the school culture, school standards and evaluation, staff evaluation integration, professional development, school improvement, organization, resources, and education policies, regarding community interactions in schools, were consistently rated at an extensive level. This indicates that teachers in the Tagum City Division frequently demonstrate leadership-oriented behaviors that support instructional effectiveness, professional growth, collaboration, and school development. Among these indicators, the teaching process and professional development emerged as the most extensively practiced, highlighting teachers' strong commitment to instructional leadership and continuous improvement.

2. Similarly, the results showed that the degree of online teachers' methods of instruction is extensive. The four domains of the online pedagogy, course administration, technology, facilitation, and teaching methods, were all rated on a broad scale. This suggests that teachers are highly engaged in organizing online courses, facilitating learning interactions, utilizing digital technologies, and applying appropriate pedagogical strategies in virtual environments. The prominence of course administration and facilitation indicates that teachers are adept at managing online learning platforms while maintaining meaningful engagement and communication with learners.

3. Also, the study found a noteworthy connection between educational leadership habits and online teaching practices. This suggests that educators who demonstrate stronger leadership habits also tend to exhibit higher levels of competence and engagement in online teaching. The positive and significant correlation indicates that leadership behaviors such as instructional guidance, professional collaboration, and organizational support play an essential part in improving teachers' effectiveness in providing teaching online. Consequently, the null hypothesis stating that there is no important connection between educational leadership habits and online teaching practices was rejected.

4. Further analysis using multiple regression revealed that selected domains of educational leadership habits significantly influence online teaching practices. Specifically, the teaching process, professional development, the educated person, and organization, resources, and school policies were identified as significant predictors. These findings indicate that leadership habits related to instructional improvement, continuous learning, visionary guidance, and supportive organizational structures directly contribute to teachers' capacity for design, manage, and facilitate efficient online educational opportunities. On the other hand, other leadership domains, while important in fostering a holistic educational environment, did not show a statistically significant independent influence when examined alongside stronger predictors.

The findings further demonstrate that teachers in the Tagum City Division exhibit extensive educational leadership habits and online teaching practices, and that these two variables are significantly related. The hypotheses stating that there is there is no meaningful connection between educational leadership habits and online teaching practices and that not a single domain of educational leadership habits greatly impact online teaching practices were therefore turned down. The findings highlight how important educational leadership is in strengthening teachers' online instructional competencies and ensuring effective teaching and learning in digital environments.

Conclusions

The following conclusions were drawn from the study's findings: drawn and contextualized in relation to the objectives of the research.

1. The degree of leadership in education habits of educators is large, indicating that these leadership behaviors are oftentimes evident in the professional practices of elementary teachers in the Tagum City Division. All twelve dimensions of educational leadership habits, namely the educated individual, the educational process, the teaching process, the variety of viewpoints, the objectives of the school, the school culture, school standards and evaluation, staff evaluation integration, professional development, school improvement, organization, resources, and education policies, regarding community interactions in schools, were consistently manifested at an extensive level. This implies that teachers demonstrate strong leadership orientations that support instructional improvement, collaboration, professional growth, and school development.

2. In the same mannerthe degree of online instructing practices is also comprehensive, signifying that teachers are frequently engaged in effective online technology, pedagogy, and facilitation use, as well as course management. These findings suggest that teachers possess the capacity to adjust to digital educational settings and manage online learning effectively. Taken together, the extensive levels of both variables emphasize the significance of sustained cooperation between school administrators, teachers, and other participants to further strengthen and sustain effective leadership habits and online teaching practices.

3. Also, the study comes to the conclusion that educational leadership habits and online teaching practices are significantly correlated. This indicates that as teachers' educational leadership habits improve, their online teaching practices likewise improve. The findings further establish that educational leadership habits significantly influence online teaching practices, confirming that leadership behaviors play a critical role in shaping teachers' effectiveness in digital instructional environments.

4. The results demonstrate that the domains of educational leadership habits, including the educated individual, the educational process, the teaching process, the variety of viewpoints, the objectives of the school, the school culture, school standards and evaluation, staff evaluation integration, professional development, school improvement, organization, resources, and education policies, regarding community interactions in schools, collectively contribute to the enhancement of the online teaching practices. The statistically significant the null hypotheses were rejected as a result of the results, affirming that leadership habits are essential determinants of teachers' online instructional performance.

The conclusions underscore that educational leadership habits serve as a foundational element in strengthening online teaching practices. The findings imply that improvements in leadership-related behaviors, particularly those associated with instructional guidance, professional development, and organizational support, result in corresponding improvements in teachers' capacity to deliver quality online instruction. This relationship highlights the necessity of ongoing leadership development initiatives and supportive school structures that empower teachers to excel in both leadership and online teaching roles. Ultimately, the study reinforces the idea that cultivating strong educational leadership habits among teachers is vital in ensuring effective, responsive, and sustainable online teaching practices in contemporary educational settings.

Recommendations

Considering the results and conclusions of this study, a number of suggestions are offered to bolster educational leadership habits and further enhance online teaching practices among elementary teachers in the Tagum City Division. These recommendations are anchored on the evidence that educational leadership habits are extensively practiced and significantly influence online teaching practices, highlighting the need for sustained support, collaboration, and continuous improvement across all levels of the educational system:

For higher officials, it is advised that policies and programs are still prioritize the evolution of educational leadership habits among teachers, particularly those that directly support effective online teaching. Strategic investments in sustained professional development initiatives focusing on instructional leadership, digital pedagogy, and technology integration are essential. The Department may institutionalize leadership-focused training programs and provide adequate resources, digital infrastructure, and technical support to schools to ensure consistency and equity in online teaching implementation. Furthermore, procedures for observation and assessment may be strengthened to evaluate the efficacy of leadership development programs and online teaching initiatives, ensuring that policies remain responsive to emerging educational demands and technological advancements.

For principals of schools, it is strongly suggested that they foster a school culture that promotes shared leadership, collaboration, and continuous professional learning. Principals may actively support teachers by providing opportunities for mentoring, coaching, and peer collaboration that focus on improving instructional practices in online learning environments. Emphasizing instructional guidance, aligning school goals with online teaching priorities, and ensuring access to appropriate resources and support systems can further enhance teachers' effectiveness. By modeling strong leadership behaviors and encouraging reflective practices, school heads can reinforce the connection between educational leadership habits and effective online teaching.

For teachers, it is recommended that they sustain and further develop their educational leadership habits by actively engaging in continuous learning and reflective practice. Teachers are encouraged to take initiative in enhancing their competencies in online pedagogy, facilitation, and technology use, while maintaining a learner-centered and inclusive approach to instruction. Participation in professional learning communities, collaborative lesson planning, and technology-focused training programs can help teachers refine their online teaching strategies. Moreover, embracing leadership roles within the school community can encourage educators to participate meaningfully to the betterment of schools efforts and support their peers in navigating digital teaching challenges.

For future researchers, it is recommended that further studies explore additional variables that may influence online teaching practices, such as teachers' technological self-efficacy, student engagement, school support systems, and contextual factors across different educational levels. Future research may also employ qualitative or mixed-methods techniques to learn more about how educational leadership habits are developed and practiced in online teaching situations. Longitudinal research may be carried out to investigate the long-term consequences of leadership habits about teaching effectiveness and student outcomes. Extending the study's purview to other divisions either regions would likewise increase the findings' generalizability and contribute to a more comprehensive understanding of educational leadership and online teaching in diverse educational settings.

REFERENCES

1. *Aelenei, C., Miclea, M., & Gherasim, L. R. (2021). Conflict resolution strategies in educational settings: Enhancing school-community relations. Journal of Educational Psychology, 113(2), 305–318.*
2. *Al-Samarraie,(2019),encouraging interactive learning platforms, discussion forums, and collaborative assignments, leaders can enhance teacher competencies in delivering student-centered online learning experiences*
3. *Anderson, T., Rourke, L., Garrison, D. R., & Archer, W. (2020). Assessing teaching presence in a computer conferencing context. Journal of Asynchronous Learning Networks, 24(1), 18–33.*
4. *Apuke, O. D. (2019). Quantitative research methods: A synopsis approach. Arabian Journal of Business and Management Review (Kuwait Chapter), 6(10), 40–47.*
5. *Avalos, B. (2019). Teacher professional development in teaching and teacher education over ten years. Teaching and Teacher Education, 86, 102882.*
6. *Baloran, E. T. (2021). The COVID-19 pandemic and the impact on education: The Philippines experience. Journal of Educational Management, 35(4), 312-325.*
7. *Bandura, A. (1986). Self-efficacy: The exercise of control. W. H. Freeman and Company.*
8. *Banks, J. A. (2019). An introduction to multicultural education. Pearson.*
9. *Bao, W. (2020). Online teaching in higher education: A case study of Peking University. Human Behavior and Emerging Technologies, 2(2), 113–115.*
10. *(Baran et al., 2019)The role of educators now extends beyond traditional teaching methods, requiring adaptability, technical skills, and effective time management to support learners in virtual environments.*
11. *Bhandari, P. (2020). An introduction to quantitative research. Scribbr. https://www.scribbr.com/methodology/quantitative-research/.*
12. *Biggs, J., & Tang, C. (2019). Teaching for quality learning at university. McGraw-Hill Education.*
13. *Black, P., & Wiliam, D. (2019). Inside the black box: Raising standards through classroom assessment. GL Assessment.*
14. *Blayone, T. J., vanOostveen, R., Barber, W., DiGiuseppe, M., & Childs, E. (2019). Democratizing digital learning: Theorizing the fully online learning community model. International Journal of Educational Technology in Higher Education, 14(1), 1–16.*
15. *Bond, M., Bedenlier, S., Marín, V. I., & Händel, M. (2020). Emergency remote teaching in higher education: Mapping the first global online semester. International Journal of Educational Technology in Higher Education, 17(1), 1–18.*
16. *Borko, H. (2019). Professional development and teacher learning: Mapping the terrain. Educational Researcher, 48(8), 516–528.*
17. *Bozkurt, A., Jung, I., Xiao, J., Vladimirschi, V., Schuwer, R., & Egorov, G. (2020). A global outlook to the interruption of education due to recent pandemic: Navigating in a time of uncertainty and crisis. Asian Journal of Distance Education, 15(1), 1–126.*
18. *Brookfield, S. D. (2019). Becoming a critically reflective teacher. John Wiley & Sons.*
19. *Brookhart, S. M. (2019). How to give effective feedback to your students. ASCD.*
20. *Bryk, A. S., Sebring, P. B., Allensworth, E., Luppescu, S., & Easton, J. Q. (2019). Organizing schools for improvement: Lessons from Chicago. University of Chicago Press.*
21. *Bush, T. (2020). Theories of educational leadership and management. SAGE Publications.*
22. *Campbell, E. (2021). Ethical leadership in schools: Creating community in an environment of accountability. Journal of Educational Administration, 59(3), 317–332.*
23. *Creswell, J. W., & Creswell, J. D. (2019). Research design: Qualitative, quantitative, and mixed methods approaches. SAGE Publications.*
24. *Cruz, M. R., Dela Cruz, J. B., & Santos, A. L. (2021). Strengthening school-community partnerships in the digital age: The Panabo City experience. Philippine Journal of Educational Leadership, 28(1), 45-59.*
25. *Curtis, D. D., Vardanega, L., & Huggins, R. (2021). Correlational research in educational studies. Journal of Educational Research, 109(3), 245–256.*
26. *Cutri, R. M., Mena, J., & Whiting, E. F. (2020). Faculty readiness for online crisis teaching: Transitioning to online teaching during the recent pandemic. Journal of Literacy Research, 52(4), 482–485.*
27. *Danielson, C. (2021). Enhancing professional practice: A framework for teaching. ASCD.*
28. *Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. Applied Developmental Science, 24(2), 97–140.*
29. *Deal, T. E., & Peterson, K. D. (2019). Shaping school culture: Pitfalls, paradoxes, and promises. Jossey-Bass.*
30. *Desimone, L. M., & Garet, M. S. (2020). Best practices in teachers' professional development in the United States. Psychology, Society & Education, 7(3), 252–278.*
31. *Dela Cruz, J. B. (2022). Challenges in digital learning resource allocation in rural Philippine schools. Journal of Educational Technology Research, 39(2), 112-130.*
32. *Dhawan, S. (2020). Online learning: A panacea in the time of recent pandemic crisis. Journal of Educational Technology Systems, 49(1), 5–22.*
33. *DuFour, R., DuFour, R., Eaker, R., Many, T., & Mattos, M. (2020). Learning by doing: A handbook for professional learning communities at work. Solution Tree Press.*
34. *Downes (2019), online instructors who adopt connectivist practices enhance students' ability to connect ideas, share resources, and participate in knowledge-building communities.*
35. *Epstein, J. L. (2019). School, family, and community partnerships: Your handbook for action. Corwin Press.*
36. *Fiock, H. (2020). Designing a community of inquiry in online courses. International Review of Research in Open and Distributed Learning, 21(1), 134–152.*
37. *Fisher, D., Frey, N., & Hattie, J. (2020). The distance learning playbook: Teaching for engagement and impact in any setting. Corwin Press.*
38. *Fullan, M. (2020). Leading in a culture of change. Jossey-Bass.*

39. *Garcia, E., & Thornton, J. (2020). The impact of parental engagement on student success in diverse learning environments. Educational Review Journal, 72(3), 243–258.*
40. *Garrison,(2019),improving engagement and academic performance in virtual classrooms.*
41. *Gay, G. (2020). Culturally responsive teaching: Theory, research, and practice. Teachers College Press.*
42. *Gay, L. R., Mills, G. E., & Airasian, P. (2022). Educational research: Competencies for analysis and applications. Pearson Higher Education.*
43. *George Siemens (2005) connectivism theory that emphasizes the role of digital technology and online networks in modern learning.*
44. *(Ghavifekr & Ibrahim, 2020; Allen et al., 2021).professional development programs that align with institutional goals and leverage school resources to improve teacher performance in online environments*
45. *Gruenert, S., & Whitaker, T. (2019). School culture rewired: How to define, assess, and transform it. ASCD.*
46. *Gurley, L. E. (2019). Educators' preparation to teach, perceived teaching presence, and perceived teaching presence behaviors in blended and online learning environments. Online Learning Journal, 22(2), 197–220.*
47. *Guskey, T. R. (2020). Professional development and teacher change. Teachers and Teaching: Theory and Practice, 26(1), 1–15.*
48. *Hallinger, P., & Jacobson, L. (2019). Educational leadership self inventory.*
49. *Hargreaves, A., & O'Connor, M. T. (2019). Collaborative professionalism: When teaching together means learning for all. Corwin Press.*
50. *Harris, A., & Jones, M. (2019). Leading professional learning with impact. School Leadership & Management, 39(4), 285–300.*
51. *Hattie, J. (2019). Visible learning: Feedback. Routledge.*
52. *Hodges, C., Moore, S., Lockee, B. B., Trust, T., & Bond, A. (2020). The difference between emergency remote teaching and online learning. Educause Review.*
53. *Howard, T. C., & Rodriguez-Minkoff, A. (2021). Culturally responsive teaching in education: From theory to practice. Routledge.*
54. *Jean Piaget (1973) and later expanded by Lev Vygotsky (1978), emphasizes that learning is an active, social process in which learners build new knowledge by connecting it to their prior experiences.*
55. *John Sweller's (1988) cognitive load theory that focuses on the mental effort required for learning and the limitations of working memory.*
56. *Khalifa, M. A., Gooden, M. A., & Davis, J. E. (2021). Culturally responsive school leadership. Harvard Education Press.*
57. *(Kebritchi et al., 2019).Moodle have become essential in facilitating virtual learning environments*
58. *Knight, J. (2021). The impact cycle: What instructional coaches should do to foster powerful improvements in teaching. Corwin Press.*
59. *Kraft, M. A., & Gilmour, A. F. (2019). Revisiting the widget effect: Teacher evaluation reforms and the distribution of teacher effectiveness. Educational Researcher, 48(4), 234–251.*
60. *Ladson-Billings, G. (2021). Culturally relevant pedagogy: Asking a different question. Theory Into Practice, 59(1), 14–22.*
61. *Leithwood, K., Harris, A., & Hopkins, D. (2020). Seven strong claims about successful school leadership revisited. School Leadership & Management, 40(1), 5–22.*
62. *López, F., Scanlan, M., & Gundrum, B. (2020). Preparing educators for diverse classrooms: Promising practices for developing cultural competence. Routledge.*
63. *Machynska, N., & Dzikovska, Y. (2020). Online education in the context of recent pandemic: Challenges and perspectives. Journal of Education and Practice, 11(13), 45–54.*
64. *Martin, F., Polly, D., & Ritzhaupt, A. D. (2020). Bichronous online learning: Blending asynchronous and synchronous online learning. Journal of Computing in Higher Education, 32(1), 1–21.*
65. *Marzano, R. J., Waters, T., & McNulty, B. A. (2021). School leadership that works: From research to results. ASCD.*
66. *Mayer & Fiorella, (2021),Instructional design techniques, such as segmenting content into manageable units, using multimedia effectively, and minimizing extraneous information*
67. *Muir, T., Milthorpe, N., Stone, C., Dyment, J., Freeman, E., & Hopwood, B. (2021). Chronicling engagement: Students' experience of online learning over time. Distance Education, 42(4), 456–472.*
68. *Piaget, (1973).Constructivist learning theory emphasizes that knowledge is actively constructed through meaningful interaction, collaboration, and guided learning experiences*
69. *Rapanta, C., Botturi, L., Goodyear, P., Guàrdia, L., & Koole, M. (2020). Online university teaching during and after the recent crisis: Refocusing teacher presence and learning activity. Postdigital Science and Education, 2(3), 923–945.*
70. *Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. Contemporary Educational Psychology, 61, 101860.*
71. *Sanders, M. G. (2020). Collaboration and community partnerships in education. Journal of Educational Administration, 58(4), 475–489.*
72. *Santos, A. P. (2021). In the Philippines, distance learning reveals the digital divide. Heinrich Böll Stiftung Southeast Asia*
73. *Schmid & Petko, (2019). The integration of digital tools in education has facilitated the expansion of innovative teaching methods such as web-based teaching, e-learning, and virtual classrooms*
74. *Schein, E. H. (2021). Organizational culture and leadership. John Wiley & Sons.*
75. *Schmid and Petko (2019), who emphasized that online teaching requires educators to master digital tools, apply innovative pedagogical strategies, and actively engage learners to ensure meaningful participation in virtual classrooms.*
76. *Sharma, U., Forlin, C., & Loreman, T. (2021). Impact of teacher education on attitudes and efficacy in inclusive education. European Journal of Special Needs Education, 36(2), 1–15.*
77. *Siemens, (2005).Connectivism posits that knowledge is distributed across digital platforms, social networks, and online communities, and that learning occurs through the ability to form and navigate these connections*
78. *Sims, J., Holifield, M., & Taylor, J. (2021). Leadership strategies for supporting teachers in online learning environments. Journal of Educational Leadership and Policy, 15(3), 45–60.*
79. *Simsek, I., Kucuk, S., Biber, S. K., & Can, T. (2021). Development of an online teaching competency scale for university instructors. Open Praxis, 13(2), 201–212.*

80. *Sweller, (1988).Cognitive load theory underscores the importance of organizing instruction to reduce unnecessary mental effort and optimize working memory*
81. *Taherdoost, H. (2021). Sampling methods in research methodology: How to choose a sampling technique for research. International Journal of Academic Research in Management, 5(2), 18–27.*
82. *Tang, Y., Tsai, Y. H., & Wang, S. (2021). Exploring the impact of digital reminders on students' learning engagement in online courses. Journal of Educational Computing Research, 59(3), 405–426.*
83. *Tejada, J. J., & Punzalan, J. R. (2022). On the misuse of Slovin's formula. The Philippine Statistician, 61(1), 129–136.*
84. *(Telli Yamamoto & Altun, 2020).closing public spaces such as theaters, cinemas, and educational institutions*
85. *Thapa, A., Cohen, J., Guffey, S., & Higgins-D'Alessandro, A. (2019). A review of school climate research. Review of Educational Research, 89(3), 1–23.*
86. *Trust, T., & Whalen, J. (2020). Should teachers be trained in emergency remote teaching? Lessons learned from the recent pandemic. Journal of Technology and Teacher Education, 28(2), 189–199.*
87. *Trucano, M. (2020). The Digital Divide in the Philippines: Challenges and Solutions. World Bank Blog.*
88. *UNESCO. (2020). Education: From disruption to recovery. https://en.unesco.org/covid19/educationresponse*
89. *Vlachopoulos, D., & Makri, A. (2019). The effect of games and simulations on higher education: A systematic literature review. International Journal of Educational Technology in Higher Education, 16(1), 1–19.*
90. *Vygotsky, L. S. (1978). Mind in society: The development of higher psychological processes. Harvard University Press.*
91. *Wang, M. T., & Degol, J. L. (2019). School climate: A review of the construct, measurement, and impact on student outcomes. Educational Psychology Review, 31(2), 1–28.*
92. *Wigfield, A., Rosenzweig, E. Q., & Eccles, J. S. (2019). Achievement motivation: Theory and practice. Routledge.*
93. *Wiliam, D. (2019). Embedded formative assessment. Solution Tree Press.*
94. *Zhang, W. (2019). Technology-enhanced learning and the development of online teaching competencies. Educational Technology Research and Development, 67(5), 1231–1245.*
95. *Zimmerman and Schunk (2021), fostering self-regulated learning strategies helps students develop skills*
96. *UNESCO. (2020). Education in a Post-COVID World: Nine Ideas for Public Action. United Nations Educational, Scientific and Cultural Organization.*