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Sociology of Leadership in the Digital Age: Challenges in Samar Island's State Universities and Colleges

Ena Rose J. Barojabo^{1*}

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ABSTRACT

In an era of rapid digital transformation, the higher education institution sector requires leadership that is technology-centric, bridging the gap between academia and industry, and recognizing that digital adoption is no longer a choice but a necessity for institutional success, sector requires leadership that is technology-centric, bridging the gap between academia and industry and recognizing that digital adoption is no longer a choice but a necessity for institutional success and reimagining the traditional model of higher education. But in the world of Samar Island's state universities and colleges (SUCs), sociological realities, institutional inertia, socio-economic gaps, and entrenched social constructs challenge digital leadership. Leadership is a social activity and is affected by power structures, frames of meaning, and group demographics in organizations. This descriptive research aims to provide a sociological examination of leadership approaches within the state universities and colleges of Samar Island in the current digital age. It identifies systemic obstacles while putting forth culturally sensitive strategies for navigating challenges and capitalizing on opportunities in the modernized landscape of tertiary education. Moving forward, suggestions are made regarding policy formulation, capability enhancement efforts, and context-conscious models of digital stewardship all of which potentially assist these institutions in fulfilling their important educational mission over the long term in an evolving technology environment. Understanding leadership through a sociological lens allows for a critical exploration of how power, authority, resistance, and innovation interact within these institutions amid digital transformation. This study seeks to unpack the intricate social dynamics influencing digital leadership style, addressing the persistent gaps in digital competencies, institutional resistance to change, and the socio-cultural realities unique to Samar Island.

INTRODUCTION

The digital revolution has transformed leadership paradigms across all sectors, particularly in higher education, where institutions are compelled to integrate digital technologies to ensure relevance, competitiveness, and resilience (Marques & Morgan, 2023). Digital leadership extends beyond technological adoption; it demands a reconfiguration of institutional cultures, social relations, and organizational structures (Alghamdi, 2024). Yet, the sociology of leadership in the digital age remains underexplored, especially in marginalized and geographically isolated regions such as Samar Island in the Philippines, where state universities and colleges (SUCs) face compounded challenges related to digital inequality, institutional resistance, and cultural inertia.

This research arises from the urgent need to bridge the gap between technological advancement and the social realities embedded within higher education institutions. While studies have examined digital leadership from technological and managerial perspectives (Ng, 2023), fewer have interrogated the sociological dimensions — how power dynamics, cultural norms, and social structures influence the capacity of academic leaders to navigate digital transformation. In the context of Samar Island's SUCs, the digital divide, socio-economic disparities, and ingrained hierarchical practices further complicate leadership efforts to modernize institutional processes

and learning environments (Velasco *et al.*, 2024).

This study addresses the persistent disjunction between digital leadership initiatives and the sociological contexts in which they are deployed. Leaders are often equipped with technical skills but lack an understanding of the social dynamics that either facilitate or obstruct digital innovation. Consequently, many digital leadership strategies fail to achieve their intended impact, leading to resistance, partial implementation, or unintended social consequences (Santiago & Bustamante, 2023).

In response, this research contributes by offering a sociologically grounded framework that critically examines leadership practices within Samar Island's SUCs. The study illuminates the interplay between digital leadership and social structures, identifies prevailing challenges, and proposes culturally responsive strategies for sustainable digital transformation. By situating leadership within a sociological framework, this work advances the discourse on digital governance in higher education and provides evidence-based recommendations for policy and practice tailored to under-resourced, socially complex environments.

LITERATURE REVIEW

Digital Leadership in Higher Education. The concept of digital leadership in higher education emphasizes the integration of technological tools with strategic leadership

¹ College of Arts and Communication, University of Eastern Philippines, Philippines

* Corresponding author's e-mail: jrsrhajhane@gmail.com

competencies to foster innovation, learning advancement, and institutional efficiency. Digital leaders are expected to envision, implement, and sustain technology-driven change initiatives (Sheninger, 2022). In the context of public higher education institutions, particularly in rural or underserved areas, leaders face the dual challenge of updating technological infrastructures and reshaping institutional mindsets resistant to change (Brown & Green, 2023). Studies have shown that successful digital leadership hinges not only on access to technology but also on the ability to mobilize people, processes, and cultures toward common goals (Jones *et al.*, 2023).

Sociological Perspectives on Leadership. Leadership is inherently a social process, deeply embedded in the interactions, structures, and cultural contexts of institutions. From a sociological standpoint, leadership is shaped by norms, values, roles, and power relations (Northouse, 2022). Structural-functionalism emphasizes how leadership maintains organizational stability, while conflict theory highlights leadership as a site of contestation and negotiation, particularly when introducing change (Scott & Davis, 2023). Applying these theories to digital leadership reveals that technological transformations often provoke tensions within existing institutional arrangements, requiring sociologically informed strategies for effective change management.

Challenges in Digital Transformation in State Universities and Colleges (SUCs). State universities and colleges, particularly in peripheral regions like Samar Island, encounter unique barriers to digital transformation. These include limited financial resources, inadequate infrastructure, digital skills gaps among faculty and staff, and socio-cultural resistance to new modes of operation (Velasco *et al.*, 2024; David & Asuncion, 2023). Research highlights that digital inequalities are not merely technological but deeply social, affecting who has access to digital tools and who benefits from them (Castells, 2022). Leaders must therefore address not only the technical dimensions of transformation but also the underlying social disparities that perpetuate exclusion and resistance.

Resistance to Technological Change: A Social Analysis. Resistance to digital innovation often stems from deeper social factors such as fear of the unknown, perceived threats to professional identity, and disruption of traditional power hierarchies (Ford & Ford, 2022). In academic settings, long-established practices and cultural traditions contribute to a form of institutional inertia that complicates change initiatives (Kotter, 2023). Studies suggest that change efforts that fail to engage the cultural realities of organizations are likely to be met with passive or active resistance, undermining digital leadership goals (Santiago & Bustamante, 2023). Understanding these social undercurrents is crucial for designing interventions that are culturally sensitive and socially inclusive.

Toward a Sociologically Responsive Framework for Digital Leadership. Given the complex interplay between technology, leadership, and social structures, there is a growing call for leadership models that are both digitally

savvy and sociologically informed. A sociologically responsive framework emphasizes participatory leadership, equity in digital access, sensitivity to cultural norms, and empowerment of marginalized groups (Marques & Morgan, 2023). Recent models advocate for leadership approaches that not only focus on technical capacity-building but also on transforming organizational cultures to be more adaptive, inclusive, and future-ready (Alghamdi, 2024). In the case of Samar Island's SUCs, such a framework would align digital initiatives with the social realities of the academic communities they serve.

MATERIALS AND METHODS

This study utilized a quantitative, descriptive-correlational research design to examine the sociological challenges of digital leadership among state universities and colleges (SUCs) in Samar Island. Descriptive statistics were used to characterize leadership practices and social challenges, while correlational analysis explored the relationships between sociological factors (e.g., institutional culture, resistance to change, digital competency) and perceived effectiveness of digital leadership initiatives (Creswell & Creswell, 2018).

The study was conducted across five SUCs on Samar Island: University of Eastern Philippines, Samar State University, Eastern Samar State University, Northwest Samar State University, and Eastern Visayas State University. The target population consisted of academic leaders, department heads, ICT personnel, and selected non-academic leaders involved in digital initiatives.

Using stratified random sampling, 171 academic leaders and non-academic leaders' respondents were selected across the four universities, ensuring representation from different hierarchical levels and academic departments.

Data were collected through a researcher-made structured survey questionnaire. The instrument was divided into three major sections: Part I: Demographic Profile of Respondents in terms of age, academic rank and administrative position, number of years in service in the institution, Part II: Digital Leadership Style, Part III: Sociological and digital leadership Challenges.

The questionnaire was developed based on the objectives of the study. A panel of experts (2 specialists in educational leadership and 1 in sociology) reviewed the instrument for content validity. A pilot test was conducted with 15 respondents from a non-participating SUC. Surveys were administered online and in-person from January to February 2025. Respondents were given two weeks to complete the survey. A total of 250 fully accomplished questionnaires (85% response rate) were retrieved and included in the analysis.

The following statistical treatments were employed: Descriptive Statistics: Mean, Standard Deviation, Frequency, and Percentage to describe the respondents' profiles, leadership practices, and sociological challenges. Participation in the study was voluntary. Informed consent was obtained from all participants, who were assured of confidentiality and anonymity. Data were stored securely and accessible only to the principal investigator.

RESULTS AND DISCUSSION

Age

The age distribution of academic leaders provides insight into the experience levels of those in leadership roles. Graph shows that most academic leaders 33.90% were 50 years old and above, suggesting that leadership positions are often held by experienced educators. The next largest group was those aged 40 to 45 years 19.90%, followed by 30 to 35 years 16.40%.

Smaller percentages are seen in the 36 to 39 years and 46 to 49 years groups, both at 11.10%, indicating that mid-career professionals also take on leadership roles. The youngest group, aged 26 to 29 years, made up only 7.60%, suggesting that leadership opportunities for younger educators may be limited.

This demographic trend carries important implications for leadership sustainability and institutional development, based on the findings, leadership is experience driven where it was dominated of older age groups which reinforces the idea that institutional leadership favors seasoned educators. While this brings stability and historical perspective, it may also lead to resistance to rapid innovation, especially in areas like digital transformation Northouse (2018). With a significant

portion of leaders nearing retirement age, institutions face potential leadership gaps in the near future. This underlines the need for succession planning, including the early identification and training of younger academic staff for future leadership roles Yukl (2013).

Furthermore, the presence of leaders in the 30–45 age range signals a potential leadership pipeline, but their relatively smaller share implies the need for formal mentoring, leadership development programs, and clearer advancement paths. Investing in these mid-career professionals ensures continuity and adaptability. The low representation of leaders under 30 or 7.60% suggests potential barriers to early-career leadership, which could stem from institutional policies, perceptions about age and leadership readiness, or lack of leadership exposure. Addressing this could foster a more inclusive and dynamic leadership structure Bass & Riggio (2006).

The findings infer that institutions may benefit from a more balanced, intergenerational leadership team where experience is complemented by innovation and digital fluency, often championed by younger educators. This is particularly relevant in navigating the challenges of digital leadership in higher education.

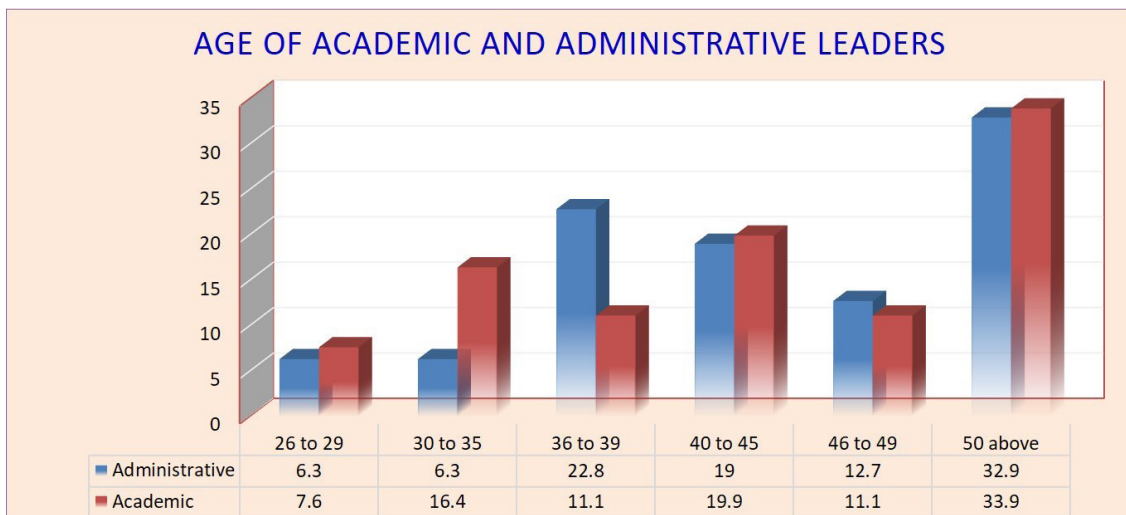


Figure 1: Graph showing the Age distribution of the respondents

Academic Rank

Pie chart shows the distribution of academic leaders based on their academic rank. The highest proportion 35.10% was at the instructor level, followed by Associate Professors 32.20%, indicating a substantial number of mid-level faculty members in leadership roles. Assistant Professors account for 24.50%, while Professors, the highest academic rank, make up only 8.20% of the total. This distribution suggests that leadership roles are spread across different ranks, with a significant presence of early- and mid-career faculty members in academic leadership positions. The relatively lower number of Professors in leadership may be due to their focus on research, mentorship, or administrative responsibilities at higher levels

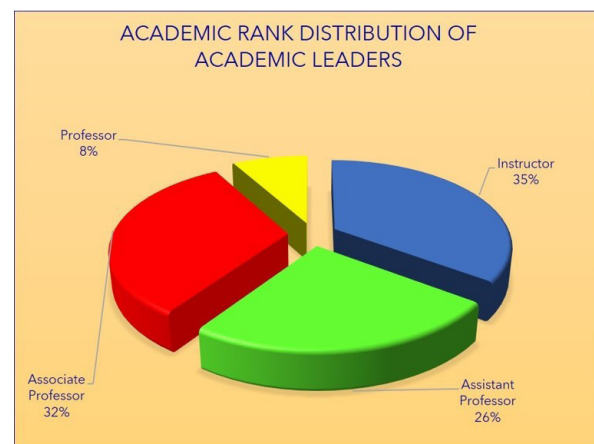


Figure 2: Pie chart presentation of Academic Rank

The result of the study implies that the majority of academic leaders occupy lower to mid-level academic ranks, with Instructors and Associate Professors making up a combined 67.3%. This suggests that many leadership roles are being undertaken by faculty who may have limited years of service or fewer research credentials. While they may bring energy, innovation, and operational involvement, there may be challenges in strategic planning or long-term policy formulation, which typically benefits from more senior-level insight (Altbach *et al.*, 2009). The relatively low number of full Professors in leadership roles could indicate either a limited pool of senior academics or a reluctance or lack of incentives for them to take on administrative responsibilities. This may result in missed opportunities for leveraging their expertise in governance, mentorship, and institutional planning. Encouraging senior faculty participation in leadership can help anchor leadership decisions in experience, scholarship, and policy understanding Northouse (2018).

The presence of Assistant Professors in leadership roles reflects investment in early-career leadership development. Institutions may benefit from this by grooming future leaders through training, mentorship, and exposure to governance. However, care must be taken to ensure that these early-career leaders are not overburdened, especially if they are still building research profiles or working toward tenure (Ely *et al.*, 2011). Moreover, given the diversity in rank, institutions should implement leadership training programs tailored to academic rank, ensuring that leaders at all levels are prepared for both operational and strategic roles. There should also be clear succession pathways, particularly encouraging promotion among academic leaders to strengthen the alignment between rank, experience, and leadership responsibility. Furthermore, this rank distribution may reflect broader institutional trends, such as promotion delays, unclear tenure systems, or disparities in faculty development opportunities. Institutions should assess whether their promotion policies are effectively supporting faculty

progression and whether leadership selection is inclusive of merit, rank, and readiness (UNESCO, 2021).

Position

The graph provides an overview of the official positions held by administrative leaders in the SUCs across Samar Island. The 79 respondents represent a wide range of functional and leadership roles, illustrating the structural complexity and diversity of administrative personnel involved in the governance and day-to-day operations of higher education institutions.

The most common position reported is Administrative Officer, comprising 16.46% of the respondents. This high frequency indicates that administrative officers serve as core personnel in various units of SUCs and are central to institutional operations, often facilitating coordination between academic and non-academic departments.

Closely following are positions such as Supply Officer 11.39%, Associate Professor and Assistant Professor (both at 10.13%, and Instructor at 8.86%. The inclusion of faculty ranks among administrative leaders suggests that many academic professionals are performing dual roles—functioning both as educators and as administrators. This dual capacity is particularly significant in regional SUCs where staffing limitations may necessitate such arrangements.

Positions like Record Officer 5.06%, Chief Administrative Officer 5.06%, and Administrative Assistant 5.06% represent middle-level administrative management. Their roles are crucial in information handling, supervision, and support services, which are fundamental to both operational efficiency and the success of digital initiatives. Lower percentages were observed for specialized roles such as Disbursing Officer 3.80%, Internal Auditor 3.80%, Librarian 3.80%, Cashier 2.53%, Registrar 2.53%, Guidance Counselor 2.53%, Nurse 2.53%, and Director 2.53%. While fewer in number, these positions represent vital service areas—finance, health, counseling, and academic records—that must be integrated into digital

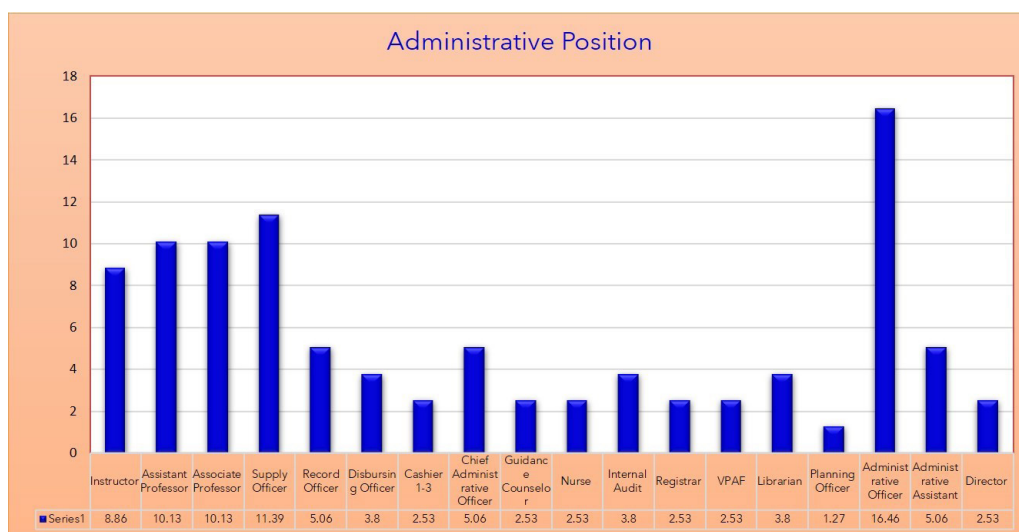


Figure 3: Bar graph for Administrative Position

leadership efforts to ensure holistic transformation. Interestingly, high-level administrative designations like Vice President for Administration and Finance (VPAF) and Planning Officer account for only a small fraction of respondents (2.53% and 1.27%, respectively). This suggests that strategic-level leadership is less represented in the study sample, although their influence in digital transformation is substantial.

Length of Service in the Institution

Graph show the distribution of academic leaders based on their length of service in the institution. The largest group 21.60% has been in service for 7 to 10 years, indicating a significant number of mid-career professionals in leadership roles. Meanwhile, 14.10% had 0 to 2 years of experience, suggesting a mix of newly appointed leaders alongside seasoned ones. Academic leaders with 11 to 18 years of service account for 24.60%, reflecting a strong presence of experienced professionals. Those with 19 to 26 years of service made up 12.90%, while those with 27 to 34 years represent 12.80%, demonstrating long-term commitment to the academic sector. A small percentage 2.30% have served for 35 years or more, highlighting a limited but highly experienced group.

Overall, the data suggest a balanced mix of early career, mid-career, and veteran academic leaders, ensuring continuity and knowledge transfer within the institution. This result implies, the presence of a significant number of leaders with 11 to 26 years of experience points to institutional stability, with seasoned leaders contributing deep knowledge of policies, culture, and governance systems. This stability enhances organizational coherence and continuity, which is vital during times of institutional change or reform Northouse (2018). The high proportion of leaders with 7 to 10 years of service (21.60%) reflects the promotion of mid-career professionals into leadership roles. This group is likely to bring fresh perspectives, digital adaptability, and innovative leadership styles, aligning well with current trends in digital education and academic transformation Altbach *et al.* (2009). The involvement

of new hires in leadership positions signals openness to leadership diversity and renewal. However, it also presents risks related to lack of institutional knowledge, which may affect decision-making and policy understanding. Institutions must ensure that support systems, mentoring, and leadership development programs are in place for these new leaders (Ely *et al.*, 2011).

Furthermore, wide range in service length underscores the importance of differentiated leadership development strategies tailored to tenure and experience level. Institutions should design tiered leadership pathways—such as onboarding for new leaders, skills upgrading for mid-career leaders, and legacy planning for veteran leaders UNESCO (2021).

Same graph provides a distribution of the administrative leaders in SUCs across Samar Island based on their length of service in the institution. The data offers insights into the professional maturity, institutional familiarity, and potential leadership development needs of the respondents. A significant portion of the administrative leaders have served between 19 to 22 years 15.19%, indicating a strong core of mid-to-late-career professionals who have likely witnessed various institutional shifts and developments, including the early phases of digital transformation. Closely following are those with 15 to 18 years of service 13.92% and those with 7 to 10 years 12.66% and 23 to 26 years 12.66% further evidence that a majority of leaders have extensive institutional tenure. This suggests a stable workforce with deep-rooted knowledge of the systems, culture, and challenges of their respective SUCs.

Those with 27 to 30 years of service 10.13% and 0 to 2 years 10.13% represent both ends of the experience spectrum. The former group may possess institutional memory and leadership maturity but might face steeper adaptation curves to new digital tools. Meanwhile, newer entrants may bring fresh perspectives and tech-savviness but may require mentoring and orientation on institutional policies and governance frameworks.

Only 3.80% of respondents have served 31 to 34 years,

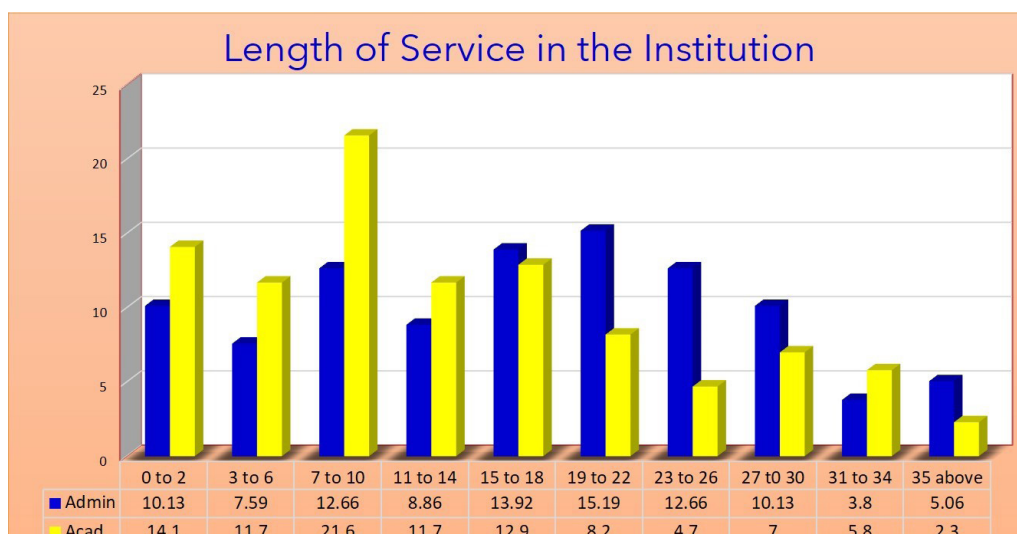


Figure 4: Length of Service in the Institution (Academic and Administrative Leaders)

and 5.06% have served 35 years and above, indicating a small group nearing retirement or having served long enough to have navigated traditional leadership models pre-digitalization. Their insights can be crucial in identifying the institutional gaps and resistance points in digital leadership transitions.

Interestingly, a smaller percentage 7.59% and 8.86% have served 3 to 6 years and 11 to 14 years, respectively. These individuals may be in the career-building phase, gradually assuming more significant roles and responsibilities within the institution.

Sociological Digital Leadership Challenges for Academic and Administrative Leaders Rapid Technological Advancement

Bar graph presents the perceived challenges faced by academic and administrative leaders in coping with rapid technological advancements in their institutions. The data reveal notable differences in how academic and administrative leaders experience these challenges, with administrative leaders consistently reporting higher levels of difficulty.

The overall mean score of $m=3.49$, interpreted as “much Challenging,” indicates that both administrative and academic leaders perceive rapid technological advancements as a significant difficulty in their roles as digital leaders. Administrative leaders reported a higher mean $m=3.66$, suggesting they experience greater strain adapting to or managing the fast-paced changes in digital tools and systems. Academic leaders, with a lower mean of $m=3.33$, also find technological shifts challenging, but to a slightly lesser extent than their administrative counterparts. This may be due to the direct operational responsibilities that administrative leaders bear.

Result of this study implies a need for continuous professional development and targeted capacity-building efforts for both leadership groups, especially administrative personnel. Since the challenge is felt more by administrators, there’s a potential digital leadership gap. Collaborative efforts between academic and administrative leaders should be strengthened to ensure alignment in digital transformation initiatives.

The challenging aspect identified was “I find it challenging to keep up with the rapid introduction of digital technologies relevant to the needs of local educational institutions” $m=3.66$, indicating that leaders struggle with the pace of technological change. Similarly, “I struggle to allocate resources to sustain the implementation of rapidly changing technologies in a resource-limited environment” $m=3.55$ and “Experiencing compatibility issues when integrating new technologies with outdated infrastructure” $m=3.52$ highlight financial and technical constraints as key concerns. These findings align with West (2022), who asserts that limited funding and aging digital infrastructure pose significant barriers to digital transformation in higher education.

On the other hand, the least challenging aspects include “Encountering resistance to adopting new digital tools

from faculty and staff” $m=3.43$, “Assessing whether new technologies effectively improve education and administration” $m=3.43$, and “Addressing the digital divide among faculty, staff, and students in geographically isolated areas” $m=3.44$. While still rated as Challenging, these results suggest that while resistance to technology remains, leaders are more concerned with resource allocation and system compatibility. Van Dijk (2020) supports this, stating that while digital literacy is improving, financial and infrastructural limitations remain the primary obstacles to digital integration in educational institutions. This gap highlights a significant challenge keeping pace with technological innovations while maintaining operational efficiency. Navigating digital transformation and technological advancements is a multifaceted challenge for corporate leaders in the Philippines. From overcoming resistance to change and bridging skill gaps to ensuring cybersecurity and strategic alignment, the hurdles are significant but not insurmountable. By adopting a comprehensive digital strategy, fostering a culture of innovation, investing in continuous learning, and leveraging advanced technologies, Filipino corporations can successfully navigate the digital revolution. Embracing these strategies not only mitigates the risks associated with digital transformation but also positions organizations for sustained growth and competitiveness in a rapidly evolving global marketplace. Besides limited digital infrastructure, the lack of digital skills and pedagogical knowledge among the faculty has constrained digital transformation: to date, HEIs tend to use ICT the most for administrative tasks and less for teaching and learning. A survey conducted with 95 Philippine HEIs in 2012 found that teaching and learning with technology was rated to be of high strategic priority for HEIs, but digitalization plans were not fully executed in many HEIs due to barriers such as limited digital skills among the faculty and weak ICT infrastructure Marcial (2012)

Alignment of Technology with Strategic Goals

The alignment of technology with strategic goals in digital leadership received an overall mean of $m=3.34$ “somewhat challenges”, with administrative leaders $m=3.55$ showing slightly higher compared to academic leaders $m=3.14$. The overall mean of $m = 3.34$, interpreted as “somewhat Challenging,” indicates that leaders in public higher education institutions perceive difficulty in ensuring that technology investments and digital initiatives are well-aligned with institutional strategic goals. Administrative leaders reported a higher mean $m=3.55$, suggesting that they are more acutely affected by the complexities of aligning digital infrastructure and tools with broader institutional priorities, such as student outcomes, governance, and operational efficiency. Academic leaders, with a lower mean $m=3.14$, may perceive this challenge to a lesser extent, possibly due to their focus being more on pedagogy and curriculum delivery than institutional strategy or long-term planning.

This implies the critical need for improved strategic planning, collaboration, and digital governance structures within higher education institutions.

Challenges aspects include “struggle to prioritize technology investments that address the most pressing needs of our institution and community” 3.45, CHED in collaboration with DICT (e.g, for the preparation of bidding documents and technical specifications), can support for HEIs and explore an introduction of multi-year framework contracts for the provision of broadband internet services to HEIs at the local level ITU (2013). Similarly, “find it challenging to align digital initiatives with the long-term goals of our institution, such as improving access to quality education” m=3.44 and “encounter difficulties in ensuring that technology adoption aligns with the institution’s mission to serve rural and underserved areas” m=3.39 and “difficult in integration technologies due to lack of support from stakeholders for integrating technology into academic and administrative operations” m=3.33 in today’s connected society, when every-thing is dependent on technology, it is more crucial than ever to ensure that devices are always online and working.

Conversely, the lowest-rated statement “face challenges in explaining how digital projects contribute to both short-term and long-term institutional goals” m=3.28 and “find it hard to integrate digital technologies into our vision of academic excellence while addressing the unique challenges of our local context” m=3.29 CHED can also explore with other government agencies the feasibility of support for improved connectivity in the higher education sector through a targeted mechanism (such as a Universal Service Fund). Rated the same result, on the statement “I struggle to balance the immediate technology needs of the institution with long-term strategic planning due to financial limitations” and “difficult on the policies and guidelines integrating technology to policies or challenges

on harmonized implementation/coherence across all department” m=3.32 and “encounter resistance when aligning traditional academic practices with modern digital solutions in a rural or community-focused setting” and “face challenges in adapting new digital trends to the institution’s traditional academic framework while considering cultural and institutional values” m=3.30. The lower means suggest that institutions are more concerned with aligning of technology anchored to the strategic goal of the institution.

Resource Allocation and Prioritization

The challenge of resource allocation and prioritization in digital leadership received an overall mean of m=3.52 “much Challenging”, with administrative leaders m=3.58 experiencing greater difficulty compared to academic leaders m=3.47.

The most challenging aspects include “Securing funding to support digital transformation due to limited institutional budgets” m=3.66, “Creating a long-term resource allocation strategy for continuous digital improvement” m=3.62, and “Ensuring equal access to digital resources, especially for students in remote areas” m=3.60. These findings align with Brown and Green (2021), who emphasize that financial constraints and geographic disparities are persistent barriers to equitable digital access in education.

Conversely, the least challenging aspects include “Evaluating whether digital technologies provide significant value for financial investment” m=3.36, “Encountering resistance from stakeholders when shifting resources to digital initiatives” 3.36, and “Allocating resources equitably between academic and administrative needs” 3.48. While still rated as Much Challenging, these lower means suggest that institutions are more concerned with acquiring funds rather than justifying digital investments. Selwyn (2020) notes that while resistance to digital funding shifts exists,

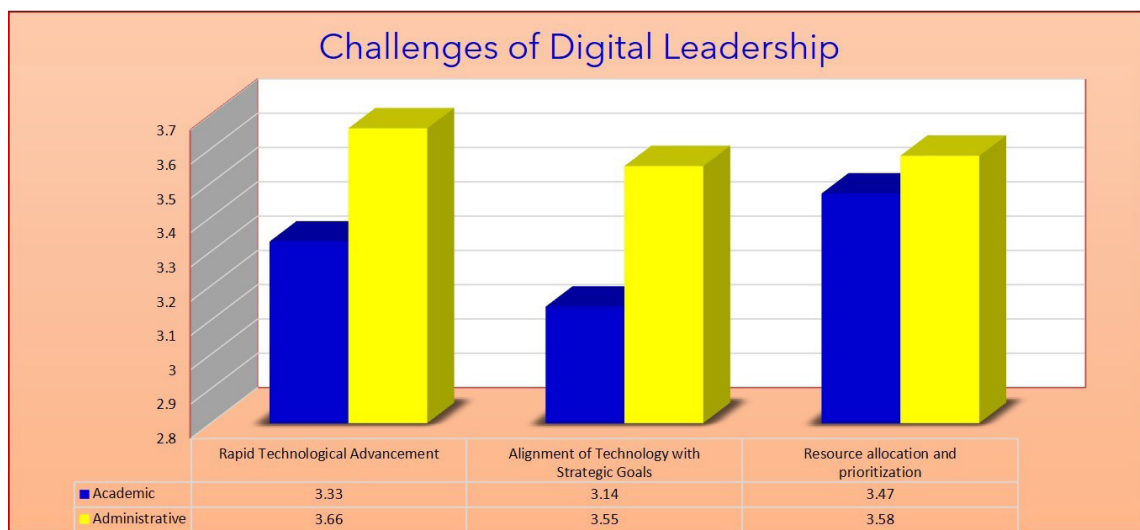


Figure 5: Challenges of digital leadership

institutions that effectively communicate long-term benefits can mitigate these challenges.

CONCLUSIONS

The challenges faced in digital leadership were

considerable, with both academic and administrative leaders citing rapid technological advancements, limited resources, and compatibility issues as major concerns. Administrative leaders, in particular, found these challenges more pronounced. Common difficulties included the pressure to adopt new technologies quickly, lack of professional development opportunities for staff, and ensuring the sustainability of digital tools. Additionally, leaders struggled to bridge the digital divide among faculty, staff, and students, especially in remote areas. Resistance to technology and limited assessment mechanisms also hindered the evaluation of digital initiatives' effectiveness.

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