WJSAM | World Journal of Sustainable Advances in Multidisciplinarity
RESEARCH | INNOVATION | INTERDISCIPLINARITY | SUSTAINABILITY
Volume 1, Issue 2 | ISSN: 3155-783X
DOI: https://doi.org/10.65339/wjsam.V1.I2.52

Digital Transformation Practices and the Administrative Effectiveness of School Administrators in Diocesan Schools in Masbate

Christine T. Vargas
Masbate Catholic Education Association

Email: christinevargas767@gmail.com

ABSTRACT

This study examined the relationship between digital transformation practices and the administrative effectiveness of school administrators in three diocesan schools in Masbate, Philippines. A descriptive-quantitative correlational design was employed, using a structured questionnaire administered to 35 conveniently selected respondents, predominantly teachers, from schools in Baleno, Milagros, and Cataingan. Frequencies, percentages, weighted means, and Pearson's correlation were used to analyze the data. All five dimensions of digital transformation were rated Very High, led by digital leadership (M = 3.86), while digital infrastructure received the lowest composite rating (M = 3.57). Administrative effectiveness was likewise rated Very High across planning, organizing, leading, monitoring and evaluation, and decision-making, with leading rated highest (M = 3.83). Device availability, stakeholder participation in planning, and the use of evaluation findings for improvement received relatively lower assessments. Digital transformation practices showed a statistically significant moderate positive association with administrative effectiveness ($r = 0.46$, $\alpha = 0.05$). These findings indicate that stronger digital practices accompany more favorable assessments of administrative functioning, without establishing causation. Diocesan administrators should prioritize access to digital devices and learning resources, targeted staff development, participatory planning, and systematic use of evaluation results. The small convenience sample, reliance on respondents' assessments, and correlational design limit generalizability and causal inference. By informing locally responsive school management, the study supports SDG 4 (Quality Education) and SDG 9 (Industry, Innovation and Infrastructure) through educational, digital, and institutional sustainability.

Keywords: *Administrative Effectiveness, Correlational Research, Diocesan Schools, Digital Leadership, Digital Transformation, Educational Sustainability, School Administration*

1. INTRODUCTION

Digital transformation is reshaping school administration through technology-enabled leadership, communication, record management, instructional support, and organizational decision-making. Its effectiveness, however, depends on more than the acquisition of digital tools; it requires competent leaders, supportive infrastructure, professional learning, and institutional readiness (Timotheou et al., 2023; UNESCO, 2023). Against this background, the present study examines the relationship between digital transformation practices and the administrative effectiveness of school administrators in selected diocesan schools in Masbate, Philippines.

1.1 Background and Context of the Study

Digital transformation in education involves coordinated changes in technological resources, leadership, organizational processes, and school culture. Timotheou et al. (2023) identified leadership, management, infrastructure, and digital competence as interrelated conditions shaping schools' digital capacity. Al Nuaimi et al. (2024) similarly emphasized principals' roles in creating supportive environments for digital transformation, while Willermark et al. (2024) showed that school leaders experience digital change differently depending on their competencies, organizational conditions, and responses to disruption. UNESCO (2023) further cautioned that the educational value of technology depends on appropriate access, governance, teacher preparation, and evidence of its effectiveness. Digital leadership also has implications for organizational functioning. Wiyono et al. (2023) found that principals' e-leadership was associated with more effective school–community relations and school improvement, while Khemtong et al. (2024) reported a significant relationship between school administrators' digital leadership and academic work effectiveness. Beyond the school sector, Chatterjee et al. (2023) demonstrated the importance of digital leadership and organizational capabilities in workplace transformation. Together, these studies support examining digital practices alongside the managerial functions through which schools coordinate resources, personnel, and services. In the Philippines, Mendoza and Catiis (2022) documented school administrators' technological leadership and teachers' proficiency, although administrators' leadership did not strongly explain teachers' technology proficiency in their sample. Tanucan et al. (2022) found that school heads' digital leadership predicted teachers' job satisfaction, while Tanucan et al. (2023) identified socio-demographic differences associated with Filipino school leaders' digital leadership. In private-school settings, Paunil (2024) examined principals' digital leadership and teachers' technological self-efficacy, and Malonzo (2024) described the importance of adaptability and collaboration among Filipino private-school principals managing technology integration. These findings establish the relevance of assessing digital transformation in specific institutional contexts rather than assuming uniform practices across school systems.

1.2 Research Problem

Although digital technologies may improve communication, documentation, reporting, and instructional support, schools can experience uneven implementation because of infrastructure constraints, digital skill gaps, resource limitations, and varying leadership capacities (Timotheou et al., 2023; UNESCO, 2023). Moreover, effective administration encompasses planning, organizing, leading, monitoring and evaluation, and decision-making. Awodiji and Katjiteo (2024) found that principals' interpersonal and leadership competencies were linked with sustainable administrative effectiveness, illustrating why administrative performance cannot be inferred from technology availability alone. The central problem addressed in this study is whether digital transformation practices are significantly related to the administrative effectiveness of school administrators in diocesan schools in Masbate. Specifically, the study considers five dimensions of digital transformation—digital leadership, digital infrastructure, digital administrative processes, digital teaching and learning support, and digital culture and innovation—and five

dimensions of administrative effectiveness—planning, organizing, leading, monitoring and evaluation, and decision-making. The inquiry examines these dimensions as reported by teachers in the selected schools; it does not assume that observed associations establish causality.

1.3 Research Gap

Existing studies offer substantial evidence on school digital leadership, teacher outcomes, and educational improvement, but many examine individual technology-related competencies rather than a broad set of organizational transformation practices. Jameson et al. (2022) identified conceptual and methodological gaps in the digital leadership literature, while Khemtong et al. (2024) examined academic work effectiveness rather than the full range of school administrative functions. Philippine studies have likewise addressed technology leadership, teacher proficiency, satisfaction, and technological self-efficacy (Mendoza & Catiis, 2022; Tanucan et al., 2022; Paunil, 2024). These outcomes are informative but are not equivalent to a multidimensional assessment of administrative effectiveness. Research in Catholic educational settings is relevant but addresses different questions. Siano (2024) examined principals' managerial competence and supervisory skills in Catholic secondary schools in Eastern Visayas, whereas Carnal and Pacheco (2025) investigated the leadership experiences of first-time directors in diocesan schools in Kabankalan. Neither study directly establishes how the five digital transformation dimensions identified here are related to the five administrative effectiveness dimensions among diocesan schools in Masbate. This study therefore addresses a setting-specific and variable-specific gap, without claiming that digital leadership or Catholic school administration has not previously been studied.

1.4 Purpose and Objectives of the Study

The purpose of the study is to determine the relationship between digital transformation practices and the administrative effectiveness of school administrators in selected diocesan schools in Masbate. It seeks to describe the respondents' age, sex, educational attainment, position or designation, length of service, and number of digital technology-related trainings or seminars attended during the preceding three years; assess the extent of implementation of the five digital transformation dimensions; determine administrative effectiveness across the five identified management functions; and test whether the two principal variables have a statistically significant relationship. The study uses a descriptive-quantitative, correlational approach based on the reported experiences and observations of 35 conveniently selected teachers from Liceo de Baleno (Baleno), Liceo de San Jose (Milagros), and Liceo de San Pedro Calungsod (Cataingan). The findings are intended to describe the participating schools and respondents, not to establish causal effects or represent all diocesan schools in the Philippines.

1.5 Significance and Practical Contribution of the Study

The study may assist diocesan school administrators and management in identifying areas for improvement in digital leadership, infrastructure, administrative procedures, instructional support, and organizational innovation. Its findings may inform targeted professional development, technology resource planning, internal communication, monitoring mechanisms, and evidence-informed decision-making. Faizuddin et al. (2022) emphasized the value of sustained professional development for school leaders, and UNESCO (2024) highlighted leadership preparation, collaboration, and capacity development as important conditions for improving educational institutions. Teachers may benefit from stronger digital coordination and more accessible administrative support, while learners may indirectly benefit from better-organized services and instructional resources. At the diocesan level, the results may provide contextual information for resource allocation and school improvement planning. For researchers, the study offers a localized comparison of digital transformation practices and

administrative effectiveness within a Catholic school system, with conclusions appropriately limited by its small, non-probability sample.

1.6 Sustainable Development Goals (SDG) Alignment

The study aligns primarily with Sustainable Development Goal 4 (Quality Education), particularly its emphasis on effective learning environments, institutional capacity, and the professional support needed to sustain educational quality. By examining digital teaching and learning support, administrative systems, and school leadership, the study may inform improvements that enable more reliable and inclusive educational services. UNESCO (2023) stressed that technology contributes to educational goals only when access, appropriateness, and institutional conditions are considered, while UNESCO (2024) emphasized the importance of effective leadership for education improvement. The study also has a supporting connection to Sustainable Development Goal 9 (Industry, Innovation and Infrastructure) through its assessment of digital infrastructure, organizational innovation, and the use of technology-supported processes. These connections concern educational, digital, and institutional sustainability: schools' capacity to maintain useful digital services, develop personnel competencies, and adapt responsibly to technological change. The study does not directly measure environmental outcomes, national SDG progress, or the achievement of SDG targets; its anticipated contribution is the provision of local evidence that may guide sustainable school-management decisions.

2. METHODOLOGY

This section presents the research design, locale, sampling technique, data collection procedures, statistical treatment, and ethical considerations employed in examining the relationship between digital transformation practices and the administrative effectiveness of school administrators in selected diocesan schools in Masbate, Philippines. The study utilized a quantitative survey approach to gather teachers' assessments of digital transformation and school administrative practices.

2.1 Research Design

The study employed a descriptive-quantitative research design with a correlational approach to determine the relationship between digital transformation practices and the administrative effectiveness of school administrators in diocesan schools in Masbate. The descriptive component assessed respondents' demographic characteristics, the extent of digital transformation implementation, and the level of administrative effectiveness, while the correlational component examined the statistical association between the two principal variables. Creswell and Creswell (2023) emphasized that quantitative research enables the systematic measurement and analysis of variables to investigate relationships and address research questions. Digital transformation practices were assessed through digital leadership, digital infrastructure, digital administrative processes, digital teaching and learning support, and digital culture and innovation. Administrative effectiveness was evaluated in terms of planning, organizing, leading, monitoring and evaluation, and decision-making. Data were collected through a structured questionnaire and analyzed using descriptive and inferential statistical techniques.

2.2 Research Locale

The study was conducted in three selected diocesan schools in Masbate Province, Philippines, namely Liceo de Baleno in the Municipality of Baleno, Liceo de San Jose in the Municipality of Milagros, and Liceo de San Pedro Calungsod in the Municipality of Cataingan. These Catholic educational institutions operate within the diocesan school system and provide educational services to learners in their respective communities. The schools were selected because their

teachers were directly involved in instructional and administrative activities, enabling them to provide assessments of the digital practices and administrative functions implemented in their institutions. The three municipalities provided distinct school settings within Masbate Province for examining digital transformation and administrative effectiveness.

2.3 Sampling Technique

The study utilized convenience sampling, a non-probability sampling technique based on respondents' accessibility, availability, and willingness to participate. Stratton (2023) explained that convenience sampling involves selecting accessible participants rather than using random selection, thereby limiting the generalizability of research findings. The identified population consisted of 69 teachers from the three diocesan schools, comprising 12 teachers from Liceo de Baleno, 45 from Liceo de San Jose, and 12 from Liceo de San Pedro Calungsod. Of this population, 35 respondents were selected based on their availability and willingness to complete the survey questionnaire. Their direct involvement in school operations provided the basis for assessing digital transformation practices and the administrative effectiveness of school administrators. Given the non-probability sampling approach, the findings were limited to the participating respondents and selected school settings.

2.4 Data Gathering Procedure

Data were gathered using a structured questionnaire developed according to the study objectives and research questions. The instrument collected information on respondents' age, sex, educational attainment, position or designation, length of service, and number of digital technology-related trainings or seminars attended during the preceding three years. It also assessed five dimensions of digital transformation practices and five dimensions of administrative effectiveness. A Likert-type response scale was used to quantify respondents' assessments. Taherdoost (2022) emphasized the importance of clear questionnaire construction, appropriate response formats, and preliminary testing to support the collection of relevant research data. The questionnaire underwent review and validation to assess the clarity, relevance, and appropriateness of its items. The instrument was revised following the evaluation of educational personnel and other validators. A pilot test was conducted among a separate group described in the original manuscript as intermediate learners, and Cronbach's alpha was used to assess internal consistency. The questionnaire was finalized following the validation and reliability assessment procedures. After approval of the research proposal by the thesis committee, the researcher secured the necessary research permit endorsed by the thesis adviser and submitted it to the president of the Masbate Catholic Education Association (MACEA) for authorization. Following approval, 35 questionnaire copies were distributed to the selected respondents with their agreement to participate. The completed questionnaires were retrieved beyond the originally anticipated one-month collection period. The responses were subsequently organized, tallied, and prepared for statistical analysis with the assistance of a statistician.

2.5 Data Analysis

The collected data were analyzed using frequency counts, percentages, weighted means, and Pearson's product-moment correlation coefficient. Frequency counts and percentages described the demographic characteristics of respondents, including age, sex, educational attainment, position or designation, length of service, and participation in digital technology-related training. Weighted means summarized respondents' assessments of digital transformation practices and administrative effectiveness across their respective dimensions. Pearson's product-moment correlation coefficient was employed to determine the direction and strength of the relationship between digital transformation practices and administrative effectiveness. Field (2024) discussed the application of statistical techniques for describing

quantitative data and examining relationships between measured variables. The results were interpreted according to the research objectives to determine the observed association between digital transformation practices and administrative effectiveness in the selected diocesan schools.

2.6 Ethical Considerations

The study was conducted following the approval of the research proposal by the thesis committee and the submission of the research permit to the president of the Masbate Catholic Education Association for authorization. The researcher obtained the respondents' agreement before distributing the survey questionnaires. Participation was based on the availability and willingness of the selected respondents to provide information about their experiences and observations concerning school administrative practices. The British Educational Research Association (2024) emphasizes the importance of respecting research participants, obtaining appropriate consent, and safeguarding participants' rights and personal information in educational research. Although the original manuscript documents institutional authorization and respondents' agreement to participate, it does not specify the procedures used to ensure anonymity, confidentiality, secure data storage, or independent research ethics review. These details require confirmation from the researcher before they can be reported as implemented ethical safeguards.

3. RESULTS AND DISCUSSION

3.1. Demographic Profile of the Respondents

3.1.1 Age and Sex

Of the 35 respondents, 24 (68.57%) were aged 20–25 years, eight (22.86%) were aged 25–30 years, two (5.71%) were aged 31–40 years, and one (2.86%) was aged 51–60 years. No respondents belonged to the 41–50 or 61-and-above age groups. In terms of sex, 23 respondents (65.71%) were female, while 12 (34.29%) were male. The findings indicate that the respondents were predominantly young educators, with women constituting the majority. The concentration of respondents in the younger age groups suggests that most participants were in the early stages of their professional careers. The distribution also reflects greater female representation among the participating school personnel.

3.1.2 Educational Attainment and Position

Regarding educational attainment, 33 respondents (94.29%) held bachelor's degrees, one (2.86%) had earned master's degree units, and one (2.86%) held a master's degree. In terms of position, 26 respondents (74.29%) were junior high school teachers, eight (22.86%) were senior high school teachers, and one (2.86%) was a school principal. The results show that the respondent group primarily consisted of bachelor's degree holders occupying teaching positions. The limited representation of personnel with graduate qualifications and administrative designations indicates that the findings predominantly reflect the assessments of classroom teachers rather than school administrators.

3.1.3 Length of Service and Digital Technology-Related Training

In terms of length of service, 29 respondents (82.86%) had served for three years or less, five (14.29%) had four to ten years of experience, and one (2.86%) had served for at least 16 years. Regarding digital technology-related training during the preceding three years, 23 respondents (65.71%) attended one to two training activities, seven (20.00%) attended none, four (11.43%) attended three to four, and one (2.86%) attended five to six activities. None had attended seven or more training activities. The findings demonstrate that most respondents were relatively new

to the teaching profession and had limited participation in digital technology-related professional development. Although most had attended at least one training activity, the presence of respondents without relevant training suggests opportunities to strengthen continuing professional development and digital competency initiatives.

3.2 Extent of Digital Transformation Practices

3.2.1 Digital Leadership

Digital leadership obtained a composite mean of 3.86, interpreted as Very High. The highest-rated indicator was administrators' encouragement of digital technology use in school operations (3.97), while the lowest was their implementation of programs intended to strengthen digital transformation (3.80). All indicators received Very High ratings. The findings indicate that administrators actively encourage technology integration and demonstrate strong support for digital transformation. However, the relatively lower rating for digital transformation programs suggests that structured initiatives could be strengthened to sustain technology adoption. Mehmood (2023) found that perceived digital leadership positively influenced teachers' technology use and was associated with digital literacy, technology integration, online engagement, and task performance, supporting the importance of leadership in facilitating digital practices.

3.2.2 Digital Infrastructure

Digital infrastructure recorded a composite mean of 3.57, interpreted as Very High. The highest-rated indicators were regular maintenance of digital facilities and equipment and the use of secure digital platforms for communication and record management, both with means of 3.71. The provision of adequate digital devices for school personnel received the lowest mean of 3.20, interpreted as High. The findings suggest that diocesan schools maintain digital facilities and use technology-supported systems for daily operations. Nevertheless, the comparatively lower assessment of device availability identifies an area requiring additional institutional attention. Nicolas and Santos (2024) reported that inadequate equipment, infrastructure, technical support, and connectivity remained challenges despite the adoption of technology in schools. These findings underscore the importance of maintaining adequate technological resources to support school operations.

3.2.3 Digital Administrative Processes

Digital administrative processes obtained a composite mean of 3.76, interpreted as Very High. Efficient management of administrative records through digital systems received the highest mean of 3.83. Meanwhile, digital communication among stakeholders and the reduction of administrative transaction delays both received the lowest mean of 3.71. All indicators were rated Very High. The results demonstrate that digital technologies are extensively integrated into records management, documentation, reporting, and administrative transactions. Although digital systems support administrative efficiency, the relatively lower ratings for communication and transaction processing suggest opportunities for further improvement. Khatir and Madani (2024) found that digital transformation in educational administration was associated with improvements in infrastructure, human resources, organizational culture, service delivery, and operational efficiency.

3.2.4 Digital Teaching and Learning Support

Digital teaching and learning support registered a composite mean of 3.65, interpreted as Very High. The promotion of technology integration in teaching and learning received the highest mean of 3.80, followed by professional development in educational technology (3.77). The availability of digital learning resources for classroom use obtained the lowest mean of 3.49, although it remained within the Very High category. The findings indicate that diocesan schools actively promote technology-supported instruction and provide assistance for digital teaching practices. However, the relatively lower assessment of learning resource availability suggests the need to strengthen access to instructional digital materials. Johansson (2023) emphasized that school leaders' understanding of digitalization develops through reflection, professional learning, and collaboration with teachers, highlighting the importance of organizational support in educational digital transformation.

3.2.5 Digital Culture and Innovation

Digital culture and innovation obtained a composite mean of 3.79, interpreted as Very High. Openness to digital innovation, encouragement of innovative practices, technology-supported improvements, and continuous digital learning each received a mean of 3.80. Technology-supported collaboration among school personnel recorded the lowest mean of 3.77. All indicators were rated Very High. These findings suggest that diocesan schools foster positive attitudes toward digital innovation and continuous technological improvement. The slightly lower rating for digital collaboration indicates an opportunity to strengthen technology-supported teamwork and knowledge sharing. Yusoff (2024) emphasized that digital leadership can improve school management through innovation, openness to change, clear organizational goals, creative problem-solving, and effective technology utilization.

3.3 Administrative Effectiveness of School Administrators

3.3.1 Planning

Planning obtained a composite mean of 3.57, interpreted as Very High. Establishing clear and attainable school goals and developing plans aligned with the school's vision and mission received the highest means of 3.69. Stakeholder involvement in planning registered the lowest mean of 3.31, although it remained within the Very High category. The findings indicate that school administrators demonstrate strong planning practices, particularly in goal-setting and alignment with institutional objectives. However, the relatively lower assessment of stakeholder participation suggests opportunities to strengthen collaborative planning. Stosich, Thessin, and Meyers (2024) highlighted the importance of professional learning in improving school leadership practices, particularly improvement planning, instructional feedback, and data-informed decision-making.

3.3.2 Organizing

Organizing recorded a composite mean of 3.75, interpreted as Very High. Efficient coordination of school activities and the maintenance of well-organized school operations obtained the highest means of 3.94. Effective allocation of available resources received the lowest mean of 3.34, although all indicators remained within the Very High category. The findings demonstrate that school administrators are effective in coordinating personnel, managing activities, and maintaining organized school operations. Nevertheless, resource allocation received comparatively lower assessments, indicating an area for further administrative improvement. Villanueva (2021) examined school heads' supervisory, interpersonal, and leadership skills and

identified relationships involving decision-making and managerial competencies in planning and organizing. These findings reinforce the importance of managerial and interpersonal competencies in effective school administration.

3.3.3 Leading

Leading obtained a composite mean of 3.83, interpreted as Very High. Promoting a positive and collaborative school environment recorded the highest mean of 3.94, followed by motivating personnel to improve their performance (3.89). Inspiring teachers and staff to achieve school goals received the lowest mean of 3.69, although it was also rated Very High. The findings suggest that school administrators demonstrate effective leadership through collaboration, professionalism, motivation, and positive interpersonal relationships. While leadership effectiveness was highly assessed, greater emphasis on inspiring personnel toward common institutional goals may further strengthen school leadership. Malco (2024) emphasized the importance of leadership competencies and resilience in helping school administrators manage responsibilities, respond to challenges, and improve organizational performance and governance.

3.3.4 Monitoring and Evaluation

Monitoring and evaluation obtained a composite mean of 3.59, interpreted as Very High. Ensuring that school programs achieve their intended outcomes received the highest mean of 3.80, while using evaluation results to improve school performance obtained the lowest mean of 3.34. The remaining indicators, including program monitoring, activity evaluation, and feedback provision, were also rated Very High. The results indicate that school administrators regularly assess school activities and prioritize the achievement of program objectives. However, the comparatively lower rating for applying evaluation findings to school improvement suggests that feedback utilization may require greater attention. De Guzman (2024) examined school heads' financial management and program implementation and emphasized competencies involving planning, budgeting, monitoring, and evaluation. These findings highlight the importance of systematic evaluation in maintaining effective school administration.

3.3.5 Decision-Making

Decision-making registered a composite mean of 3.73, interpreted as Very High. Considering stakeholders' inputs before making important decisions obtained the highest mean of 3.86, followed by making decisions that support school goals (3.80). Making timely decisions regarding school concerns received the lowest mean of 3.60. All indicators were rated Very High. The findings indicate that school administrators demonstrate inclusive decision-making practices and consider stakeholder perspectives when addressing institutional concerns. However, the comparatively lower rating for decision timeliness suggests opportunities to strengthen administrative responsiveness. Quinal and Dupa (2024) examined decision-making skills and leadership effectiveness among public school administrators and highlighted the different approaches used in managing instructional programs, financial resources, personnel, and school-community relations.

3.4 Relationship Between Digital Transformation Practices and Administrative Effectiveness

Pearson's product-moment correlation analysis yielded a computed correlation coefficient of r = 0.46, indicating a moderate positive linear relationship between digital transformation

practices and administrative effectiveness. With 33 degrees of freedom and a 0.05 level of significance, the computed coefficient exceeded the reported two-tailed critical value of ±0.3338. Consequently, the null hypothesis was rejected, indicating a statistically significant relationship between the two variables. The findings suggest that higher levels of digital transformation practices are associated with higher levels of administrative effectiveness among school administrators in the selected diocesan schools. Digital leadership, infrastructure, administrative processes, teaching and learning support, and digital culture and innovation were positively associated with the broader administrative functions of planning, organizing, leading, monitoring and evaluation, and decision-making. This relationship highlights the relevance of digital transformation to school administration, although the correlational research design does not establish a causal relationship between the variables.

4. CONCLUSIONS AND RECOMMENDATIONS

The study concludes that digital transformation practices and administrative effectiveness were both demonstrated to a very high extent in the selected diocesan schools in Masbate. Respondents were predominantly young, female, bachelor's degree holders with limited teaching experience and digital technology-related training. The schools demonstrated strong practices in digital leadership, administrative processes, instructional support, and innovation, while administrators exhibited effectiveness in planning, organizing, leading, monitoring and evaluation, and decision-making. Nevertheless, relatively lower assessments of digital device availability, learning resources, resource allocation, stakeholder participation, and utilization of evaluation results revealed opportunities for improvement. The statistically significant moderate positive relationship between digital transformation practices and administrative effectiveness ($r = 0.46$) indicates that stronger digital practices were associated with higher administrative effectiveness. Overall, the findings provide contextual evidence supporting the relevance of digital transformation to effective educational management without establishing a causal relationship between the variables.

School administrators and diocesan management should strengthen digital transformation initiatives through improved access to technological devices, digital learning resources, and professional development opportunities for teachers and school personnel. Priority should be given to addressing resource limitations while maintaining existing strengths in digital leadership, records management, and technology-supported instructional practices. Administrative processes should be enhanced through more efficient digital communication, timely transactions, and collaborative technology platforms that facilitate coordination among school stakeholders. Administrators should also strengthen participatory planning, ensure effective resource allocation, and systematically utilize monitoring and evaluation findings to improve school programs and operations. Leadership development activities should emphasize staff motivation, collaborative decision-making, and timely responses to institutional concerns. Given the positive relationship between digital transformation and administrative effectiveness, diocesan schools should continuously evaluate their digital practices and administrative performance. Future researchers are encouraged to examine these relationships across additional educational institutions with larger respondent groups.

The study was limited to 35 respondents selected through convenience sampling from three diocesan schools in Baleno, Milagros, and Cataingan, Masbate. Consequently, the findings may not represent other diocesan institutions, public schools, or non-diocesan private schools. The respondents were predominantly young teachers with relatively limited professional experience, which may have influenced the perspectives represented. Data were obtained through structured questionnaires reflecting respondents' assessments of digital transformation and

administrative effectiveness. Furthermore, the descriptive-correlational design established statistical association rather than causation. Future studies may consider larger, more diverse samples and additional educational settings to examine the consistency of these findings.

5. REFERENCES

Al Nuaimi, H., Ahmad, S. Z., & Khalid, K. (2024). The importance of the school principals' role in the digital transformation of the education sector. *International Journal of Comparative Education and Development, 26*(1), 17–37. https://doi.org/10.1108/IJCED-05-2023-0044

Awodiji, O. A., & Katjiteo, A. (2024). Modelling school principals' soft skills with sustainable administrative effectiveness. *International Journal of Evaluation and Research in Education, 13*(6), 4153–4169. https://doi.org/10.11591/ijere.v13i6.29321

British Educational Research Association. (2024). *Ethical guidelines for educational research* (5th ed.). https://www.bera.ac.uk/publication/ethical-guidelines-for-educational-research-fifth-edition-2024

Carnal, R. S., & Pacheco, L. L. (2025). Experiences of first-time school directors of diocesan Catholic schools of the Diocese of Kabankalan: A narrative analysis. *International Journal on Management Education and Emerging Technology, 3*(1), 42–56. https://ijmeet.org/index.php/journal/article/view/72

Chatterjee, S., Chaudhuri, R., Vrontis, D., & Giovando, G. (2023). Digital workplace and organization performance: Moderating role of digital leadership capability. *Journal of Innovation & Knowledge, 8*(1), Article 100334. https://doi.org/10.1016/j.jik.2023.100334

Creswell, J. W., & Creswell, J. D. (2023). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). SAGE Publications. https://us2.sagepub.com/en-us/nam/research-design/book270550

De Guzman, C. A. J. (2024). School heads' financial management and program implementation: Basis for policy recommendations. *Journal of Interdisciplinary Perspectives, 2*(11), 111–121. https://doi.org/10.69569/jip.2024.0432

Faizuddin, A., Azizan, N. A., Othman, A., & Ismail, S. N. (2022). Continuous professional development programmes for school principals in the 21st century: Lessons learned from educational leadership practices. *Frontiers in Education, 7*, Article 983807. https://doi.org/10.3389/feduc.2022.983807

Field, A. (2024). *Discovering statistics using IBM SPSS statistics* (6th ed.). SAGE Publications. https://www.sagepub.com/shop/buy-a-book/discovering-statistics-using-ibm-spss-statistics-6-285130

Hasanah, E., & Mohd Yusoff, M. Z. (2024). Unlocking the digital realm: Exploring perceptions and practices in educational leadership. *Tarbawi: Jurnal Keilmuan Manajemen Pendidikan, 10*(2), 251–260. https://doi.org/10.32678/tarbawi.v10i02.10030

Jameson, J., Rumyantseva, N., Cai, M., Markowski, M., Essex, R., & McNay, I. (2022). A systematic review and framework for digital leadership research maturity in higher education. *Computers and Education Open, 3*, Article 100115. https://doi.org/10.1016/j.caeo.2022.100115

Johansson, E. (2023). Reconceptualizing time to understand how to lead digitalization in education. *Forskning og Forandring, 6*(1), 3–21. https://doi.org/10.23865/fof.v6.5344

Khatir, N., & Madani, H. (2024). The impact of digital transformation on achieving outstanding performance in educational administration. *International Journal of Educational Management, 38*(7), 1821–1838. https://doi.org/10.1108/IJEM-06-2023-0289

Khemtong, N., Promchom, K., Thumsen, P., & Wechayalak, N. (2024). Digital leadership relationships among school administrators with the effectiveness of academic work in the new normal era. *Higher Education Studies, 14*(3), 38–47. https://doi.org/10.5539/hes.v14n3p38

Malco, J. M. E. (2024). Leadership competencies and resiliencies of school administrators: Basis for improved organizational performance and governance. *Guild of Educators in TESOL International Research Journal, 2*(4), 174–302. https://doi.org/10.5281/zenodo.14293449

Malonzo, M. D. (2024). *Adapting quickly to inevitable change: The essence of Filipino principals' lived experience of leading and managing the process of technology integration in selected private basic education schools in Metro Manila* [Doctoral dissertation, De La Salle University]. Animo Repository. https://animorepository.dlsu.edu.ph/etdd_elmd/30/

Mehmood, S. (2023). Exploring digital leadership, technology integration, and teacher task performance in higher education institutions: A moderated-mediation study. *Journal of Digitovation and Information Systems, 3*(1), 141–155. https://doi.org/10.54433/JDIIS.2023100026

Mendoza, M. T. E., & Catiis, G. E. B. (2022). Administrators' technology leadership: Its influence on teachers' technology proficiency. *International Research Journal of Science, Technology, Education, and Management, 2*(3), 67–75. https://doi.org/10.5281/zenodo.7136432

Nicolas, R. M. V., & Santos, J. M. (2024). School administrators' technology management: Paving the way for instructional advancement. *International Journal of Research and Innovation in Social Science, 8*(12), 421–438. https://doi.org/10.47772/IJRISS.2024.8120033

Paunil, L. O. V. (2024). The mediating effects of generational affiliation to the influence of principals' digital leadership on teachers' technological self-efficacy. *International Journal of Multidisciplinary: Applied Business and Education Research, 5*(4), 1250–1267. https://doi.org/10.11594/ijmaber.05.04.13

Quinal, N. C., & Dupa, H. J. P. (2024). Decision-making skills and leadership effectiveness among public school administrators in Tarragona District, Davao Oriental. *Davao Research Journal, 15*(2), 6–19. https://doi.org/10.59120/drj.v15iNo.2.166

Siano, A. (2024). Managerial competence and supervisory skills of principals in Catholic secondary schools in Eastern Visayas. *Psychology and Education: A Multidisciplinary Journal, 20*(1), 81–101. https://doi.org/10.5281/zenodo.11223333

Stosich, E. L., Thessin, R. A., & Meyers, C. V. (2024). Learning together to lead together: Designing professional learning to strengthen principal and district leadership for school improvement. *American Journal of Education, 130*(2), 301–331. https://doi.org/10.1086/728266

Stratton, S. J. (2023). Population sampling: Probability and non-probability techniques. *Prehospital and Disaster Medicine, 38*(2), 147–148. https://doi.org/10.1017/S1049023X23000304

Taherdoost, H. (2022). Designing a questionnaire for a research paper: A comprehensive guide to design and develop an effective questionnaire. *Asian Journal of Managerial Science, 11*(1), 8–16. https://doi.org/10.51983/ajms-2022.11.1.3087

Tanucan, J. C. M., Negrido, C. V., & Malaga, G. N. (2022). Digital leadership of school heads and job satisfaction of teachers in the Philippines during the pandemic. *International Journal of Learning, Teaching and Educational Research, 21*(10), 1–18. https://doi.org/10.26803/ijlter.21.10.1

Tanucan, J. C. M., Negrido, C. V., Uytico, B. J., & Wider, W. (2023). Socio-demographic determinants of Filipino school leaders' digital leadership. *International Journal of Education and Practice, 11*(4), 871–885. https://doi.org/10.18488/61.v11i4.3541

Timotheou, S., Miliou, O., Dimitriadis, Y., Villagrá-Sobrino, S., Giannoutsou, N., Cachia, R., Martínez-Monés, A., & Ioannou, A. (2023). Impacts of digital technologies on education and factors influencing schools' digital capacity and transformation: A literature review. *Education and Information Technologies, 28*(6), 6695–6726. https://doi.org/10.1007/s10639-022-11431-8

UNESCO. (2023). *Global education monitoring report 2023: Technology in education—A tool on whose terms?* https://doi.org/10.54676/UZQV8501

UNESCO. (2024). *Global education monitoring report 2024/5: Leadership in education—Lead for learning*. https://doi.org/10.54676/EFLH5184

Willermark, S., Gellerstedt, M., & Nilsson, P. (2024). Surviving or thriving? Exploring school leaders' perception of initiated digital transformation. *School Leadership & Management, 44*(3), 228–250. https://doi.org/10.1080/13632434.2023.2282618

Wiyono, B. B., Komariah, A., Alghamdi, A. A., Sultoni, & Fahlevi, M. (2023). The influence of principals' e-leadership on the effectiveness of schools' public relations and organizational improvement. *Sustainability, 15*(2), Article 1296. https://doi.org/10.3390/su15021296