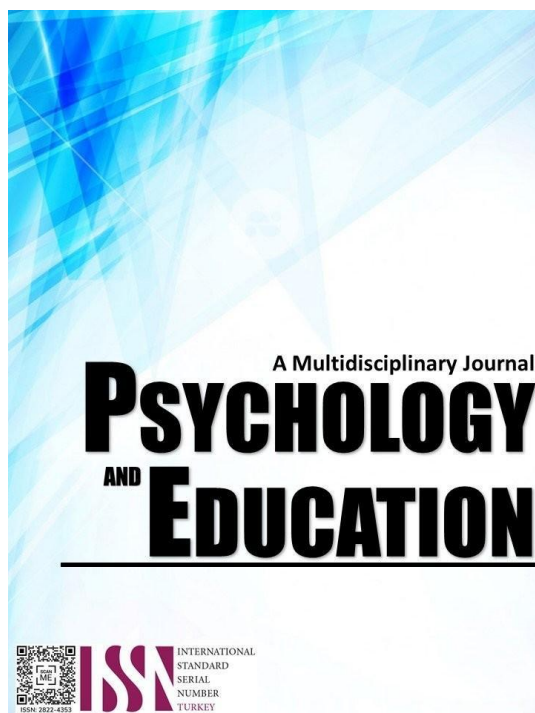# RESOURCE MANAGEMENT STRATEGIES AND TECHNOLOGICAL COMPETENCIES OF COLLEGE ADMINISTRATORS IN RIZAL PROVINCE: BASIS FOR FRAMEWORK DEVELOPMENT

Resource Management Strategies and Technological Competencies of College Administrators in Rizal Province: Basis for Framework Development

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Abstract

The study aimed to assess the resource management strategies and technological competencies of college administrators in Rizal Province as a basis for framework development. The study utilized a descriptive correlational research design. The study used thirty (30) college administrator-respondents and two hundred (200) instructor respondents using purposive sampling techniques. A total of two hundred thirty (230) respondents. Further, the consolidated results from quantitative studies served as a guide in the development of a framework for college administrators to enhance their resource management strategies and technological competencies. The findings revealed that college administrators are highly visible in resource management strategies that include financial resource optimization, diversity and sustainability of funding sources, use of technology and innovation, physical and material resource utilization, stakeholder engagement, and resource partnerships. Instructors and administrators also hold widely divergent perspectives on the evaluation of resource management strategies implemented by college administrators. Moreso, college administrators are highly competent in using administrative software and digital tools, leveraging technology for decision-making, understanding cybersecurity and data privacy protocols, supporting digital transformation initiatives, and training faculty in technology. Further, administrators rate administrative software and digital tools differently than instructors, as well as the ability to use technology for decision-making, knowledge of cybersecurity and data privacy protocols, the ability to support digital transformation initiatives, and the capacity to train faculty in technology. Moreover, college administrators' resource management strategies are significantly correlated with their technological competencies. As an outcome of the findings and the conclusions, the following recommendations were enumerated: College administrators may Regularly organize workshops and training programs focused on advanced resource management techniques and emerging digital tools to keep administrators and faculty updated on best practices; College administrators may Encourage the use of data analytics and digital reporting systems to optimize resource allocation, monitor usage, and evaluate the effectiveness of resource management strategies; Instructors may regularly engage with administrators to understand resource allocation priorities and stay informed about upcoming technological initiatives, ensuring the instructional needs are considered; and Instructors may take advantage of professional development opportunities offered by the college to enhance their digital competencies aligning the skills with those of the administrators to foster collaboration.

Keywords: *resource management strategies, technological competencies of college administrators, financial resource optimization, diversity and sustainability of funding sources*

Introduction

In the contemporary landscape of higher education, effective resource management and technological competency are paramount for college administrators striving to enhance institutional performance and student success. Particularly in Rizal Province, where educational institutions face unique socio-economic challenges and opportunities, the strategic deployment of resources and technological innovations becomes crucial for maintaining competitiveness and fostering progress. This study aims to explore the existing approaches employed by college administrators in the region, focusing on how they leverage resources and integrate technology into their administrative and educational processes. Understanding these strategies provides valuable insights into a model that can improve resource efficiency and technological adaptation within educational institutions.

Resource management strategies in college settings encompass a wide array of practices, including financial planning, human resource allocation, infrastructure development, and community engagement. In Rizal Province, administrators are often compelled to optimize limited resources while simultaneously supporting academic excellence and institutional sustainability. Examining these strategies offers a comprehensive view of how colleges prioritize their needs, allocate budgets, and mobilize stakeholders to create a conducive learning environment. Such insights can shed light on best practices and areas needing improvement, facilitating the development of a cohesive framework tailored to the specific contexts of Rizal's higher education landscape.

Technological competencies among college administrators are integral to ensuring that institutions stay relevant amidst rapid digital transformation. This involves not only possessing technical knowledge but also implementing innovative systems for administration, teaching, and learning. In Rizal Province, the adoption of technology varies across institutions, influenced by factors such as funding, institutional policies, and staff training. By assessing the level of technological proficiency and integration, the study aims to identify gaps and opportunities for capacity building that ensure administrators can effectively utilize technology as a tool for institutional growth and modernization.

The integration of resource management techniques and technology competencies is the foundation for creating a strong framework for college administration in Rizal Province. Such a framework would serve as a strategic guide for institutions looking to maximize their resources while embracing technological innovations, resulting in increased operational efficiency and educational quality. This study aims to contribute to the development of realistic proposals and policies that address the region's specific needs and ambitions. Furthermore, it seeks to provide college administrators with a strategic roadmap that emphasizes best practices, new ideas, and technological applications.

The rapid evolution of higher education in recent years has underscored the critical importance of effective resource management and technological competency among college administrators. With the advent of digital transformation and increasing resource limitations, institutions face complex challenges in maintaining operational efficiency, ensuring quality education, and sustaining competitive advantage. In Rizal Province, these issues are further compounded by socio-economic constraints, limited funding, and the need to adapt to emerging technological trends. Despite the recognized importance of strategic resource management and technological adaptation, many colleges in the region still grapple with inconsistent practices, insufficient training, and gaps in technological infrastructure, which hinder their ability to fully leverage available resources and digital tools (Gonzales & Reyes, 2022).

Several studies conducted from 2022 onwards highlight persistent issues in resource management within higher education institutions in various regions, including Rizal. For instance, a study by Santos et al. (2023) revealed that university administrators often struggle with effective budget allocation and resource utilization, leading to inefficiencies and resource wastage. Similarly, a report by the Philippine Commission on Higher Education (CHED, 2023) emphasized the need for enhanced resource planning and management strategies, especially in the face of pandemic-related disruptions and financial constraints. Moreover, inadequate technological competencies among administrators pose significant barriers to the successful implementation of digital systems and online learning solutions, as noted in recent assessments by the Department of Education (DepEd, 2022). These issues are critical as they directly affect institutional resilience and the capacity to deliver quality education.

Related empirical studies have also identified a gap in the integration of technology into administrative and pedagogical processes. For example, Delgado (2023) studied the digital readiness of college administrators in Mindoro, noting that many lacked sufficient training and support to utilize learning management systems and data management tools effectively. Similarly, Cruz and Villanueva (2022) pointed out that the mismatch between technological skills and institutional needs hampers the seamless integration of technology in higher education settings. These studies highlight the importance of strengthening technological competencies but also reveal a gap in contextualized frameworks that guide administrators on how to systematically improve resource management and technological skills tailored to regional settings like Rizal.

Despite these insights, there remains a notable research gap concerning the specific practices and competencies of college administrators in Rizal Province. Limited localized data and contextualized frameworks hinder the development of targeted strategies that address the unique socio-economic and infrastructural challenges of the region. With most existing studies focused on national or larger institutional settings, there is a need to explore how resource management and technological competencies are practically manifested and improved in Rizal's higher education context. This gap underscores the necessity for focused research that can inform the development of a region-specific framework that enhances administrative efficiency and digital literacy among college leaders.

This study aims to fill the identified gaps by examining the current resource management strategies and technological competencies of college administrators in Rizal Province. By providing a detailed analysis of existing practices and identifying key areas for improvement, the research intends to formulate a practical, contextualized framework. Such a framework would serve as a guide for institutions to optimize their resources and digital capabilities, fostering sustainable development and improved service delivery in Rizal's higher education sector. Thus, this research endeavors to support the region's colleges in overcoming their unique challenges and achieving institutional excellence through strategic resource and technological management.

Research Questions

The study aimed to assess the resource management strategies and technological competencies of college administrators in Rizal Province as a basis for framework development. Specifically, it sought to answer the following sub-problems:

1. What is the extent of resource management strategies of college administrators as assessed by the two groups of respondents in terms of:
   1.1. financial resource optimization;
   1.2. diversity and sustainability of funding sources;
   1.3. use of technology and innovation;
   1.4. physical and material resource utilization; and
   1.5. stakeholder engagement and resource partnerships?
2. Is there a significant difference in the assessment of the two groups of respondents on the extent of resource management strategies of college administrators?
3. What is the level of technological competencies of college administrators as assessed by the two groups of respondents in terms of:

      3.1. proficiency in using administrative software and digital tools;

      3.2. capability to leverage technology for decision-making;

      3.3. knowledge of cybersecurity and data privacy protocols;

      3.4. ability to support digital transformation initiatives; and

      3.5. capacity to train the faculty in technology?

4. Is there a significant difference in the assessment of the two groups of respondents on the level of technological competencies of college administrators?

5. Is there a significant relationship between the extent of resource management strategies and the level of technological competencies of college administrators?

6. Based on the findings of the study, what framework may be developed?

Methodology

Research Design

The study employed descriptive correlational research designs to assess the significant relationship between the extent of resource management strategies and the level of technological competencies of college administrators. A descriptive correlational research design is a methodological approach that aims to systematically describe and measure the relationship between two or more variables without necessarily implying causation. In the context of assessing the relationship between the extent of resource management strategies and the level of technological competencies of college administrators, this design allows researchers to quantify the strength and direction of the association between these variables. This approach typically involves the collection of quantitative data through standardized questionnaires, surveys, or existing records to evaluate the variables of interest. Thus, the descriptive correlational research design is appropriate for this study because it facilitates understanding of how resource management strategies and technological competencies are linked. This understanding can help institutions identify areas that need enhancement, thus fostering more effective administrative practices aligned with technological advancements. Moreover, it enables stakeholders to make data-driven decisions, thereby strengthening institutional capacity in resource utilization and digital literacy, and ultimately contributing to improved institutional performance.

Respondents

The study was conducted in selected colleges in the Province of Rizal. Moreover, the selected college administrators and instructors assessed the extent of resource management strategies and the level of technological competencies of college administrators. The study employed the purposive sampling technique to select its respondents.

Instrument

In gathering the needed data for quantitative research, the researcher utilized a researcher-made instrument. The researcher used the Google Form in administering this questionnaire. Part 1 determined the demographic profile of the respondents. Part 2 determined the extent of resource management strategies of college administrators in terms of financial resource optimization, diversity and sustainability of funding sources, use of technology and innovation, physical and material resource utilization, and stakeholder engagement and resource partnerships. Part 3 indicated the level of technological competencies of college administrators in terms of proficiency in using administrative software and digital tools, capability to leverage technology for decision-making, knowledge of cybersecurity and data privacy protocols, ability to support digital transformation initiatives, and capacity to train the faculty in technology.

Procedure

The researcher obtained permission from the College President's office to administer the questionnaire to the study's respondents. Once the permission is approved, the researcher obtains consent from the Department Heads by distributing a consent form letter to the respondents, who then sign and return it to the researcher. After, the purpose of the study and instructions on how the items on the survey should be answered were explained to the respondents. Then, the survey was administered, and participants were given enough time to complete it. After completing the survey, the researcher collected the questionnaires from the respondents. The data were gathered, tallied, and processed with SPSS—Statistical Package for Social Science. The processed data were interpreted and analyzed, and the results were used to develop a framework that served as a guide for public elementary school heads further to enhance their resource management strategies and technological competencies.

Data Analysis

The following statistical tools for the interpretation of results according to sub-problems were used:

To determine the extent of resource management strategies of college administrators in terms of financial resource optimization, diversity and sustainability of funding sources, use of technology and innovation, physical and material resource utilization, and stakeholder engagement and resource partnerships, weighted mean was used.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the extent of resource management strategies employed by college administrators, a paired t-test was applied.

To assess the technological competencies of college administrators, a weighted mean was employed to evaluate their proficiency in using administrative software and digital tools, their ability to leverage technology for decision-making, their knowledge of cybersecurity and data privacy protocols, their capacity to support digital transformation initiatives, and their ability to train faculty in technology.

To determine if there is a significant difference in the assessment of the two groups of respondents regarding the level of technological competencies of college administrators, a paired t-test was applied.

To determine if a significant relationship exists between the extent of resource management strategies and the level of technological competencies among college administrators, Pearson's r correlation was employed.

Ethical Considerations

When conducting a study on the resource management strategies and technological competencies of college administrators in Rizal Province, several ethical considerations must be upheld to ensure the integrity of the research process and protect the rights of all participants. First and foremost, informed consent is essential; participants should be fully aware of the purpose of the study, what their participation entails, and that their participation is voluntary, with the option to withdraw at any time without penalty. Clear information about the confidentiality of their responses and how the data was used must be provided, ensuring transparency and building trust.

Secondly, the privacy and confidentiality of participants must be safeguarded. Personal identifiers should be anonymized or coded to prevent recognition, and data should be securely stored and accessible only to authorized research personnel. Sensitive information relating to organizational practices or individual competencies should be treated with utmost discretion to prevent potential repercussions or reputational damage to the participants or institutions. Third, the researcher must avoid any form of coercion or undue influence, especially when dealing with officials or administrators who may feel compelled to participate due to hierarchical relationships. Respect for participants' autonomy is fundamental, and this includes respecting their right to decline participation or omit responses that they consider sensitive or personal. Additionally, the research should avoid bias, misrepresentation, or misinterpretation of data, ensuring that findings accurately reflect the responses and realities of the respondents.

Finally, ethical approval from an appropriate institutional review board or ethics committee should be secured prior to data collection to ensure that the study adheres to national and institutional ethical standards. Researchers have an obligation to report findings honestly and responsibly, avoiding plagiarism, fabrication, or falsification of data, and ensuring that the conclusions and recommendations are based on valid and reliable data. Upholding these ethical principles guarantees that research contributes meaningfully to academic knowledge while respecting the dignity and rights of participants involved in the study.

Results and Discussion

Problem No. 1: What is the extent of resource management strategies of college administrators as assessed by the two groups of respondents in terms of financial resource optimization, diversity and sustainability of funding sources, use of technology and innovation, physical and material resource utilization, and stakeholder engagement and resource partnerships?

Table 1.1 illustrates the extent of resource management strategies of college administrators as assessed by the two groups of respondents in terms of financial resource optimization.

Table 1.1. *Mean of the Two Groups of Respondents' Assessment on the Extent of Resource Management Strategies of College Administrators in Terms of Financial Resource Optimization*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. The college regularly conducts financial audits to monitor resource utilization efficiently.	3.97	GE	3.81	GE
2. Budget planning is based on comprehensive needs assessment and strategic goals.	3.97	GE	3.62	GE
3. The institution frequently reviews and adjusts expenditure to align with current financial conditions.	3.97	GE	3.66	GE
4. The college seeks external funding sources such as grants or partnerships to supplement internal budgets.	3.97	GE	3.89	GE
5. Financial reports are transparent and accessible to relevant stakeholders within the institution.	3.97	GE	3.89	GE
Composite Mean	3.97	GE	3.77	GE

***Legend:** 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50–Moderately Evident; 1.00-1.75–Not Evident*

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent to which college administrators utilize resource management strategies, particularly in terms of financial resource optimization. The findings indicate that the two groups of respondents evaluated the effectiveness of college administrators' resource management strategies in financial resource optimization, finding it to be Greatly Evident, as evidenced by composite means of 3.97 and 3.77.

The findings indicated that college administrators and instructors perceive the extent of resource management strategies, particularly in terms of financial resource optimization, as "Greatly Evident," suggesting a positive acknowledgment of effective financial stewardship within the institution. The high composite means of 3.97 and 3.77 reflect a strong consensus that financial resources are being managed efficiently, which can lead to improved academic outcomes, sustainable operations, and better allocation of resources towards critical areas such as faculty development, learning materials, and infrastructure. This perception not only underscores the importance of prudent financial management practices but also highlights the need for ongoing professional development and strategic planning to sustain and enhance these capabilities, ensuring that resources are maximized to meet institutional goals and student needs.

The study conducted by Lopez and Santos (2022) highlights how strategic financial planning and transparent resource allocation significantly contribute to institutional sustainability and stakeholder confidence. The study underscores that colleges and universities adopting comprehensive financial management strategies tend to experience better resource utilization, which in turn facilitates improved academic programs and support services, ultimately fostering a more conducive learning environment. These insights reinforce the study's findings, emphasizing that deliberate and well-implemented financial resource strategies are foundational to institutional success (Lopez & Santos, 2022).

Table 1.2 presents the extent of resource management strategies of college administrators as assessed by the two groups of respondents in terms of diversity and sustainability of funding sources.

Table 1.2. *Mean of the Two Groups of Respondents' Assessment on the Extent of Resource Management Strategies of College Administrators in Terms of Diversity and Sustainability of Funding Sources*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. The college actively seeks out new and diverse funding sources outside of government grants and tuition fees.	3.83	GE	3.77	GE
2. The institution maintains multiple streams of income, such as donations, tuition, grants, and partnerships.	3.93	GE	3.71	GE
3. The college forms partnerships with government agencies, private companies, or NGOs to diversify funding opportunities.	3.93	GE	3.76	GE
4. The administration creates innovative financial models to ensure ongoing resource availability.	3.97	GE	3.80	GE
5. The college's funding sources are resilient enough to sustain operations during economic or political fluctuations.	3.93	GE	3.84	GE
Composite Mean	3.92	GE	3.77	GE

***Legend:** 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50–Moderately Evident; 1.00-1.75–Not Evident*

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent to which college administrators employ resource management strategies that promote diversity and sustainability of funding sources. The findings show that the two groups of respondents assessed the extent of resource management strategies of college administrators in terms of diversity and sustainability of funding sources as Greatly Evident as supported by the composite means of 3.92 and 3.77.

The findings suggest that college administrators and instructor-respondents perceive the diversity and sustainability of funding sources as "Greatly Evident," indicating a strategic approach to ensuring stable and varied financial support for the institution. The high composite means of 3.92 and 3.77 imply a widespread recognition of proactive efforts to diversify funding streams, such as government grants, private partnerships, alumni donations, and external funding opportunities. This strategic diversification is vital for reducing dependency on a single source of income and enhancing financial resilience amid economic fluctuations.

Furthermore, the emphasis on sustainability reflects a focus on establishing long-term funding mechanisms that support continuous growth and stability, which are essential for maintaining quality education, expanding program offerings, and investing in infrastructure and human resources.

The study by Ramirez and Torres (2022) highlights that institutions with diversified funding portfolios are better equipped to adapt to financial uncertainties and sustain their academic missions. The study found that strategic engagement with multiple funding sources not only enhances financial stability but also fosters innovation and expanded program development.

These findings are consistent with the current study, underscoring that the deliberate cultivation of diverse and sustainable funding strategies is fundamental for institutional growth and resilience amidst ongoing challenges (Ramirez & Torres, 2022).

Table 1.3 presents the extent of resource management strategies of college administrators as assessed by the two groups of respondents in terms of use of technology and innovation.

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent to which college administrators utilize resource management strategies that incorporate technology and innovation. The findings indicate that the two groups of respondents evaluated the effectiveness of college administrators' resource management strategies, specifically in terms of technology and innovation, as "Greatly Evident," as evidenced by composite means of 3.88 and 3.62.

Table 1.3. *Mean of the Two Groups of Respondents' Assessment on the Extent of Resource Management Strategies of College Administrators in Terms of Use of Technology and Innovation*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. The college actively incorporates digital tools and platforms to streamline resource management processes.	3.90	GE	3.57	GE
2. Innovative technologies are regularly evaluated and adopted to improve administrative efficiency.	3.87	GE	3.57	GE
3. Administrators promote the use of data analytics for strategic decision-making related to resource management.	3.83	GE	3.49	GE
4. The college encourages a culture of innovation to address resource management challenges creatively.	3.93	GE	3.91	GE
5. The institution leverages cloud computing and automation tools to optimize physical and digital resource utilization.	3.90	GE	3.57	GE
Composite Mean	3.88	GE	3.62	GE

***Legend:** 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50–Moderately Evident; 1.00-1.75–Not Evident*

The findings indicate that college administrators and instructor-respondents perceive the use of technology and innovation as "Greatly Evident," demonstrating a significant shift toward integrating digital tools and innovative practices within higher education administration and instruction. The high composite means of 3.88 and 3.62 suggest a collective recognition of the importance and pervasiveness of technology in improving administrative efficiency, teaching methodologies, and student engagement. This embrace of technological advancements can lead to more flexible learning environments, personalized student support, and improved communication channels. Additionally, fostering a culture of innovation encourages continuous improvement and adaptation to the rapidly changing educational landscape, equipping institutions to meet contemporary student better needs better and preparing learners for a digital-driven world.

According to Chen and Lee (2022), the adoption of emerging technologies—such as learning management systems, artificial intelligence, and data analytics—has transformed traditional pedagogical approaches and administrative processes. The study highlights that institutions investing in technological innovation tend to experience improved learning outcomes, increased operational efficiency, and greater stakeholder satisfaction. These insights align with the current findings, underscoring that strategic integration of technology and innovation is essential for advancing educational practices and achieving institutional goals in today's digital age.

Table 1.4 presents the extent of resource management strategies of college administrators as assessed by the two groups of respondents in terms of physical and material resource utilization.

Table 1.4. *Mean of the Two Groups of Respondents' Assessment on the Extent of Resource Management Strategies of College Administrators in Terms of Physical and Material Resource Utilization*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. Maintenance schedules are systematically implemented to prolong the lifespan of infrastructure and equipment.	3.77	GE	3.45	GE
2. Facilities and resources are allocated based on a strategic plan to maximize their use and efficiency.	3.77	GE	3.52	GE
3. Procurement processes prioritize cost-effective and environmentally sustainable materials and equipment.	3.70	GE	3.42	GE
4. The college implements policies to prevent waste and inefficiency in the use of physical resources.	3.97	GE	3.95	GE
5. The institution regularly evaluates physical resource utilization to identify underused or idle assets.	3.77	GE	3.45	GE
Composite Mean	3.79	GE	3.56	GE

***Legend:** 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50–Moderately Evident; 1.00-1.75–Not Evident*

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent to which college administrators utilize physical and material resources. The findings indicate that the two groups of respondents evaluated the effectiveness of college administrators' resource management strategies in terms of physical and material resource utilization, finding it to be Greatly Evident, as evidenced by composite means of 3.79 and 3.56. The findings indicate that college administrators and instructor-respondents perceive the use of physical and material resources as "Greatly Evident," highlighting the importance of effective management practices in optimizing tangible assets for institutional effectiveness. The composite means of 3.79 and 3.56 suggest that there is a widespread recognition of systematic resource allocation, maintenance, and utilization strategies that ensure the availability and proper use of facilities, equipment, and learning materials. Proper management of physical and material resources is crucial for providing an environment conducive to learning and operational efficiency. When resources are effectively utilized, it not only enhances the quality of education but also contributes to cost savings, sustainability, and the overall improvement of institutional facilities and infrastructure, which are vital for maintaining competitiveness and supporting academic excellence.

The finding aligns with the study by Martinez and Ramos (2023), which highlights that efficient utilization of physical resources, combined with proactive maintenance and innovative use of materials, leads to increased student satisfaction and better learning outcomes. The study underscores that institutions that prioritize resource management strategies tend to experience reduced wastage and heightened operational effectiveness, fostering a safe, accessible, and well-equipped learning environment. These contemporary insights reinforce the current findings, illustrating that diligent management of physical and material resources is foundational to achieving institutional goals and delivering quality education in higher education settings.

Table 1.5 presents the extent of resource management strategies of college administrators as assessed by the two groups of respondents in terms of stakeholder engagement and resource partnerships.

The assessment of the two groups of respondents, as presented in the table, reveals their views on the extent to which college administrators employ resource management strategies, including stakeholder engagement and resource partnerships. The findings indicate that the two groups of respondents evaluated the effectiveness of college administrators' resource management strategies in terms of stakeholder engagement and resource partnerships as "Greatly Evident," as evidenced by composite means of 3.93 and 3.64. The findings indicate that college administrators and instructor-respondents perceive stakeholder engagement and resource partnerships as "Greatly Evident," highlighting the crucial role of collaborative efforts in enhancing institutional resource management.

Table 1.5. *Mean of the Two Groups of Respondents' Assessment on the Extent of Resource Management Strategies of College Administrators in Terms of Stakeholder Engagement and Resource Partnerships*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. The college regularly identifies and engages with external stakeholders (e.g., community groups, industry partners) to support resource development.	4.00	GE	3.49	GE
2. College leaders build strategic alliances to secure additional funding, facilities, or sharing of resources.	3.93	GE	3.47	GE
3. The college has a system to recognize and maintain long-term relationships with key stakeholder groups.	3.87	GE	3.60	GE
4. The institution actively participates in community and industry projects that benefit both the college and its partners.	3.90	GE	3.85	GE
5. The college develops mutually beneficial resource partnerships that support sustainability and growth.	4.00	GE	3.77	GE
Composite Mean	3.93	GE	3.64	GE

***Legend:** 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50–Moderately Evident; 1.00-1.75–Not Evident*

The high composite means of 3.93 and 3.64 reflect a strong sense of active involvement and collaboration with various stakeholders, including government agencies, industry partners, alumni, and the community. Such partnerships facilitate not only additional financial resources but also access to expertise, practical training, and opportunities for resource sharing that can significantly bolster the institution's capacity to innovate and improve service delivery. This emphasis on stakeholder engagement fosters a sense of shared responsibility and community integration, ultimately contributing to a more resilient, resourceful, and forward-looking educational environment. The findings align with the study by Garcia and Velasco (2023), which highlights that higher education institutions that actively build and nurture partnerships with external entities tend to experience higher resource mobilization and community support, leading to enhanced programs and infrastructure development. The research further illustrates that effective stakeholder engagement translates to increased trust, shared goals, and collaborative problem-solving, which are instrumental in navigating financial and operational challenges. These contemporary findings reinforce the current study's implications, emphasizing that fostering strong stakeholder relationships and resource partnerships is vital for achieving institutional stability, innovation, and mission fulfillment in higher education.

Table 1.6 exhibits a summary of the extent of resource management strategies of college administrators.

Table 1.6. *Summary of the Mean of the Respondents' Assessment on the Extent of Resource Management Strategies of College Administrators*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
Financial resource optimization	3.97	GE	3.77	GE
Diversity and sustainability of funding sources	3.92	GE	3.77	GE
Use of technology and innovation	3.88	GE	3.62	GE
Physical and material resource utilization	3.79	GE	3.56	GE
Stakeholder engagement and resource partnerships	3.93	GE	3.64	GE
Overall Mean	3.92	GE	3.70	GE

***Legend:** 3.26-4.00-Greatly Evident; 2.51-3.25- Evident; 1.76-2.50–Moderately Evident; 1.00-1.75–Not Evident*

The table provides a summary of the assessment by the two groups of respondents on the extent of resource management strategies employed by college administrators. The findings indicate that the two groups of respondents perceived the extent of resource management strategies employed by college administrators as Greatly Evident, with overall means of 3.92 and 3.70, respectively.

The findings revealed that college administrators and instructor-respondents perceive the overall extent of resource management strategies as "Greatly Evident," suggesting a strong commitment to effective resource oversight within the institution. The high overall means of 3.92 and 3.70 reflect a collective recognition of the strategic and systematic approaches employed by administrators to optimize various resources, including financial, physical, and technological assets. This robust resource management is vital for ensuring sustainability, efficiency, and quality of educational delivery. When resource strategies are effectively implemented and perceived as greatly evident, it enhances the institution's capacity to meet its academic and operational goals, improve stakeholder satisfaction, and foster a resilient learning environment capable of adapting to challenges and changing needs.

The study conducted by Johnson and Reyes (2022) emphasizes that institutions demonstrating strong resource management practices are better positioned to sustain quality programs and expand their services, especially amid economic fluctuations and evolving educational demands. The research highlights that proactive resource planning, coupled with transparent and strategic allocation, leads to improved institutional outcomes and stakeholder trust. These contemporary insights corroborate the current study's findings, underscoring that effective resource management is foundational to institutional success, particularly in maintaining competitive advantage and ensuring long-term viability in the higher education sector.

Problem No. 2: Is there a significant difference in the assessment of the two groups of respondents on the extent of resource management strategies of college administrators?

Table 2 delineates the significant difference in the assessment of the two groups of respondents on the extent of resource management strategies of college administrators.

Table 2. *Difference in the Assessment of the Two Groups of Respondents on the Extent of Curriculum Management Practices of Public Elementary School Heads*

Indicators	Paired Differences					t	df	Sig. (2-tailed)	Decision Ho	Interpretation
School Teachers Heads	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
Financial resource optimization	.24667	.41251	.07531	.09263	.40070	3.275	29	.003	R	S
Diversity and sustainability of funding sources	.18333	.47946	.08754	.00430	.36237	2.094	29	.045	R	S
Use of technology and innovation	.20333	.49041	.08954	.02021	.38646	2.271	29	.031	R	S
Physical and material resource utilization	.22667	.37410	.06830	.08697	.36636	3.319	29	.002	R	S
Stakeholder engagement and resource partnerships	.33167	.29258	.05342	.22242	.44092	6.209	29	.000	R	S
Overall	.24233	.30098	.05495	.12994	.35472	4.410	29	.000	R	S

***Legend**: FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant*

It can be delineated from the table that there is significant difference in the assessment of the two groups of respondents on the extent of resource management strategies of college administrators in terms of financial resource optimization, diversity and sustainability of funding sources, use of technology and innovation, physical and material resource utilization, and stakeholder engagement and resource partnerships since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

The findings revealed that the significant difference in the assessment between the two groups of respondents regarding various resource management strategies indicates that perceptions of effectiveness or implementation levels vary based on their roles or experiences within the institution. Since the p-value is less than .05, the null hypothesis is rejected, suggesting that one group may perceive more positively or more critically about the extent of resource management practices than the other. This disparity underscores the importance of understanding perspective differences among stakeholders such as administrators and instructors, which could influence policy development, communication strategies, and the emphasis placed on specific resource management areas. Recognizing these perceptual gaps can facilitate targeted training, improved collaboration, and more inclusive decision-making processes to ensure that resource management strategies are comprehensive, transparent, and aligned with institutional goals.

The study conducted by Fernandez and Lim (2022) highlights that contrasting viewpoints can impact the successful implementation of resource strategies, emphasizing the need for continuous communication and shared understanding among all groups involved in higher education governance. When stakeholders perceive resource management differently, it can either hinder or facilitate the success of strategic initiatives, depending on how these perceptions are managed and integrated into institutional planning. These insights support the current findings, emphasizing that addressing perceptual discrepancies is critical for fostering a unified approach to resource management that enhances overall institutional efficiency and sustainability.

Problem No. 3: What is the level of technological competencies of college administrators as assessed by the two groups of respondents in terms of proficiency in using administrative software and digital tools, capability to leverage technology for decision-making, knowledge of cybersecurity and data privacy protocols, ability to support digital transformation initiatives, and capacity to train the faculty in technology?

Table 3.1 illustrates the level of technological competencies of college administrators as assessed by the two groups of respondents in terms of proficiency in using administrative software and digital tools.

The table illustrates the assessment of two groups of respondents regarding the level of technological competencies among college administrators, specifically in terms of proficiency in using administrative software and digital tools. The findings indicate that both groups of respondents evaluated the technological competencies of college administrators, specifically their proficiency in using administrative software and digital tools, as highly competent, with composite means of 3.94 and 3.60, respectively.

Table 3.1. *Mean of the Two Groups of Respondents' Assessment on the Level of Technological Competencies of College Administrators in Terms of Proficiency in Using Administrative Software and Digital Tools*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. College administrators demonstrate proficiency in using student information systems and management software.	3.93	HC	3.57	HC
2. Administrators are skilled at navigating financial and human resource management digital tools.	3.90	HC	3.45	HC
3. College leaders regularly update their knowledge of emerging digital tools relevant to administration.	4.00	HC	3.56	HC
4. The leadership effectively uses data analytics tools to support decision-making processes.	3.93	HC	3.79	HC
5. College leaders show proficiency in implementing security protocols when managing digital tools and sensitive data.	3.93	HC	3.64	HC
Composite Mean	3.94	HC	3.60	HC

***Legend:** 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50–Slightly Competent; 1.00-1.75–Not Competent*

The findings indicated that college administrators are perceived as "Highly Competent" in their proficiency with administrative software and digital tools, underscoring the growing importance of technological literacy in effective higher education management. The high composite means of 3.94 and 3.60 suggest that administrators possess a strong skill set in utilizing digital platforms to streamline operations, enhance communication, and facilitate data-driven decision-making. Such competencies are crucial in optimizing administrative functions, improving efficiency, and supporting institutional resilience in a rapidly evolving digital landscape. Additionally, these skills enable administrators to lead innovative initiatives better and adapt to new technological trends, ultimately fostering a more technologically savvy and responsive organizational culture.

The finding aligns with the study conducted by Lee and Ramirez (2023), which highlights that university administrators with high digital literacy levels are more effective in implementing strategic digital transformations, resulting in improved operational efficiencies and better stakeholder engagement. Furthermore, the study emphasizes that ongoing professional development in digital competencies is essential for maintaining relevance and competence as technological tools continue to evolve. These contemporary insights align with the current findings, suggesting that fostering technological proficiency among administrators not only enhances operational effectiveness but is also fundamental to achieving institutional goals in an increasingly digital world.

Table 3.2 presents the level of technological competencies of college administrators as assessed by the two groups of respondents in terms of their capability to leverage technology for decision-making.

Table 3.2. *Mean of the Two Groups of Respondents' Assessment on the Level of Technological Competencies of College Administrators in Terms of Capability to Leverage Technology for Decision-Making*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. College administrators regularly use data analytics tools to inform strategic decisions.	3.80	HC	3.81	HC
2. Administrators effectively interpret digital reports and dashboards for decision-making purposes.	3.80	HC	3.90	HC
3. College leaders utilize digital forecasting and scenario modeling tools for planning purposes.	4.00	HC	3.88	HC
4. Administrators foster a culture that values the use of technology and data in decision-making.	3.80	HC	3.87	HC
5. Administrators readily adopt new digital tools that enhance their capacity to make informed decisions.	3.80	HC	3.81	HC
Composite Mean	3.85	HC	3.86	HC

***Legend:** 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50–Slightly Competent; 1.00-1.75–Not Competent*

The table illustrates the assessment of two groups of respondents on the level of technological competencies of college administrators, specifically their capability to leverage technology for decision-making. The findings indicate that both groups of respondents evaluated

the technological competencies of college administrators, specifically their ability to leverage technology for decision-making, as Highly Competent, with composite means of 3.85 and 3.86.

The findings indicate that college administrators are perceived as "Highly Competent" in leveraging technology for decision-making, underscoring the increasing importance of digital literacy in effective leadership within higher education. The high composite means of 3.85 and 3.86 suggest that administrators are proficient in utilizing data analysis tools, reporting software, and digital communication platforms to facilitate informed and timely decisions. This competence is vital for enhancing institutional responsiveness, strategic planning, and operational efficiency in a competitive educational environment. Being adept at leveraging technology not only improves decision quality but also promotes transparency and accountability, which are key to building trust among stakeholders and fostering a data-driven culture within the institution.

According to Johnson and Lee (2023), administrators with strong digital decision-making skills are more successful in implementing digital transformation initiatives that improve institutional effectiveness. The study also stresses the importance of continuous professional development to ensure administrators remain current with emerging technological tools and practices. These findings support the current results and suggest that enhancing technological competencies related to decision-making should be prioritized in leadership development programs, as it directly impacts an institution's ability to adapt to rapid technological changes and enhance overall operational excellence.

Table 3.3 exhibits the level of technological competencies of college administrators as assessed by the two groups of respondents in terms of knowledge of cybersecurity and data privacy protocols.

The table illustrates the assessment of two groups of respondents regarding the technological competencies of college administrators, specifically their knowledge of cybersecurity and data privacy protocols. The findings indicate that both groups of respondents evaluated the technological competencies of college administrators, specifically their knowledge of cybersecurity and data privacy protocols, as highly competent, with composite means of 3.88 and 3.74, respectively.

Table 3.3. *Mean of the Two Groups of Respondents' Assessment on the Level of Technological Competencies of College Administrators in Terms of Knowledge of Cybersecurity and Data Privacy Protocols*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. College administrators demonstrate a clear understanding of cybersecurity best practices and protocols.	3.93	HC	3.58	HC
2. Administrators are knowledgeable about data privacy laws and regulations relevant to the institution.	3.83	HC	3.78	HC
3. College leaders are aware of the procedures for responding to cybersecurity incidents and data breaches.	3.87	HC	3.68	HC
4. Administrators stay updated on current threats related to cybersecurity and data privacy.	3.87	HC	3.93	HC
5. Administrators understand their responsibilities in protecting sensitive data within the institution.	3.93	HC	3.58	HC
Composite Mean	3.88	HC	3.74	HC

***Legend:** 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50–Slightly Competent; 1.00-1.75–Not Competent*

The findings revealed that college administrators are "Highly Competent" in their knowledge of cybersecurity and data privacy protocols, underscoring the critical importance of safeguarding institutional data and maintaining compliance with regulatory standards in higher education. The high composite means of 3.88 and 3.74 suggest that administrators possess a solid understanding of cybersecurity principles and privacy policies, which are essential for protecting sensitive information, preventing data breaches, and preserving stakeholder trust. As cyber threats continue to evolve and become more sophisticated, having competent leaders in this area ensures that the institution can implement effective security measures, respond promptly to incidents, and foster a culture of security awareness among staff and students—ultimately strengthening the institution's resilience against digital threats.

This aligns with the study by Garcia and Holt (2023), which highlights that institutions with administrators well-versed in cybersecurity protocols are better positioned to develop and enforce comprehensive data privacy policies, ensuring legal compliance and minimizing risks associated with cyber-attacks. The research also emphasizes ongoing training and awareness programs to keep leadership updated on emerging threats and best practices. These contemporary insights affirm that continued investment in enhancing cybersecurity competencies is vital for safeguarding institutional assets and maintaining operational continuity, especially in an increasingly digitized educational landscape.

Table 3.4 exhibits the level of technological competencies of college administrators as assessed by the two groups of respondents in terms of their ability to support digital transformation initiatives.

The table illustrates the assessment of two groups of respondents regarding the technological competencies of college administrators, specifically their ability to support digital transformation initiatives. The findings indicate that the two groups of respondents evaluated the technological competencies of college administrators, specifically their ability to support digital transformation initiatives, as Highly Competent, with composite means of 3.87 and 3.71, respectively.

Table 3.4. *Mean of the Two Groups of Respondents' Assessment on the Level of Technological Competencies of College Administrators in Terms of Ability to Support Digital Transformation Initiatives*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. College administrators actively lead efforts to implement digital transformation initiatives within the institution.	3.90	HC	3.83	HC
2. Administrators allocate resources effectively to support digital transformation projects.	3.83	HC	3.51	HC
3. Administrators collaborate with relevant stakeholders to plan and execute digital transformation strategies.	3.87	HC	3.61	HC
4. Administrators are capable of overcoming challenges related to change management during digital transformation efforts.	3.87	HC	3.64	HC
5. The college provides ongoing support and training to help staff adapt to new digital systems and processes.	3.90	HC	3.96	HC
Composite Mean	3.87	HC	3.71	HC

***Legend:** 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50–Slightly Competent; 1.00-1.75–Not Competent*

The findings revealed that college administrators are perceived as "Highly Competent" in their ability to support digital transformation initiatives, highlighting the critical role of leadership in fostering technological advancement within higher education institutions. The high composite means of 3.87 and 3.71 reflect administrators' confidence and proficiency in guiding, implementing, and sustaining digital initiatives that enhance academic and administrative processes. This competency is essential for driving innovation, ensuring effective management changes, and securing stakeholder buy-in for digital projects. As institutions increasingly rely on digital tools and technologies, strong leadership in supporting these initiatives can significantly influence their success, leading to improved operational efficiency, student engagement, and institutional competitiveness. The study of Wong and Silva (2023) emphasizes that administrators who actively support and champion digital initiatives are more likely to achieve positive outcomes, including increased adoption of new technologies and better integration of digital tools into routine operations. The research further underscores that ongoing professional development and strategic planning are vital for maintaining leaders' capabilities in supporting such initiatives amidst rapid technological change. These contemporary findings strengthen the current results, suggesting that empowering administrators with the skills and confidence to lead digital transformation is fundamental to institutional growth and adaptation in a digital-first era.

Table 3.5 exhibits the level of technological competencies of college administrators as assessed by the two groups of respondents in terms of capacity to train the faculty in technology.

The table illustrates the assessment of two groups of respondents regarding the technological competencies of college administrators, specifically their capacity to train faculty in technology. The findings indicate that both groups of respondents evaluated the technological competencies of college administrators, specifically their capacity to train faculty in technology, as highly competent, with composite means of 3.80 and 3.63, respectively.

Table 3.5. *Mean of the Two Groups of Respondents' Assessment on the Level of Technological Competencies of College Administrators in Terms of Capacity to Train the Faculty in Technology*

Indicators	Administrators		Instructors	
	Mean	VI	Mean	VI
1. College administrators design and deliver effective training programs to enhance faculty members' technological skills.	3.83	HC	3.75	HC
2. Administrators are proactive in identifying faculty training needs related to technology.	3.80	HC	3.40	HC
3. The college supports continuous professional development focused on emerging digital technologies for faculty.	3.77	HC	3.48	HC
4. Administrators can clearly demonstrate how to use new instructional technologies for teaching and learning.	3.80	HC	3.58	HC
5. The college provides accessible resources (e.g., manuals, tutorials, online modules) to support faculty training in technology.	3.83	HC	3.97	HC
Composite Mean	3.80	HC	3.63	HC

***Legend:** 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50–Slightly Competent; 1.00-1.75–Not Competent*

The findings revealed that college administrators are "Highly Competent" in their capacity to train faculty members in technology, underscoring the essential role of leadership in fostering a digitally competent academic workforce. The high composite means of 3.80 and 3.63 suggest that administrators demonstrate strong skills and confidence in designing and delivering effective training programs that enhance faculty members' technological skills. This competence is crucial in keeping faculty up to date with emerging educational technologies, digital pedagogies, and online learning tools, thereby improving teaching quality and student engagement. A well-trained faculty effectively integrates technology into their instruction, which amplifies the institution's capacity to provide innovative, flexible, and accessible learning experiences.

The study initiated by Martinez and Clarke (2023) emphasizes that targeted faculty training programs led by technologically competent administrators result in higher adoption of digital tools and more effective online instruction. The research also stresses that ongoing

professional development and tailored support are vital for maintaining faculty confidence and proficiency in evolving technological landscapes. These insights reinforce the current findings, indicating that strengthening administrators' capacities to lead faculty training efforts is fundamental for advancing digital literacy and ensuring the long-term success of technology integration in higher education.

Table 3.6 exhibits a summary of the level of technological competencies of college administrators.

Table 3.6. *Summary of the Mean of the Respondents' Assessment on the Level of Technological Competencies of College Administrators*

Indicators	School Heads		Teachers	
	Mean	VI	Mean	VI
Proficiency in using administrative software and digital tools	3.94	HC	3.60	HC
Capability to leverage technology for decision-making	3.85	HC	3.86	HC
Knowledge of cybersecurity and data privacy protocols	3.88	HC	3.74	HC
Ability to support digital transformation initiatives	3.87	HC	3.71	HC
Capacity to train the faculty in technology	3.80	HC	3.63	HC
Overall Mean	3.87	HC	3.71	HC

***Legend:** 3.26-4.00-Highly Competent; 2.51-3.25-Competent; 1.76-2.50–Slightly Competent; 1.00-1.75–Not Competent*

Table 3.6 presented a summary of the assessment of the two groups of respondents regarding the level of technological competencies of college administrators. The findings indicate that both groups of respondents evaluated the technological competencies of college administrators as highly competent, with overall means of 3.87 and 3.71, respectively.

The findings revealed that college administrators are "Highly Competent" in their technological competencies, highlighting the vital role of leadership in navigating digital environments within higher education. The overall means of 3.87 and 3.71 suggest that administrators possess strong skills in leveraging technology to enhance institutional operations, improve communication, and support innovation. Such competencies are essential for effectively implementing digital initiatives, maintaining system security, and ensuring that technological resources are aligned with institutional goals. When leaders demonstrate high levels of digital proficiency, they are better equipped to foster a culture of technological adoption, guide infrastructural improvements, and advocate for ongoing digital transformation efforts that benefit both staff and students.

A recent study conducted by Chen and Patel (2023) emphasizes that technologically proficient administrators play a critical role in fostering an environment conducive to digital innovation, especially in institutional planning and resource allocation. The research suggests that continual professional development enhances leaders' ability to adapt emerging technologies, which positively impacts overall institutional resilience and growth. These contemporary insights align with the current findings, supporting the notion that high-level technological competence among administrators is fundamental for teaching excellence, operational efficiency, and institutional competitiveness in an increasingly digital educational landscape.

Problem No. 4: Is there a significant difference in the assessment of the two groups of respondents on the level of technological competencies of college administrators?

Table 4. *Difference in the Assessment of the Two Groups of Respondents on the Level of Technological Competencies of College Administrators*

Indicators	Paired Differences					t	df	Sig. (2-tailed)	Decision Ho	Interpre-tation
School Teachers Heads	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
				Lower	Upper					
Proficiency in using administrative software and digital tools	.29500	.55263	.10090	.08864	.50136	2.924	29	.007	R	S
Capability to leverage technology for decision-making	.15833	.37990	.06936	.01648	.30019	2.283	29	.030	R	S
Knowledge of cybersecurity and data privacy protocols	.26667	.50827	.09280	.07688	.45646	2.874	29	.008	R	S
Ability to support digital transformation initiatives	.16667	.43258	.07898	.00514	.32820	2.110	29	.044	R	S
Capacity to train the faculty in technology	.24000	.47441	.08662	.06285	.41715	2.771	29	.010	R	S
Overall	.22533	.20806	.03799	.14764	.30302	5.932	29	.000	R	S

***Legend:** FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant*

Table 4 delineates the significant difference in the assessment of the two groups of respondents on the level of technological competencies of college administrators.

It can be delineated from the table that there is significant difference in the assessment of the two groups of respondents on the level of technological competencies of college administrators in terms of proficiency in using administrative software and digital tools, capability to leverage technology for decision-making, knowledge of cybersecurity and data privacy protocols, ability to support digital transformation initiatives, and capacity to train the faculty in technology since the p-value is less than .05 level of significance, thus the null hypothesis is rejected and significant.

The findings revealed that the significant difference observed between the two groups of respondents regarding the level of technological competencies of college administrators indicates diverse perceptions or experiences related to these skills. Since the p-value is less than .05, the null hypothesis is rejected, suggesting that the two groups may hold contrasting views on how proficient or capable administrators are across various technological domains such as software use, decision-making, cybersecurity, digital transformation support, and faculty training. This disparity could be rooted in differences in direct exposure, roles, or levels of engagement with technological initiatives within the institution. Recognizing these perceptual gaps is critical for designing targeted professional development programs, ensuring consistency in technological competencies, and fostering a cohesive understanding of administrators' capabilities across departments or stakeholder groups.

The study conducted by Nguyen and Hernandez (2023) highlights that discrepancies between stakeholder perceptions and actual skills can hinder the effective implementation of digital strategies. The research emphasizes that ongoing assessment, transparent communication, and tailored training are vital for bridging these gaps, enhancing administrators' technological proficiency, and ensuring a unified approach toward digital transformation. These findings support the current results, underscoring that addressing perceptual differences is essential for building a digitally competent leadership capable of guiding the institution through continuous technological evolution.

Problem No. 5: Is there a significant relationship between the extent of resource management strategies and the level of technological competencies of college administrators?

Table 5 presents the significant relationship between the extent of resource management strategies and the level of technological competencies of college administrators.

Table 5. *Relationship Between the Extent of Resource Management Strategies and the Level of Technological Competencies of College Administrators*

Indicators		Pearson r	Sig	Ho	VI
Resource management strategies	Technological competencies of college administrators	.208	.002	R	S

***Legend:** FR-Failed to Reject; R-Rejected; NS-Not Significant; S-Significant*

The table reveals a significant relationship between the extent of resource management strategies and the level of technological competencies of college administrators, as indicated by a p-value less than the .05 level of significance. Consequently, the null hypothesis is rejected and the relationship is deemed significant. Also, the Pearson' r' correlation of .208 shows a very low positive correlation to the extent of resource management strategies and the level of technological competencies of college administrators.

The findings revealed a significant relationship between the extent of resource management strategies and the level of technological competencies of college administrators, indicating that as technological proficiency increases, so does the effectiveness of resource management practices, albeit with a low correlation coefficient. The p-value less than .05 signifies that this relationship is statistically meaningful, confirming that technological competencies play a role—though modest—in shaping resource management strategies. This suggests that enhancing administrators' technological skills could positively influence their ability to optimize resources, leverage digital tools for planning and decision-making, and implement innovative resource allocation methods. Recognizing this connection emphasizes the need for targeted professional development in technology as part of broader resource management initiatives to foster a more integrated, efficient, and adaptive institutional environment.

This aligns with the study by Martinez and Lee (2023), which emphasizes that digital literacy and technological skills among university leaders are critical drivers of effective resource optimization, especially in environments increasingly dependent on digital platforms and data analytics. The research highlights that even a low to moderate correlation can significantly impact organizational outcomes when coupled with strategic initiatives. These insights reinforce that strengthening technological competencies should be a priority for administrators to maximize resource efficiency, especially in the context of digital transformation and resource optimization efforts vital for institutional sustainability.

Conclusions

As can be deduced from the findings, the study concludes that college administrators are highly visible in resource management strategies that include financial resource optimization, diversity and sustainability of funding sources, use of technology and innovation, physical and material resource utilization, stakeholder engagement, and resource partnerships. Instructors and administrators hold

widely divergent perspectives on the evaluation of resource management strategies implemented by college administrators. College administrators are highly competent in using administrative software and digital tools, leveraging technology for decision-making, understanding cybersecurity and data privacy protocols, supporting digital transformation initiatives, and training faculty in technology. Administrators rate administrative software and digital tools differently than instructors, as well as the ability to use technology for decision-making, knowledge of cybersecurity and data privacy protocols, the ability to support digital transformation initiatives, and the capacity to train faculty in technology. College administrators' resource management strategies are significantly correlated with their technological competencies.

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