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The level of effective organizational climate in Jordanian intermediate university colleges in light of the variables of communication and digital technology

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Abstract. This study aimed to identify the level of effective organizational climate in intermediate university colleges in light of the variables of communication and digital technology. The study sample, which was stratified randomly, consisted of (382) faculty members. The descriptive survey method was used in the current study. To achieve the objectives of the study, a questionnaire was developed, and its validity and reliability were verified, the results showed that the degree of availability of an effective organizational climate in intermediate university colleges was average. The study results also showed the presence of statistically significant differences at the significance level ($\alpha \leq 0.05$) due to the gender variable in favor of the male category, and the absence of statistically significant differences due to the type of college variable, and the absence of statistically significant differences due to the academic rank variable. In light of these results, the study recommended that intermediate university colleges give great importance to the organizational climate by stimulating the conduct of studies and research from time to time to study the conditions of faculty members working in them and their economic, social and psychological problems related to the university work environment

Keywords. Intermediate colleges, effective organizational climate, digital technology, communication

Introduction

The success of any society in various fields is based on higher education, as it constitutes the key to any country's economic, social, scientific, and political success. Therefore, if any country wants to advance its society in various fields, it must pay attention to the level of education in general, and higher education in particular. Universities, as educational institutions concerned with teaching, scientific research, and community service and advancement, this requires institutions that raise the banner of higher education in societies to ensure a positive internal environment and a more effective atmosphere to enable them to fulfill their duties and responsibilities towards society as well as the students who constitute the elite chosen from all segments of that society. This requires university leaders to work hard to ensure the stability of the university environment to be an incubator for science and knowledge, thus providing society with all its economic, social and educational institutions with distinguished competencies,

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which contributes to raising their level and advancing their services. Hence, the importance of achieving an effective organizational climate in university environments emerges.

Numerous studies and research confirm that the importance of identifying the nature of the organizational climate prevailing in any organization with its various dimensions is evident in its quest to adopt policies that would determine positive aspects, correct negative aspects, and improve the psychological health and morale of its employees, which positively reflects on achieving the organization's goals and satisfying individual and collective needs and desires. The organizational climate is defined as the set of environmental characteristics of work, which enjoy a high degree of stability and consistency, such that it affects the behavior and responses of individuals and groups in a way that results in achieving satisfaction, and this is reflected in the organization's achievement of its goals (Al-Baher, 2025).

Study problem and questions

Any educational institution seeks to achieve an effective organizational climate in it, in order to achieve the highest levels of productivity with efficiency and effectiveness, so that it is keen on everything that would raise the level of workers and ensure a high level of interaction, integration and effective participation in achieving the duties and tasks assigned to them. Looking at the intermediate university colleges, the researcher noticed vertical communications, the absence of single-team management, and the exclusivity and monopolization of performance.

The tendency to increase the number of complex routine procedures, which negatively affects the nature of the prevailing relationships in the educational institution and the prevalence of an ineffective organizational climate. Many studies have confirmed this, such as the study of Al-Abbadi (2015), Al-Yahya (2021), and Al-Thunayan (2024). This study seeks to identify the level of effective organizational climate in intermediate university colleges in light of the variables of communication and digital technology, by answering the following questions:

Question 1: What is the level of effective organizational climate in intermediate university colleges, based on the variables of communication and digital technology, from the perspective of faculty members?

Question 2: Are there statistically significant differences at the significance level ($\alpha \leq 0.05$) between the arithmetic means of the study sample members' responses regarding the degree of effective organizational climate in intermediate university colleges, based on the variables of communication and digital technology, attributable to the variables (gender, department type, and academic rank)?

Importance of the Study

It is hoped that the results of this study will be useful:

- Theoretically, it adds new knowledge in the field of effective organizational climate and ways to activate it.

- Practically, it assists educational practitioners and decision-makers in higher education by ensuring the stability of the social system within the educational institution, generating loyalty and belonging among its employees, achieving full commitment to its overall goals, and facilitating oversight and behavioral control.

Study Terminology

This study included the following terms:

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- Effective organizational climate: (Healthy Organizational Climate) is the internal environment of the organization, through which the individual can satisfy his psychological, social and economic needs, enabling him to work and achieve with high efficiency and effectiveness, within the organizational dimensions and standards identified by Rensis Likert in his model, which are: leadership style, communications, decisions, digital technology, incentives, and concern for employees (Al-Hashmy, 2013).

- Intermediate colleges: These are educational institutions dedicated to providing higher education to students who have not achieved the required university admission requirements. These institutions award diploma and bachelor's degrees in a specific number of specializations (Al-Baher, 2025).

- Digital technology: This is digital technology that relies on digital technologies to achieve desired goals within a single institution (Al-Saud, 2019).

- Communication: is a process based on the exchange of ideas, knowledge, feelings and reactions between two or more parties with the aim of achieving the desired goals (Al-Tawil , 2018).

Study Limits

The study limits included the following:

- Human limits: Faculty members at junior colleges.
- Temporal limits: The academic year (2024/2025).
- Spatial limits: Junior colleges.

Previous Related Studies

This section will include a review of previous studies, both Arabic and foreign, arranged chronologically from oldest to most recent, as follows:

Farid (2023) conducted a study that aimed to identify the organizational climate in shaping and crystallizing the behaviors and attitudes of the worker towards his work and towards the organization, through combining the organizational characteristics, personal characteristics, and social characteristics of the actors in it. The study was able to measure the ability of the educational organization to provide and harness the capabilities and means to improve the organizational environment and the organizational climate, in addition to trying to reconcile its goals with the goals of its employees and enhance joint cooperation between them and consolidate ethical and functional behavior, The interest in the topic of organizational climate and the organizational environment in the current study falls within the scope of revealing the organizational climate in the organization in terms of the concept, importance, and knowledge of all the elements that make it up, as well as the factors that have an impact on the level of negativity and positivity of the organizational climate.

Al-Yahya (2022). conducted a study The main objective is to identify the effect of organizational climate elements such as organizational structure, leadership style, communication style, participation in decision making, nature of work, and digital technology on the performance of academic staff at Shaqra University. It also aimed to identify whether there was statistically significant difference between the responses of the sample according to the gender, Male and Female degree, and the independent variable, performance of the academic staff, at Shaqra University. In order to achieve these objectives, the researcher used the questionnaire as a main tool for this study. In addition to that, the study adopted the analytical descriptive approach. It should be noted here that the population of the study consists of the academic staff of the Shaqra University. The sample used in this study was 161 respondents. The results study showed that there is a significant statistical effect between all elements of the organizational climate and the performance of university staff at (5%)

significance level. The results also showed that there was statistically significant difference between the male and female for all elements of the organizational climate at a significance level of 5%. Specifically, the results indicate that the average performance of male staff is greater than that of female staff. Finally, the discussion of the results, a summary of the results of this study as well as recommendations and practical implications s that can be applied by Shaqra University to raise the level of performance of the staff were highlighted. The suggestions for future studies that can be conducted in this field were also presented.

Al-Thunayan's study (2024) aimed to identify the relationship between the quality of the organizational climate and the effective performance of the company of pilgrims of non-Arab African countries from the point of view of the company's employees, and to reveal the level of both the quality of the organizational climate and effective performance from the point of view of the company's employees, and to identify significant differences- The sample of the study was(69) employees from various positions, technicians, administrators, heads of departments, where the study tool was applied voluntarily by the employees of the company, and the most prominent results were: a statistically significant correlation between the organizational structure and the dimensions of effective performance (knowledge of job requirements perseverance -the amount of work done and the total grade) respectively there is a statistically significant correlation between internal relationships and the dimensions of effective performance came after as a dimension of the quality of the organizational climate at the first level, came after as a dimension of the dimensions of effective performance at the first level, there are no statistically significant differences between the averages of the responses of the individuals of the study sample towards the dimensions of the quality of the organizational climate and the total score, there are no statistically significant differences between the averages of the responses of the individuals of the study sample towards the dimensions of effective performance and the total score, there are no statistically significant differences between the averages of the responses of the individuals of the study sample towards the dimensions of the quality of the organizational climate and the overall score,

Hebrew (2021) conducted a study aimed to identify the impact of the organizational climate in its dimensions (participation in decision-making, communications, training, work incentives) on the job performance of employees at the University of Digital technology and Applied Sciences and the role of job satisfaction as a mediating variable. In order to achieve this goal, the researcher designed a questionnaire and distributed it to a sample. Psoriasis from the study community, which included three axes: organizational climate, job performance and job satisfaction as a mediating variable. The researcher also adopted the descriptive analytical approach and used the statistical analysis program (SPSS) to analyze the questionnaire data. The study sample consisted of (217) members of administrative staff in the college of Digital technology at the University of Digital technology and Applied Sciences in the Sultanate of Oman. The results of the study showed that the organizational climate at the University of Digital technology and Applied Sciences is positive, with all its dimensions (communication, training, work incentives), where it came to a high degree, and the results showed that there is no effect of the dimension (participation in decision making) on the performance of employees, and there is an impact The training used on the performance of university employees. The study showed that the communication style affects work positively on the performance of employees at the University of Digital technology and Applied Sciences.

The study of Assmadi (2015) aimed to identify the level of organizational climate in Jordanian universities and its relationship to the organizational loyalty of faculty members. The sample included (352) individuals. The study concluded that the level of the prevailing

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organizational climate in Yarmouk and Philadelphia Universities from the point of view of faculty members was positive. The results showed the presence of statistically significant differences between the arithmetic means of the organizational climate in those two universities from the point of view of faculty members attributed to the variables of academic rank, type of college, and experience in all areas of the tool, and the absence of statistically significant differences attributed to the variable of years of experience in all areas except for the areas of incentives and organizational structure.

Al-Abbadi (2015) conducted a study that aimed to identify the degree of availability of the prevailing organizational climate in the Jordanian public and private universities in the central region from the point of view of faculty members. The study sample consisted of (393) faculty members. The results indicated that the degree of the prevailing organizational climate in Jordanian universities was average, while statistically significant differences were found in the overall degree of the prevailing organizational climate and in the dimensions; organizational structure, decision-making, incentives and rewards, and professional advancement and development, attributed to academic rank, in favor of those with the rank of professor compared to those with the rank of instructor. It also showed the presence of statistically significant differences in the overall organizational climate and dimensions attributed to the type of university, in favor of public universities.

Summary of Previous Studies and the Location of the Current Study

Previous studies were used to identify the appropriate methodology and statistical processes, and to identify the theoretical framework for the study's topics and variables. They also served to construct the study's instrument, particularly the study by Al-Thunayan (2024) and the study by Al-Abri (2021). The current study is consistent with previous studies in reviewing the concepts of organizational climate, their dimensions, and the extent of their activation in educational institutions, including universities. The current study was similar to previous studies, particularly the studies by Al-Abbadi (2015) and Al-Yahya (2023), in terms of the study population. However, it distinguished itself from those studies in its focus on intermediate university colleges only.

Methods and Procedures

The descriptive survey approach was used to achieve the study objectives.

Study community: The study community consisted of all faculty members in intermediate university colleges, numbering (3166), and Table (1) shows the distribution of the study community according to the study variables.

Table (1): Distribution of the community according to the study variables

Variables	Variable	Number	Total
sex	Male	2242	3166
	Female	924	
Academic Rank	Professor	399	3166
	Associate Professor	676	
	Assistant Professor	1552	
	Lecturer	539	
College Type	Humanity	1891	3166

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	Scientific	1275	

Source: Ministry of Higher Education, 2024

Study Sample

According to Stephen Thompson's equation, the minimum size of a stratified random sample representing the population at a significance level of ($\alpha \leq 0.05$) was calculated, which was (343) faculty members. To account for sample waste and indifference in response, the actual sample size was determined to be (400) faculty members. The researchers distributed the questionnaire to the study sample, which was located in six intermediate university colleges distributed across three regions: the Northern Region, which included Luminus College, Ammon College, the central region included the Arab Community College and the College of Educational Sciences, and the southern region included Karak College and Aqaba University College. (382) questionnaires were retrieved out of (400) questionnaires, and Table (2) shows the distribution of the representative study sample, which was extracted according to the Thompson equation according to the study variables.

Table (2): Sample distribution according to study variables

Variables	Variable	Number	Total
sex	Male	283	400
	Female	117	
Academic Rank	Professor	50	400
	Associate Professor	86	
	Assistant Professor	202	
	Lecturer	62	
College Type	Humanity	239	400
	Scientific	161	

Study Tool

The study tool was developed by consulting theoretical literature and some previous studies, such as Al-Yahya's study (2023) and Al-Thunayan's study (2024), to achieve the study's objectives and answer its questions. The study tool, in its initial form, consisted of (22) paragraphs, and in its final form, it consisted of (17) paragraphs, distributed across the field of digital technology (eight paragraphs) and the field of communication (nine paragraphs).

To verify the validity of the tool, content validity was applied, as it was presented in its initial form to (10) arbitrators specialized in educational administration, and they were asked to express their opinion on the paragraphs of the study tool in terms of the wording of the paragraphs, and the extent of their suitability to the field in which they were placed, either by approving them, modifying their wording, or deleting them due to their lack of importance. Their comments were taken into account regarding the modification, deletion, addition, and merging of paragraphs, as the number of its paragraphs reached (17) paragraphs.

To verify the stability of the tool, the internal consistency coefficient was used according to the Cronbach Alpha equation to extract the stability of the study tool according to the fields. Table (3) shows the stability coefficients of the tool's fields:

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Table (3): Cronbach's Alpha reliability coefficients for the study tool domains

number	Field	Cronbach's alpha
2	Communication	0.92
1	Digital technology	0.95

Table (3) shows that the reliability coefficients were acceptable. To judge the degree of availability of an effective organizational climate in intermediate university colleges, the following scale was adopted: low availability (2.33 or less), medium availability (2.34-3.67), and high availability (3.68 or more).

Study results and discussion:

Results related to answering the first question: What is the level of effective organizational climate in intermediate university colleges in light of the variables of digital digital technology and communication, from the perspective of faculty members?

To answer this question, the arithmetic means and standard deviations of the responses of the study sample members in general and for each field of study were calculated, and Table (4) shows this.

Table (4): Arithmetic means, standard deviations, and ranking of the level of effective organizational climate in intermediate university colleges in light of the variables of digital technology and communication from the perspective of faculty members

Number	Field	Arithmetic Mean	Standard Deviation	Rank	Availability Degree
2	Communication	3.82	0.77	1	High
1	Digital technology	3.55	0.91	2	Medium
Overall Score		3.57	0.71	Medium	

It is noted from Table (5) that the level of effective organizational climate in intermediate university colleges in light of the variables of digital technology and communication was average, as the arithmetic mean was (3.57) and a standard deviation of (0.71), and the fields were average with the exception of the field of communication. The field of communication came in first place, with an arithmetic mean of (3.82) and a standard deviation of (0.77), and the field of digital digital technology came in last place with an arithmetic mean of (3.55) and a standard deviation of (0.91). As for the paragraphs of each field, the results were as follows:

1. Communication field: The arithmetic means and standard deviations were calculated for the paragraphs of this field, and Table (5) shows this:

Table (5): Arithmetic means, standard deviations, ranking, and availability level for the communication field

Number	paragraph	Arithmetic Mean	Standard Deviation	Rank	Availability Degree
3	Administrative communication in	3.95	0.92	1	**High**

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	the department is flexible.				
5	The department head makes every effort to reduce communication barriers between faculty members.	3.94	1.03	2	High
2	Communication between the department head and faculty members is completed quickly.	3.93	0.91	3	High
4	Communication channels are open in all directions.	3.92	1.03	4	High
1	The department's communication system contributes to achieving the department's goals.	3.87	0.94	5	High
6	Information exchanged through communication channels within the department is accurate.	3.81	0.95	6	High
8	Communication between the department and other departments within the college proceeds smoothly.	3.74	0.97	7	High
9	The department's communication system ensures that the information needed for	3.71	1.00	8	High

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	decision-making is available.				
7	Communication with higher administrative levels is possible without hindrance.	3.57	1.18	9	High
Overall Score		3.82	0.77	**High**	

Table (6) shows that the level of effective organizational climate in intermediate university colleges in light of the field of communication was high, as the arithmetic mean was (3.82) and the standard deviation was (0.77). The field paragraphs were high, with the exception of one paragraph that was at an average level. Paragraph (3) came in first place, which states, "Administrative communications in the department are characterized by flexibility," and paragraph (7) came in last place, which states, "It is possible to communicate with higher administrative levels without obstacles." To a moderate degree, this may be due to the department head's confidence in the faculty members in his department, their ability to interact with him, and the fact that communication flows horizontally in all directions, in addition to the availability of a high degree of affection and familiarity between the department head and the faculty members.

2. Digital technology field: The arithmetic means, standard deviations, ranking and availability degree were calculated for the items in this field, and Table (7) shows this.

Table (7): Arithmetic means, standard deviations, ranking, and degree of availability in the field of digital technology, arranged in descending order

Number	paragraph	Arithmetic Mean	Standard Deviation	Rank	Availability Degree
1	The department is committed to keeping pace with technological developments in the surrounding environment.	3.63	1.10	1	Medium
6	The computer programs used in the department are easy to use.	3.60	1.06	2	Medium
7	The information and data available in the department are easy to access.	3.60	1.06	2	Medium
4	The digital technology used	3.57	1.10	4	Medium

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	in the department contributes to the speed of work completion.				
8	The department is committed to positively responding to technological changes with the aim of improving performance.	3.54	1.05	5	Medium
5	The digital technology used in the department contributes to raising the quality of services provided to faculty members.	3.52	1.09	6	Medium
2	The department provides appropriate technical means to carry out tasks (educational and administrative).	3.51	1.09	7	Medium
3	The digital technology used in the department is consistent with work requirements.	3.49	1.04	8	Medium
1	The department is committed to keeping pace with technological developments in the surrounding environment.	3.63	1.10	1	Medium
Overall Score		3.55	0.91	**Medium**	

It is noted in Table (7) that the level of effective organizational climate in intermediate university colleges in light of the field of digital technology was average, as the arithmetic mean was (3.55) and the standard deviation was (0.91). The paragraphs of the field were average, as the arithmetic means ranged between (3.63-3.49), and paragraph (1) came in first place, which

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states, “The department is keen to keep pace with technological developments in the surrounding environment.” Paragraph (3) came in last place, which states, “The digital technology used in the department is consistent with the requirements of the work.” The researchers attribute this to the lack of financial capacity of intermediate university colleges to secure advanced digital technology that is compatible with the requirements of the work therein, and also to the fact that the physical digital technology used has become outdated and is unable to carry out the required workloads or keep pace with the technological developments taking place in the surrounding environment.

The results related to answering the second question, which reads: Are there statistically significant differences at the significance level (α≤ 0.05) between the arithmetic means of the responses of the study sample members towards the degree of achieving an effective organizational climate in intermediate university colleges in light of the variables of digital technology and communication, attributed to the variables (gender, type of college, and academic rank)?

This question was answered as follows:

A. Gender variable: Arithmetic means, standard deviations, and a t-test were calculated according to the gender variable, as shown in Table (11).

Table (11): Arithmetic means, standard deviations, and t-test according to the gender variable

Field	sex	Number	Arithmetic Mean	Standard Deviation	T-Value	Significance Level
Communication Communication	Male	270	3.85	0.75	1.145	0.253
	Female	112	3.75	0.81		
	Total	382	3.80	0.78		
Digital technology	Male	270	3.58	0.92	0.892	0.373
	Female	112	3.49	0.91		
	Total	382	3.53	0.91		
Overall Score	Male	270	3.63	0.82	2.559	0.011**
	Female	112	3.43	0.83		
	Total	382	3.53	1.65		

**** The difference is statistically significant at the significance level (α≤ 0.05)**

To determine whether the differences between the averages are statistically significant at the significance level (α≤ 0.05), the t-test was applied. The results in Table (12) indicate the presence of statistically significant differences at the significance level (α≤ 0.05) according to the gender variable based on the calculated (t) value, which amounted to (2.559) and at a significance level of (0.011), The difference was in favor of males, as evidenced by their higher arithmetic averages. This is attributed to the attraction of males to females according to the Oedipus complex, as well as the attraction of females to males according to the Electra complex, which makes the process of communication and interaction at work a desirable matter and is part of the innate makeup of both sexes. Digital technology is also neutral with regard to gender

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in terms of its provision, development, keeping pace with it, and working on its use in academic tasks.

B. College type variable: The arithmetic means, standard deviations, and t-test were calculated according to the college type variable, and Table (12) shows that.

Table (12): Arithmetic means, standard deviations, and t-test according to the variable of college type

Field	College type	Number	Arithmetic Mean	Standard Deviation	T-Value	Significance Level
Communication	Humanity	225	3.77	0.75	-1.499	0.135
	Scientific	157	3.89	0.81		
	Total	382	3.83	0.78		
Digital technology	Humanity	225	3.46		-2.438	**0.015
	Scientific	157	3.69	0.92		
	Total	382	3.57	0.91		
Overall Score	Humanity	225	3.29	0.91		0.200
	Scientific	157	3.29	0.98		
	Total	382	3.53	1.00	-1.284	

**** The difference is statistically significant at the significance level (α≤ 0.05)**

To determine whether the differences between the means were statistically significant at the significance level (α≤ 0.05), the t-test was applied. The results in Table (13) indicate that there are no statistically significant differences at the significance level (α≤ 0.05) depending on the college type variable based on the calculated (t) value, which reached (-1.284) and at a significance level of (0.200), as the difference was in favor of the scientific colleges, as evidenced by the high arithmetic averages. This is attributed to the continuity of communication between faculty members in the academic department affiliated with the scientific colleges, as their courses intersect with each other, which forces them to avoid complexity in communication and interaction with each other on the one hand and with the department's management on the other hand. This makes the department management more aware of the level of difficulties and obstacles that the faculty member in the department is exposed to, which requires it - the department management - to care for the faculty member and provide him with the capabilities and allow him to participate in external seminars and courses by nominating the faculty member for such matters, which contributes to raising his academic and living standard.

3. Academic rank variable: The arithmetic means and standard deviations were calculated according to the academic rank variable, and Table (13) shows that.

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Table (13): Arithmetic means and standard deviations according to the academic rank variable

Field	Academic rank	Number	Arithmetic Mean	Standard Deviation
Communication	Professor	44	3.88	0.62
	Associate Professor	83	3.83	0.83
	Assistant Professor	193	3.82	0.76
	Lecturer	62	3.77	0.81
	The total	382	3.82	0.75
digital digital technology	Professor	44	3.56	0.88
	Associate Professor	83	3.69	0.92
	Assistant Professor	193	3.49	0.91
	Lecturer	62	3.57	0.96
	The total	382	3.75	0.91
Overall Score	Professor	44	3.61	1.59
	Associate Professor	83	3.69	1.73
	Assistant Professor	193	3.54	1.61
	Lecturer	62	3.45	0.84
	The total	382	3.57	1.44

It is noted from Table (13) that there are apparent differences between the arithmetic means, according to the academic rank variable, as those in the category (Associate Professor) obtained the highest arithmetic mean of (3.69), and those in the category (Professor) came in second place, as the arithmetic mean reached (3.61), and in the last place came those in the category (Instructor), as the arithmetic mean reached (3.46). To determine whether the differences between the means were statistically significant at the significance level ($\alpha \leq 0.05$), a one-way analysis of variance (One Way ANOVA) was applied, and the results of the analysis of variance came as shown in Table (14).

Table (14): One-way analysis of variance to find the significance of differences according to the variable of academic rank

Field	Source of variance	Sum of squares	Degrees of freedom	Mean squares	F-value	Significance level
Communication	Between groups	0.275	3	0.092	0.152	0.928
	Within groups	193.612	349	0.876		

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	Total	193.887	352			
digital digital technology	Between groups	2.295	3	0.765	0.906	0.438
	Within groups	290.198	349	0.831		
	Total	292.493	352			
Overall Score	Between groups	3.076	3	0.316	0.633	0.56
	Within groups	295.151	349	0.311		
	Total		352			

** The difference is statistically significant at the significance level (α≤ 0.05)

The results in Table (14) indicate that there are no statistically significant differences at the level (α≤ 0.05), according to the academic rank variable, based on the calculated F value, which reached 0.633 and a significance level of (0.56), as well as in most fields. This may be due to the interest of faculty members who are in the category of professor, assistant professor, and instructor in the importance of communication and the use of digital technology in all their work and tasks and trying to exploit the material gains represented by digital technology devices of various types, communication and advisory sites in a way that meets their ambitions and helps them develop their abilities and capabilities and enable them to achieve their hopes and professional expectations for promotion and professional advancement. The differences were in favor of the professor category when compared to the lecturer category in the field of communication, and in favor of the associate professor category when compared to the assistant professor category in the field of digital technology.

Recommendations:

Based on the previous findings, the researcher recommended the following:

1. University administrations should give utmost importance to the issue of organizational climate, by periodically studying the conditions of faculty members and their economic, social, and psychological problems specific to the university work environment.
2. University administrations should work to enhance digital technology systems and integrate them into institutional work.

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