

Final Project 2

PMG 497

Project title

**The Role of Digital Transformation and Data-Driven
Decision Making in Enhancing Operational Efficiency in
Saudi Arabia's Private Education Sector**

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Acknowledgment

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Dedication

This project is dedicated to my husband, in appreciation of his continuous support and encouragement throughout this academic journey, and to my professional partner, whose guidance, collaboration, and belief in shared growth have been a constant source of motivation and inspiration.

Abstract

Purpose:

The purpose of this study is to examine the role of digital transformation and data-driven decision-making in enhancing operational efficiency within Saudi Arabia's private education sector. The study seeks to explore how the adoption of digital systems and the use of data analytics support managerial decision-making and contribute to improved operational performance in alignment with Saudi Vision 2030.

Methodology:

This study adopts a mixed-methods research approach. Quantitative data are collected through structured questionnaires distributed to managers and decision-makers in Saudi private education institutions, while qualitative data are obtained through semi-structured interviews. The data are analyzed using descriptive and inferential statistical techniques, alongside thematic analysis for qualitative insights.

Findings:

The study is expected to reveal a positive relationship between digital transformation and operational efficiency, as well as between data-driven decision-making and operational efficiency. It is anticipated that institutions demonstrating higher levels of digital integration and data utilization will report improved efficiency in administrative processes and resource management.

Originality & Implications:

This research contributes to the limited empirical literature on digital transformation in Saudi private education institutions. The findings are expected to provide practical implications for education leaders and policymakers by offering evidence-based insights to support digital strategies and enhance institutional performance in line with Vision 2030 objectives.

Keywords:

Digital Transformation, Data-Driven Decision Making, Operational Efficiency, Private Education, Saudi Vision 2030

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CHAPTER ONE: INTRODUCTION

1.1 Research Background

The education sector has undergone significant transformation in recent years due to rapid technological advancements and the growing reliance on digital systems for organizational management and decision-making. Globally, educational institutions are increasingly adopting digital platforms, data analytics tools, and information systems to improve operational processes, enhance performance monitoring, and support strategic planning. Digital transformation is no longer limited to teaching and learning environments; it has become a core component of institutional management and operational efficiency.

In Saudi Arabia, the education sector has experienced accelerated digital development as part of the national transformation agenda outlined in Vision 2030. The government has emphasized the integration of digital technologies across all sectors, including education, to improve quality, efficiency, and global competitiveness. Private education institutions, in particular, play a critical role in supporting national educational objectives and responding to market-driven demands. As a result, these institutions are increasingly investing in digital platforms such as learning management systems, student information systems, enterprise resource planning tools, and performance dashboards.

Alongside digital transformation, data-driven decision-making has emerged as a key managerial practice. Educational leaders are expected to rely on accurate data and analytics to guide decisions related to resource allocation, operational planning, performance evaluation, and service delivery. Data-driven management enables institutions to identify inefficiencies, predict trends, and respond proactively to challenges. When implemented effectively, this approach can significantly enhance operational efficiency and organizational effectiveness.

Despite the growing adoption of digital technologies in Saudi private education institutions, variations exist in how these tools are used and integrated into decision-making processes. Some institutions adopt digital systems primarily for administrative compliance, while others leverage data strategically to improve performance outcomes. This variation highlights the need to examine how digital transformation and data-driven decision-making contribute to operational

efficiency within the Saudi private education sector. Understanding this relationship is essential for supporting institutional development and aligning educational practices with Vision 2030 objectives.

1.2 Research Problem

Although Saudi Arabia has made substantial progress in digitalizing the education sector, many private education institutions still face challenges in fully utilizing digital systems to enhance operational efficiency. While digital platforms and data systems are available, their effective integration into managerial decision-making remains inconsistent. In some cases, decisions continue to rely on personal judgment or traditional practices rather than systematic data analysis.

From a theoretical perspective, existing research has examined digital transformation and data-driven decision-making in corporate and public-sector contexts; however, limited empirical studies focus specifically on private education institutions in Saudi Arabia. This gap restricts the ability to understand how digital capabilities translate into operational improvements within this sector.

From a practical perspective, education managers and decision-makers often lack clear frameworks for measuring the impact of digital transformation on operational efficiency. Without evidence-based insights, institutions may underutilize digital investments or fail to achieve the expected efficiency gains. This research problem highlights the need to investigate the role of digital transformation and data-driven decision-making in enhancing operational efficiency in Saudi private education institutions.

1.2.1 Theoretical Gap

Theoretical literature has established that digital transformation and data-driven management can improve organizational performance; however, most studies focus on industries such as manufacturing, healthcare, and finance. There is limited academic research addressing how these concepts apply within the private education sector in Saudi Arabia. This study seeks to bridge this gap by extending existing theories to a context that has unique regulatory, cultural, and operational characteristics.

1.2.2 Practical Gap

In practice, many private education institutions invest heavily in digital systems without clear evidence of their impact on operational efficiency. Managers may struggle to align digital tools with decision-making processes or to measure performance improvements effectively. This study aims to provide practical insights that can guide education leaders in maximizing the benefits of digital transformation.

1.3 Research Significance

This study is significant at both theoretical and practical levels.

1.3.1 Theoretical Significance

From a theoretical perspective, the study contributes to the literature on digital transformation and data-driven decision-making by examining their combined effect on operational efficiency within the Saudi private education sector. The findings will enrich existing research by providing empirical evidence from an underexplored context aligned with Vision 2030.

1.3.2 Practical Significance

Practically, the study offers valuable insights for education leaders, managers, and policymakers. The results can support decision-makers in designing effective digital strategies, improving operational workflows, and enhancing institutional performance. The findings may also assist private education institutions in aligning their digital initiatives with national development goals.

1.4 Research Questions

This study seeks to answer the following research questions:

1. What is the extent of digital transformation in Saudi private education institutions?
2. How is data-driven decision-making practiced within Saudi private education institutions?
3. What is the relationship between digital transformation and operational efficiency?
4. What is the relationship between data-driven decision-making and operational efficiency?
5. How does Vision 2030 influence the relationship between digital transformation and operational efficiency?

1.5 Research Objectives

The objectives of this study are to:

1. Examine the level of digital transformation in Saudi private education institutions.
2. Assess the extent to which data-driven decision-making is used by education managers.
3. Analyze the impact of digital transformation on operational efficiency.
4. Investigate the role of data-driven decision-making in improving operational efficiency.

5. Explore the influence of Vision 2030 on digital transformation initiatives in private education institutions.

1.6 Research Hypotheses

The study proposes the following hypotheses:

- H1: Digital transformation has a significant positive impact on operational efficiency in Saudi private education institutions.
- H2: Data-driven decision-making has a significant positive impact on operational efficiency in Saudi private education institutions.
- H3: Vision 2030 positively moderates the relationship between digital transformation and operational efficiency.

1.7 Research Model

The research model illustrates the relationship between digital transformation and data-driven decision-making as independent variables, operational efficiency as the dependent variable, and Vision 2030 as a moderating factor influencing these relationships.

1.8 Scope of the Study

This study focuses on private education institutions operating in Saudi Arabia, including private schools and education service providers. The research examines managerial and operational practices related to digital transformation and decision-making. The study does not address public education institutions or higher education universities.

1.9 Project Structure

This project is organized into five chapters. Chapter One introduces the research background, problem, objectives, questions, hypotheses, and scope. Chapter Two presents the literature review related to the study variables. Chapter Three outlines the research methodology. Chapter Four discusses statistical analysis and findings. Chapter Five concludes the study with recommendations and limitations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review provides a theoretical foundation for the study by examining existing research related to digital transformation, data-driven decision-making, and operational efficiency within organizations. This chapter reviews relevant academic studies and theoretical perspectives to identify key concepts, trends, and research gaps. The purpose of this chapter is to establish a clear understanding of the study variables and to support the development of the research model and hypotheses. The literature review focuses on both global perspectives and studies related to the education sector, with particular attention to the Saudi Arabian context.

2.2 Digital Transformation (Independent Variable)

Digital transformation refers to the integration of digital technologies into organizational processes, management practices, and decision-making systems to improve performance and efficiency. In the education sector, digital transformation extends beyond teaching and learning environments to include administrative systems, data management platforms, and institutional communication tools. Researchers argue that digital transformation enables organizations to automate processes, improve information flow, and enhance transparency across operational functions.

Several studies highlight that organizations adopting digital technologies experience improvements in operational speed, accuracy, and coordination. Digital platforms such as enterprise resource planning systems, learning management systems, and data dashboards allow managers to access real-time information and monitor performance more effectively. In education institutions, digital transformation supports efficient student management, scheduling, reporting, and communication, thereby reducing administrative workload and improving service delivery.

Within the Saudi Arabian context, digital transformation has been strongly encouraged through national initiatives under Vision 2030. Private education institutions are increasingly adopting

digital systems to comply with regulatory requirements and to enhance institutional competitiveness. However, the extent to which these systems are strategically utilized varies across institutions. This variation emphasizes the importance of examining digital transformation as a key factor influencing operational efficiency.

2.3 Data-Driven Decision-Making (Independent Variable)

Data-driven decision-making refers to the systematic use of data analysis and empirical evidence to guide managerial decisions. Rather than relying solely on intuition or experience, decision-makers use structured data, performance indicators, and analytics to evaluate alternatives and select optimal courses of action. In organizational settings, data-driven management is associated with improved accuracy, accountability, and strategic alignment.

In the education sector, data-driven decision-making enables managers to analyze student performance, attendance records, financial data, and operational metrics. This approach allows institutions to identify inefficiencies, predict trends, and allocate resources more effectively. Research suggests that organizations that consistently use data in decision-making achieve higher levels of efficiency and performance compared to those relying on traditional decision-making methods.

In Saudi private education institutions, the availability of digital systems has increased access to data; however, effective utilization of this data remains a challenge. Some managers use data primarily for reporting purposes, while others integrate analytics into strategic planning and daily operations. Understanding how data-driven decision-making is practiced within this sector is essential for assessing its impact on operational efficiency.

2.4 Operational Efficiency (Dependent Variable)

Operational efficiency refers to an organization's ability to achieve desired outcomes while minimizing resource usage, time, and operational costs. In education institutions, operational efficiency is reflected in the speed and accuracy of administrative processes, effective use of human and financial resources, and the overall quality of service delivery.

Studies indicate that operational efficiency improves when organizations streamline processes, reduce manual tasks, and adopt automated systems. In the education sector, efficient operations contribute to improved student services, better staff utilization, and enhanced institutional performance. Operational efficiency is also closely linked to organizational sustainability, particularly in competitive private education markets.

For Saudi private education institutions, operational efficiency is increasingly important due to rising expectations from stakeholders, regulatory requirements, and market competition. Digital transformation and data-driven decision-making are viewed as critical tools for enhancing efficiency and ensuring long-term institutional success.

2.5 Relationship Between Digital Transformation, Data-Driven Decision-Making, and Operational Efficiency

Existing literature suggests a strong relationship between digital transformation, data-driven decision-making, and operational efficiency. Digital transformation provides the technological infrastructure necessary for data collection and analysis, while data-driven decision-making enables managers to use this information effectively. Together, these elements support informed decision-making, improved coordination, and optimized operational processes.

Research indicates that organizations achieving higher levels of digital maturity are more capable of utilizing data to improve efficiency. In education institutions, the integration of digital systems with data-driven management practices enhances workflow efficiency, reduces errors, and

supports proactive problem-solving. However, the effectiveness of this relationship depends on organizational readiness, leadership support, and alignment with strategic objectives.

In the Saudi context, Vision 2030 plays a significant role in strengthening this relationship by promoting digital innovation and performance-based management. Institutions aligned with national digital transformation goals are more likely to benefit from the combined impact of digital technologies and data-driven decision-making on operational efficiency.

2.6 Chapter Conclusion

This chapter reviewed relevant literature related to digital transformation, data-driven decision-making, and operational efficiency. The review highlighted the importance of digital technologies and data analytics in enhancing organizational performance, particularly within the education sector. It also identified gaps in existing research related to Saudi private education institutions. These gaps justify the need for the current study and support the development of the research model and hypotheses presented in Chapter One. The next chapter presents the research methodology adopted to examine these relationships empirically.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter presents the research methodology adopted to examine the role of digital transformation and data-driven decision-making in enhancing operational efficiency within Saudi Arabia's private education sector. The methodology outlines the research design, population and sampling techniques, data collection methods, measurement of variables, and data analysis procedures. The purpose of this chapter is to provide a clear and systematic explanation of how the research is conducted to ensure the validity and reliability of the study findings.

3.2 Research Design

This study adopts a **descriptive–analytical research design** using a **mixed-methods approach**. The descriptive aspect aims to identify the current level of digital transformation and data-driven decision-making practices in private education institutions, while the analytical aspect examines the relationship between these practices and operational efficiency.

The mixed-methods approach combines quantitative data collected through questionnaires with qualitative data obtained from semi-structured interviews. This approach is suitable for the study as it allows for a comprehensive understanding of the research problem by integrating numerical data with contextual insights from education managers and decision-makers.

3.3 Research Population

The research population consists of **private education institutions operating in Saudi Arabia**, including private schools and education service providers. The study focuses on individuals occupying managerial and decision-making roles, as they are directly involved in strategic planning, operational management, and the implementation of digital systems.

3.4 Sampling Method and Sample Size

A **purposive sampling technique** is used in this study. This method allows the selection of participants who possess relevant knowledge and experience related to digital transformation and data-driven decision-making. The sample includes school principals, academic directors, operations managers, and IT or digital transformation managers working in Saudi private education institutions.

The selected sample size is considered adequate to provide meaningful insights and support statistical analysis, while also allowing for in-depth qualitative exploration through interviews.

3.5 Data Collection Methods

Two primary data collection methods are employed in this study:

3.5.1 Questionnaire

A structured questionnaire is used to collect quantitative data. The questionnaire is divided into sections measuring digital transformation, data-driven decision-making, operational efficiency, and Vision 2030 alignment. Responses are measured using a five-point Likert scale ranging from *Strongly Disagree (1)* to *Strongly Agree (5)*.

3.5.2 Interviews

Semi-structured interviews are conducted with selected participants to gather qualitative data. The interviews aim to explore participants' experiences with digital systems, challenges in using data for decision-making, and perceptions of how digital transformation influences operational efficiency.

3.6 Research Variables and Measurement

The study includes the following variables:

3.6.1 Independent Variables

Digital Transformation

Measured through indicators such as the use of digital platforms, system integration, automation of processes, and availability of digital reporting tools.

Data-Driven Decision-Making

Measured through the frequency of data usage in decisions, reliance on analytics and reports, accessibility of data, and use of performance indicators.

3.6.2 Dependent Variable

Operational Efficiency

Measured through indicators including speed of administrative processes, accuracy of reports, effective use of resources, reduction of manual tasks, and overall workflow efficiency.

3.6.3 Moderating Variable

Vision 2030 Alignment

Measured through institutional commitment to digital transformation, leadership support for innovation, and alignment of organizational strategies with Vision 2030 objectives.

3.7 Data Analysis Techniques

Quantitative data collected through questionnaires are analyzed using statistical software such as **SPSS**. The analysis includes descriptive statistics to summarize the data, correlation analysis to examine relationships between variables, and regression analysis to test the impact of digital transformation and data-driven decision-making on operational efficiency.

Qualitative data obtained from interviews are analyzed using thematic analysis. Interview responses are transcribed, coded, and categorized into themes related to digital transformation, decision-making practices, and operational efficiency.

3.8 Ethical Considerations

Ethical standards are strictly observed throughout the research process. Participation in the study is voluntary, and informed consent is obtained from all participants. Confidentiality and anonymity are maintained, and collected data are used solely for academic purposes. Participants are informed of their right to withdraw from the study at any stage without any consequences.

3.9 Chapter Summary

This chapter has outlined the research methodology adopted in the study, including the research design, population, sampling method, data collection techniques, variables measurement, and data analysis procedures. The methodology provides a structured framework to address the research objectives and test the proposed hypotheses. The next chapter presents the statistical analysis and discussion of the research findings.

CHAPTER FOUR

STATISTICAL ANALYSIS AND FINDINGS

4.1 Introduction

This chapter presents the statistical analysis and findings of the study examining the role of digital transformation and data-driven decision-making in enhancing operational efficiency within Saudi Arabia's private education sector. The analysis aims to test the research hypotheses and evaluate the relationships between the study variables. Data collected through the questionnaire were analyzed using appropriate statistical techniques to ensure accuracy and reliability of the findings. The results are presented in a clear and structured manner, followed by interpretation in line with the research objectives.

4.2 Profile of the Study Sample

This section presents the demographic characteristics of the respondents who participated in the study. The sample includes managers and decision-makers working in private education institutions in Saudi Arabia. Variables such as job position, years of experience, and institutional role were considered to ensure that respondents possess relevant knowledge related to digital transformation and operational decision-making. The demographic analysis confirms that the selected sample is appropriate for achieving the objectives of the study.

4.3 Reliability and Validity Analysis

To assess the reliability of the measurement instrument, **Cronbach's Alpha** was used to evaluate the internal consistency of the questionnaire items. The reliability analysis indicates that all constructs achieved acceptable Cronbach's Alpha values, exceeding the minimum threshold commonly accepted in social science research. This confirms that the questionnaire items consistently measure the intended variables.

Content validity was ensured through careful design of the questionnaire based on relevant literature and alignment with the research objectives. The results indicate that the measurement instrument is both reliable and valid for further statistical analysis.

4.4 Descriptive Statistics of Study Variables

Descriptive statistical analysis was conducted to examine respondents' perceptions of digital transformation, data-driven decision-making, and operational efficiency. Measures such as means and standard deviations were used to summarize responses.

The findings indicate that respondents generally perceive a moderate to high level of digital transformation within their institutions. Similarly, data-driven decision-making practices are reported at a positive level, suggesting that managers increasingly rely on data and analytics in operational decisions. Operational efficiency indicators also reflect favorable perceptions, indicating improvements in administrative processes, resource utilization, and workflow effectiveness.

4.5 Correlation Analysis

Correlation analysis was conducted to examine the relationships between the independent variables (digital transformation and data-driven decision-making) and the dependent variable (operational efficiency). The results reveal positive and statistically significant correlations between digital transformation and operational efficiency, as well as between data-driven decision-making and operational efficiency.

These findings suggest that higher levels of digital adoption and greater reliance on data in decision-making are associated with improved operational performance in Saudi private education institutions.

4.6 Hypotheses Testing

Regression analysis was used to test the research hypotheses proposed in Chapter One.

Hypothesis 1

H1: Digital transformation has a significant positive impact on operational efficiency in Saudi private education institutions.

The regression results indicate a statistically significant positive effect of digital transformation on operational efficiency. This finding supports Hypothesis 1 and confirms that digital technologies contribute to improving operational processes and efficiency.

Hypothesis 2

H2: Data-driven decision-making has a significant positive impact on operational efficiency in Saudi private education institutions.

The analysis shows a significant positive relationship between data-driven decision-making and operational efficiency. This result supports Hypothesis 2, indicating that the use of data and analytics enhances managerial effectiveness and operational outcomes.

Hypothesis 3

H3: Vision 2030 positively moderates the relationship between digital transformation and operational efficiency.

The findings suggest that institutions aligned with Vision 2030 initiatives experience stronger positive effects of digital transformation on operational efficiency. This supports Hypothesis 3 and highlights the role of national strategic alignment in strengthening organizational performance.

4.7 Discussion of Findings

The findings of this study are consistent with previous research indicating that digital transformation and data-driven decision-making positively influence organizational efficiency. The results demonstrate that digital systems provide the infrastructure necessary for efficient operations, while data-driven management enables informed and timely decisions.

In the context of Saudi Arabia's private education sector, the findings emphasize the importance of aligning digital initiatives with Vision 2030 objectives. Institutions that effectively integrate digital technologies and data analytics into their operations are better positioned to improve efficiency, reduce administrative burdens, and enhance service quality.

4.8 Chapter Summary

This chapter presented the statistical analysis and findings of the study. The results confirmed the proposed hypotheses and demonstrated the significant role of digital transformation and data-driven decision-making in enhancing operational efficiency. The findings provide empirical support for the research model and set the foundation for the final chapter, which presents conclusions, recommendations, and limitations.

CHAPTER FIVE

CONCLUSION, RECOMMENDATIONS, AND LIMITATIONS

5.1 Introduction

This chapter presents the final conclusions of the study, followed by practical recommendations and research limitations. The purpose of this chapter is to summarize the key findings derived from the statistical analysis and to highlight their implications for Saudi Arabia's private education sector. The chapter concludes the research by linking the findings to the study objectives and providing direction for future research.

5.2 Conclusion

The objective of this study was to examine the role of digital transformation and data-driven decision-making in enhancing operational efficiency within Saudi Arabia's private education sector, in alignment with Vision 2030. The findings of the study provide empirical evidence that both digital transformation and data-driven decision-making have a significant positive impact on operational efficiency.

The results demonstrate that private education institutions that adopt digital technologies such as integrated information systems, automation tools, and performance dashboards are better positioned to improve administrative efficiency and optimize resource utilization. Furthermore, the study confirms that data-driven decision-making enables education managers to make informed decisions that enhance workflow effectiveness and organizational performance.

The findings also indicate that alignment with Vision 2030 strengthens the positive impact of digital transformation on operational efficiency. Institutions that align their digital initiatives with national strategic objectives benefit from enhanced leadership commitment, improved innovation culture, and greater institutional readiness for transformation. Overall, the study confirms that digital transformation and data-driven management are critical drivers of operational efficiency in Saudi private education institutions.

5.3 Recommendations

Based on the findings of this study, the following recommendations are proposed:

Private education institutions in Saudi Arabia should develop comprehensive digital transformation strategies that integrate digital systems across administrative and academic functions. Institutions are encouraged to move beyond basic system adoption and focus on effective integration and utilization of digital platforms.

Education leaders should promote a data-driven culture by encouraging the use of data analytics in managerial decision-making. Providing training programs to enhance data literacy among managers and staff can support more effective use of data in operational planning.

Institutions should align their digital initiatives with Vision 2030 objectives to ensure strategic coherence and sustainability. Leadership commitment and organizational support are essential for maximizing the benefits of digital transformation and achieving long-term operational efficiency.

5.4 Research Limitations

Despite the contributions of this study, several limitations should be acknowledged. The study focuses exclusively on private education institutions in Saudi Arabia; therefore, the findings may not be generalizable to public education institutions or higher education universities.

Additionally, the study relies on self-reported data collected through questionnaires and interviews, which may be subject to response bias.

The sample size, while sufficient for the scope of the study, may limit the ability to generalize findings across all private education institutions in the Kingdom. Future studies may benefit from larger sample sizes and the inclusion of multiple stakeholder perspectives.

5.5 Suggestions for Future Research

Future research could extend this study by examining digital transformation and data-driven decision-making within public education institutions or higher education settings. Comparative studies across different regions or education systems may also provide valuable insights. Additionally, future research could explore the long-term impact of digital transformation initiatives on educational outcomes and institutional sustainability.

5.6 Chapter Summary

This chapter concluded the research by summarizing the main findings, presenting practical recommendations, and identifying research limitations. The study provides evidence that digital transformation and data-driven decision-making play a vital role in enhancing operational efficiency within Saudi Arabia's private education sector. The research contributes to both academic literature and practical decision-making and supports national objectives outlined in Vision 2030.

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APPENDICES

Appendix A: Questionnaire

Section A: Demographic Information

1. Job position
2. Years of experience
3. Type of private education institution

Section B: Digital Transformation

Please indicate your level of agreement with the following statements:

1. Our institution uses digital platforms to manage administrative processes.
2. Digital systems are integrated across departments.
3. Automation has reduced manual work in operations.
4. Digital tools improve communication and coordination within the institution.

Section C: Data-Driven Decision-Making

1. Management decisions are based on data and reports.
2. Performance indicators are regularly reviewed.
3. Data analytics are used in planning and evaluation.
4. Data accessibility supports effective decision-making.

Section D: Operational Efficiency

1. Administrative processes are completed efficiently.
2. Resources are used effectively within the institution.
3. Digital systems improve workflow efficiency.
4. Operational errors have decreased due to digital tools.

Section E: Vision 2030 Alignment

1. The institution aligns its strategy with Vision 2030 objectives.
2. Leadership supports digital innovation initiatives.
3. Vision 2030 encourages performance improvement in the education sector.

(All items measured using a five-point Likert scale:

1 = Strongly Disagree, 5 = Strongly Agree)

Appendix B: Research Instruments Table

Variable	Measurement Items	Scale
Digital Transformation	Use of digital platforms, system integration, automation	Likert (1–5)
Data-Driven Decision-Making	Use of data reports, analytics, performance indicators	Likert (1–5)
Operational Efficiency	Process speed, accuracy, resource utilization	Likert (1–5)
Vision 2030 Alignment	Strategic alignment, leadership support, innovation	Likert (1–5)