Strukturasi: JurnalIlmiah Magister Administrasi Publik, 7(2) 2025: 149-159
DOI: 10.31289/strukturasi.v7i2.6644

Strukturasi: JurnalIlmiah Magister Administrasi Publik

Available online http://jurnalmahasiswa.uma.ac.id/index.php/tabularasa

Received: 06 August 2025; Reviewed: 12 August 2025; Accepted: 11 September 2025

The Impact of Digital Technology on Private School Performance in Yenagoa, Bayelsa State

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Abstract

The majority of research on digital technology and business performance that has been conducted thus far focuses on enterprises, while little or no attention has been given to private schools in the local context, such as Yenagoa, Bayelsa state. Many works highlight digital literacy challenges among staff and students globally, but little has been done to assess the extent of these challenges within private schools in Yenagoa, where shifting client preferences, inadequate service quality, low staff engagement, organisational inefficiencies, infrastructure, training, and support systems may be uniquely constrained. This study addresses these issues by investigating the impact of digital agility on employee satisfaction and the influence of digital transformation on service quality. The study employed a quantitative case study design using stratified sampling, with 196 questionnaires distributed and 178 valid responses collected (90.8% response rate) from staff of top private schools in Yenagoa. Data were analysed using SPSS for descriptive statistics and Partial Least Squares Structural Equation Modelling (PLS-SEM) for inferential analysis. Validity and reliability were ensured through expert review, factor analysis, and Cronbach's alpha (≥0.7). The findings revealed that digital agility has a significant positive effect on employee satisfaction, with a path coefficient of 0.911 and an R^2 of 0.830, indicating that it explains 83% of the variance. Similarly, digital transformation demonstrated a nearly perfect influence on service quality, with a path coefficient of 0.997 and an R^2 of 0.993, suggesting that advancements in digital capabilities substantially enhance both employee satisfaction and overall school performance.

Keywords: Digital Technology; Business Performance; Digital Transformation; Private School.

How to Cite: Olufunke, A P., & Spring, J A. (2025). Bolstering The Impact of Digital Technology on Business Performance of Selected Private Schools: A Study of Yenagoa, Bayelsa State. *Strukturasi: JurnalIlmiah Magister Administrasi Publik, 7(2): 149-159*

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INTRODUCTION

Recent advancements in technology, the growth of digital content, and the reorganization of corporate landscapes have significantly transformed how enterprises operate (Malecki & Moriset, 2007; Nancu, 2020; Abasilim & Esisio, 2025). Educational institutions, in particular, face challenges in attracting and retaining top talent, especially in teaching, research, and administration. Limited career progression, particularly for non-academic staff, and the disruptions caused by new digital workflows further complicate these challenges (Abdirad, 2022). Additionally, many organisations lack the understanding needed to fully utilise digital technologies, hindering their ability to maximise technology investments.

Determining how organizations' capacity to rapidly adopt and change how digital technology affects workplace morale, productivity, and overall business performance is the objective of the study on the impact of digital agility on employee satisfaction. Employee satisfaction with employment and retention increases by digital agility, which allows workers to automate monotonous tasks, improve workflows, and do more creative and meaningful work (van Bruggen, 2022). By examining this relationship, the study aims to demonstrate how Yenagoa's technologically agile private schools may foster positive work environments, increase employee engagement, and subsequently improve organizational results. In today's fast-evolving business world, maintaining high levels of performance requires targeted strategies, including those focused on employee satisfaction, organisational commitment, service quality, and operational improvements (Naruetharadhol, 2020).

Examining how digital transformation affects service quality aims to ascertain how integrating advanced digital tools and procedures enhances an organization's responsiveness, efficiency, and customer satisfaction. According to Battisti, Alfiero, and Leonidou (2022), digital transformation improves service delivery by reducing redundancies, streamlining operations, and giving staff members the tools and flexibility they need to perform better. Additionally, it helps businesses stay competitive and adjust to market changes by promoting innovation, updating IT systems, and facilitating data-driven decision-making (Hughes, 2022). Understanding this relationship is important in the context of private schools since excellent service has a direct impact on parental satisfaction, student learning experiences, and institutional reputation. Thus, the study aims to demonstrate that strategic digital transformation involves more than just adopting new technology; it also entails changing the way services are delivered in order to attain long-term organizational success and sustainable growth. For educational institutions, understanding how technology, communication, leadership, and service quality interact is key to boosting performance and achieving long-term success. Addressing these factors helps organisations develop strategies that drive sustainable growth.

The modern corporate environment, shaped by digital technologies, now requires managers to strategically integrate tools and resources to enhance performance, competitiveness, and efficiency (Parker & Weber, 2018). Business performance encompassing financial results, operational efficiency, customer satisfaction, and market competitiveness is critical to organisational success (Malik, 2023). Businesses are increasingly adopting social media, mobile platforms, and digital business strategies to drive innovation and transformation, although full integration remains difficult (Martínez-Caro, Cegarra-Navarro, & Alfonso-Ruiz, 2020).

As the digital era evolves, the intricate relationship between digital technologies and business performance is becoming increasingly vital. This research aims to investigate the relationship between digital technology and business performance. The research objectives of this study include:

- To determine the role of digital agility on employee satisfaction.

- To examine the influence of digital transformation on service quality.
- The following research hypotheses are stated in null form to guide this research work:
- H01: Digital agility has no significant effect on employee satisfaction.
- H02: Digital transformation does not influence service quality.

METHODOLOGY

This study employs a case study design to facilitate a comprehensive contextual analysis of specific occurrences and their interrelationships, thereby challenging established theories (Yin, 2018). The focus is on determining the impact of digital technology on the business performance of educational institutions. The research population comprises 322 employees drawn from the top 10 private secondary schools in Yenagoa, Bayelsa State, selected for their strong academic performance and effective use of digital technology (Amangala& Ngozi, 2023), supported by prior findings that highlight the positive influence of digital technology on education outcomes (Giami& Alete-omoni, 2023).

The sample size of 178 respondents was determined using the Taro Yamane formula, ensuring adequate precision at a 0.05 margin of error. This sample size strikes a balance between accuracy and feasibility, allowing generalisation of findings while reducing the risk of sampling bias. A stratified sampling technique was utilised to ensure representation across all departments, while convenience sampling allowed the selection of accessible participants for questionnaire administration. Data were gathered through questionnaires for primary data and supplemented by secondary sources, including government documents, internet articles, textbooks, and periodicals. The research instruments included surveys, interviews, and observational checklists, with questionnaires employing a five-point Likert scale to capture demographic data and variables related to digital technology and business performance.

Reliability was established using Cronbach's alpha, with a threshold of ≥0.7 considered acceptable, ensuring internal consistency of the survey items. Validity was strengthened through expert reviews, factor analysis, and comparison with established measures, which helped refine the content, construct, criterion-related, and face validity of the instruments. This process guaranteed that the tools captured the intended constructs effectively and consistently. Data were validated through coding and statistical screening in SPSS to detect errors, inconsistencies, or missing values. Factor analysis confirmed item loadings, ensuring construct validity, while triangulation with secondary sources improved the robustness of findings. This systematic validation reduced potential bias and enhanced the trustworthiness of the data. Partial Least Squares Structural Equation Modeling (PLS-SEM) was used to explore the relationships between independent and dependent variables. Ethical considerations guided every phase of the study from design through data collection to dissemination, ensuring participants' confidentiality, voluntary participation, and the mitigation of potential harm.

Limited resources and accessibility constraints may have restricted broader data collection. The case study's geographical focus on Yenagoa limited the generalisability of findings to wider contexts.

RESULTS AND DISCUSSION

The research survey questionnaires were completed in hard copy by personnel from the ten (10) leading private schools in Yenagoa, Bayelsa State, Nigeria. Enquiries regarding the participant's personal information were conducted before the commencement of data analysis. The objective of the second section of the questionnaire was to gather data from participants.

Response rate

Table 1: Response Frequency

Questionnaire	Frequency	Valid Percentage
Valid	178	95.5%
Invalid/unfilled	18	4.5%
Total	196	100%

Source: Field Survey, 2024

Table 1 presents details regarding the response rate. The response rate increased due to the investigator's diligent follow-ups. Out of the 196 dispersed copies, 178 copies (90.82%) were retrieved for analysis, whilst 18 copies (9.18%) remained unaccounted for. The response rate was 90.82%, sufficient for concluding the association between the variables. Table 2 presents the findings of the analysis of the respondents' sociodemographic data, which encompass their age, marital status, years of employment, highest educational attainment, and gender.

Table 2: Demographic Profile

Demographic Variables	Construct	Frequency	Percentage (%)
Gender	Male	95	53.4
	Female	83	46.6
Total		78	100
Age	18 – 30 years	45	25.3
	31 – 40 years	72	40.4
	41 – 50 years	43	24.2
	51 years and above	18	10.1
Total		178	100
Number of years of experience	0 – 5 years	55	30.9
	6 – 10 years	60	33.7
	11 – 15 years	40	22.5
	15 years and above	23	12.9
Total		178	100
Education	Diploma	20	11.2
	BSc/HND	110	61.8

Source: Field Survey Data 2024

The result in Table 2 indicates that 95 respondents (53.4%) are men, constituting the majority, while 83 respondents (46.6%) are women. Forty-five respondents (25.3%) are aged between 41 and 50, and 42.2% are between 18 and 30, with the predominant age group falling within this range. The majority of respondents have long tenures with the company: 30.9% have been employed for 0–5 years, 31.7% for 6–10 years, and 22.5% for 11–15 years. The majority of respondents have qualifications such as a BSC/HND, an MBA/MSc, or a diploma, enabling them to provide reliable information. Ninety-nine respondents (50.6%) are single, while 44.9% are married. The majority of respondents chose not to reveal their marital status.

Test of Hypothesis

Partial least squares structural equation modeling (PLS-SEM) was used to analyze the model, with SmartPLS (version 4.0.7.6) as the analytical tool. All hypotheses were framed as null hypotheses, and hypothesis testing assessed whether sufficient statistical evidence existed to accept or reject them.

Structural equation modelling has two main approaches: partial least squares (PLS-SEM) and covariance-based SEM (CB-SEM), each with distinct goals (Hair et al., 2018). PLS-SEM leverages the total variance of indicator variables to model constructs, while CB-SEM focuses on shared variation (Hair, 2018). PLS-SEM was selected because the study aimed to predict key target constructs and drivers, rather than test established theory. The research followed Hair's (2018) guidelines to ensure a thorough evaluation of both the measurement and structural models.

HYPOTHESIS ONE:

Ho: Digital Agility has no significant effect on Employee Satisfaction

This hypothesis explores the relationship between Digital Agility and Employee Satisfaction, aiming to uncover the impact of organizational agility on workforce satisfaction.

Table 3 Factor loading for Digital Agility on Employee Satisfaction

Factor loading		VIF	Composite reliability	AVE	Cronbach alpha	No. of indicators
Indicators	> 0.7	< 5	≥0.7	≥0.5	≥0.7	
Digital Agility			0.989	0.978	0.989	3
DA1	0.99	1.077				
DA2	0.985	1.146				
DA3	0.992	1.103				
Employee Satisfaction			0.941	0.891	0.939	3
ES1	0.97	1.026				
ES2	0.94	1.658				
ES3	0.922	1.631				

Measurement and Reliability Assessment

Three principal indicators —DA1, DA2, and DA3 — are employed to operationalize digital agility (DA). Table 3 demonstrates robust factor loadings of 0.990, 0.985, and 0.992, respectively. These significant loadings suggest robust relationships between the indicators and the latent construct of digital agility. Three indicators are utilised to evaluate employee satisfaction (ES): ES1, ES2, and ES3. Table 3 demonstrates that these indicators are dependable in measuring different facets of employee satisfaction, with factor loadings of 0.970, 0.940, and 0.922.

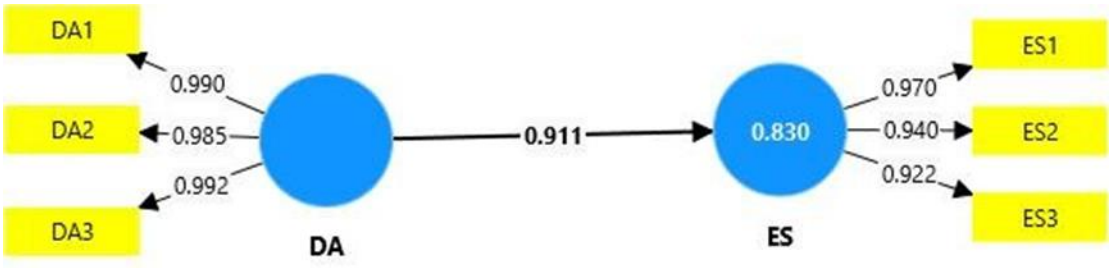


Figure 1 Predictive relevance (Path coefficient) of Digital Agility and Employee Satisfaction.

Structural Model Evaluation

A strong and statistically significant correlation exists between employee satisfaction and digital agility. The path coefficient from digital agility to employee satisfaction is 0.911, indicating a positive direct effect (see Figure 1). This suggests that for every unit increase in digital agility,

employee satisfaction rises by 0.911 units. The relationship is highly significant, with a t-statistic of 40.754 (Table 3) and a p-value of 0.000.

Variance Explanation and Effect Size

Table 4 indicates an R-squared value of 0.830, which signifies that Digital Agility accounts for approximately 83% of the variance in Employee Satisfaction. This substantial percentage illustrates the considerable explanatory capacity of digital agility in affecting internal employee satisfaction. The effect size (F2) of 4.883 in Table 4 underscores the substantial impact of digital agility on employee satisfaction.

Table 4: Variance and Effect Size

Regression Results

Variable	Coefficient	Std. Dev (STDEV)	T-statistic (O/STDEV)	P-Value
Digital Employee Agility → Satisfaction	**0.911**	**0.022**	**40.754**	**0**

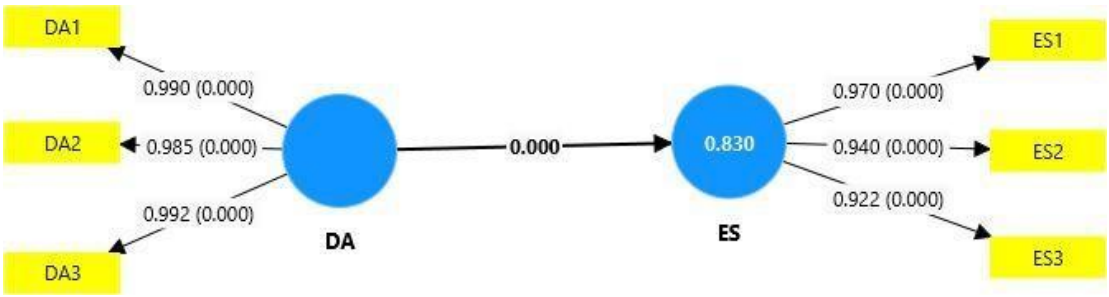
R-Square and Adjusted R-Square

Variable	R-Square (R^2)	Adjusted R^2
Digital Employee Agility → Satisfaction	0.83	0.829

Notes

F = 4883 (possibly F-statistic or another test value).

Source: Researcher's Survey (2024)



Figures 2: Path Coefficient and P-values for Digital Agility and Employee Satisfaction

The findings reveal that digital agility significantly enhances employee satisfaction, with a path coefficient of 0.911 and an R^2 of 0.830, indicating that it explains 83% of the variance. Digital transformation also demonstrated a near-perfect influence on service quality, with a path coefficient of 0.997 and an R^2 of 0.993. These results affirm that adopting digital technologies improves organisational performance by fostering efficiency, adaptability, and service excellence. The findings align with Kő and Andrea (2022), who showed that digital competitiveness drives organisational adaptability, and with Venkatesan (2020), who found that digital maturity and agility positively influence firm performance. Overall, the study confirms that digital agility and transformation are critical drivers of satisfaction and quality in private educational institutions.

HYPOTHESIS TWO:

Ho: Digital Transformation does not influence Service Quality

This hypothesis examines the relationship between Digital Transformation and Service Quality, which is crucial for understanding the impact of technological advancements on service delivery.

Table 5 Factor loading for Digital transformation on service quality

Factor loading		VIF	Composite reliability	AVE	Cronbach alpha	No. of indicators
Indicators	> 0.7	< 5	≥0.7	≥0.5	≥0.7	
Digital Transformation			0.992	0.975	0.987	3
DT1	0.987	1.107				
DT2	0.982	1.105				
DT3	0.993	1.203				
Service Quality			0.994	0.981	0.99	3
SQ1	0.991	1.086				
SQ2	0.987	1.49				
SQ3	0.992	1.39				

Measurement and Reliability Assessment

Table 5 indicates that the three metrics employed to measure digital transformation (DT): DT1, DT2, and DT3, exhibit significant factor loadings of 0.987, 0.982, and 0.993, respectively. These significant loadings suggest robust relationships between the indicators and the latent construct of digital transformation. Three indicators are employed to operationalise Service Quality (SQ): SQ1, SQ2, and SQ3. Table 5 demonstrates that these indicators are dependable in reflecting various dimensions of SQ, with factor loadings of 0.991, 0.987, and 0.992, respectively.

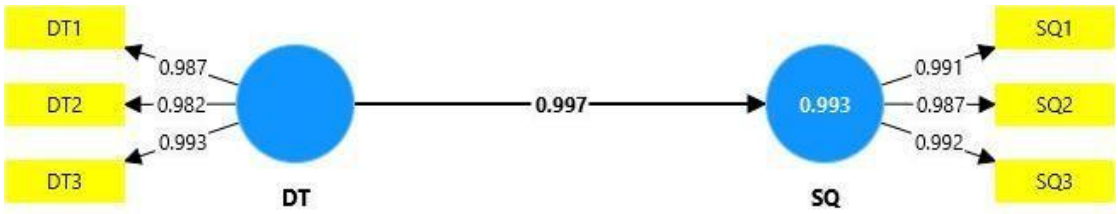


Figure 3 Path Coefficient and P-values for Digital Transformation and Service Quality.

Structural Model Evaluation

Figure 3 illustrates an estimated route coefficient of 0.997 from Digital Transformation to Service Quality, indicating a highly significant and positive direct effect. The correlation suggests that a one-unit increase in Digital Transformation is associated with an almost equivalent enhancement in Service Quality, indicating a positive influence of Digital Transformation on Service Quality. The t-statistic of 985.872 and the exceptionally low p-value of 0.000 in Figure 3 indicate the substantial statistical significance of the association.

Variance Explanation and Effect Size

The R-squared value of 0.993 in Table 6 indicates that 99.3% of the variance in service quality is attributable to digital transformation. This significant percentage underscores the substantial explanatory power of digital transformation in enhancing the effectiveness of service delivery. Furthermore, the effect size (F2) of 148.108 in Table 6 underscores the substantial practical implications of digital transformation, illustrating its considerable influence on service quality.

Table 6: Variance and Effect Size

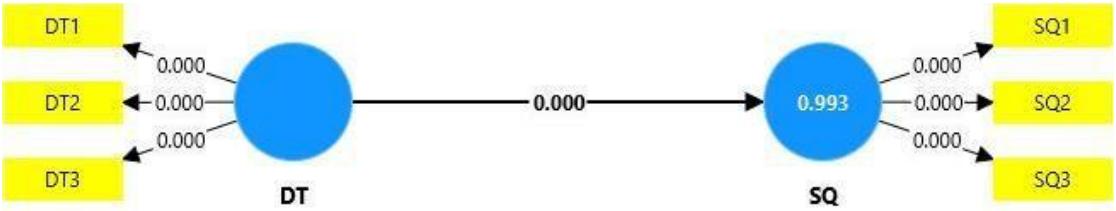
Regression Results

Variable	Coefficient	Std. Dev (STDEV)	T-statistic (O/STDEV)	P-Value
Digital Service → Transformation Quality	0.997	0.001	985.872	0

R-Square and Adjusted R-Square

Variable	R-Square (R^2)	\Adjusted R^2
Digital Service → Transformation Quality	0.993	0.993

Notes
F = 148.108 (possibly F-statistic or another test value).



Figures 4 Path Coefficient and P-values for Digital Transformation and Service Quality.

Discussion of Findings

The findings reveal exceptionally strong relationships between digital technology dimensions and business performance indicators in private educational institutions. Digital agility demonstrated a significant positive effect on employee satisfaction with a path coefficient of 0.911 (t-statistic = 40.754, p < 0.000) and R-squared value of 0.830, indicating that digital agility explains 83% of the variance in employee satisfaction. Similarly, digital transformation showed a nearly perfect relationship with service quality, as evidenced by a path coefficient of 0.997 (t-statistic = 985.872, p < 0.000) and an R-squared value of 0.993, which explains 99.3% of the variance in service quality. These results align with Matsunaga (2024), who found that digital agility enhancements foster more adaptable work environments and significantly elevate employee satisfaction. They are consistent with Schaufeli and Bakker (2004), who demonstrated that digital tools enhance organizational commitment through increased levels of passion and achievement.

Similar to other studies, the study's findings unequivocally confirm that digital transformation has a beneficial impact on employee happiness and service quality. Li (2023) found that Zhanjiang Cigarette Factory's digital transformation improved work environments and processes, which in turn increased employee job satisfaction. Additionally, technologically altered working environments had a significant impact on job satisfaction, stress, and productivity, according to Martin, Hauret, and Fuhrer (2022), illustrating how technology shapes employee well-being. Adinegara and Putra (2016) emphasized that competitive advantage and customer satisfaction are driven by high-quality services made possible by digital initiatives in the education industry. When considered collectively, these studies support the finding that digital transformation is a vital facilitator of service quality and employee happiness, guaranteeing long-term performance in dynamic organizational settings.

The exceptionally high correlations observed suggest that educational institutions should strategically prioritize comprehensive digital transformation initiatives to achieve superior business performance outcomes.

CONCLUSION

This study examined the relationship between digital technology and business performance, demonstrating its vital role in enhancing organisational outcomes. Quantitative analysis revealed a significant positive correlation between the adoption of digital technology and corporate performance. Digital tools were shown to boost organisational commitment by enhancing employees' motivation and achievement (Schaufeli & Bakker, 2004). Digital transformation and organizational results were shown to be significantly positively correlated in this study, which

looked at how digital technology affected business performance at private schools in Yenagoa, Bayelsa State. Employees who viewed digital tools as beneficial, particularly in generating rapid positive outcomes, exhibited higher loyalty and commitment (Schaufeli & Bakker, 2004).

The study's findings have clear policy implications for private schools in Yenagoa. School administrators and policymakers must prioritise structured digital transformation strategies to ensure sustained organisational performance. Specifically, executive leadership should establish digital teams responsible for promoting technology-driven practices and cultivating a culture of agility (Venkatesan, 2020). Furthermore, policies that integrate digital learning, staff training, and professional development will help employees adapt to evolving technologies while fostering loyalty and long-term commitment (Li, 2023).

Management of private schools should regularly train staff in digital skills to increase their proficiency and self-assurance with technology. To increase administrative effectiveness and collaboration, schools should spend money on affordable digital platforms like Google Docs and Microsoft 365 (Martin, Hauret & Fuhrer, 2022). Legislators ought to back these initiatives by providing grants or subsidies for digital infrastructure, particularly in areas with poor access to technology. In order to increase employee happiness and retention, schools can also implement employee-centered policies that connect digital transformation initiatives with rewards, recognition, and career advancement opportunities (Kő & Andrea, 2022).

Future research should offer more comprehensive insights into how digital transformation affects organizational performance in various educational contexts. Future research should take into account comparative assessments between Yenagoa's public and private schools (Amangala & Ngozi, 2023). By combining qualitative narratives with statistical reliability, a mixed-methods design would enable a more thorough investigation of employee experiences (Yin, 2018). To further understand how these characteristics interact with digital adoption in influencing performance, research should also look at mediating factors, including leadership style, organizational culture, and resource allocation (Giami & Alete-Omoni, 2023). This would offer a more comprehensive view of how digital technology is revolutionizing education.

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