

DIGITAL LEADERSHIP SKILLS AND TEACHERS' JOB PERFORMANCE IN OYO STATE, NIGERIA

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Abstract

Teachers' job performance cannot be underestimated and seems to be deteriorating especially during the COVID-19 lockdown. The study is anchored on transformational leadership theory. This study investigated how public primary school teachers in Oyo State, Nigeria, performed on the job in relation to their digital leadership skills. A descriptive survey research design was used in the study. Using a multi-stage sampling procedure that included purposive and proportionate sampling techniques, 1,336 teachers were chosen as research respondents. The instrument was content and face validated with a reliability score of .985. The study revealed that there was a connection between the teachers' job performance and digital leadership skills, with a correlation coefficient of 0.824. The study confirms that the level of public primary school teachers' job performance is high. This suggests that among all others, in order to enhance the job performance of public primary school teachers in Oyo State, teachers' minimum wages must be increased by the Oyo state government.

Keywords: Digital leadership skills, school administrators, teachers

Introduction

The term performance refers to a person's ability to carry out a specific function in an organisation. The success or failure of the organisation is determined by these functions. The ability of an individual to accomplish a

particular task in an organisation, like a school, is referred to as performance. According to Derman and Bezen (2023), a teacher is a person or a professional who is knowledgeable and organise, structured teaching-learning activities in a school setting. According to Boureau (2023), teachers can get this knowledge by regularly attending conferences and seminars, keeping up with the most recent findings in their field of expertise, and working together with other educators to share best practices and learn from one another. The precise tasks that teachers execute in the classroom, such as preparing lesson notes and maintaining regular attendance, are referred to as teachers' job performance. If school administrators use their digital leadership skills to improve teachers' job performance in the state, these responsibilities may be more successful.

The performance of teachers on the job is a worldwide concern. It appears to be a problem that needs immediate treatment. Teachers' job performance seems to be dwindling especially during the Covid-19 pandemic when all schools were shut down by the Federal government of Nigeria. It was observed that public primary school pupils were the most affected as some pupils were seen playing on the street, which had hindered teaching and learning experiences (Oredein & Obadimeji, 2022, p. 57). Some public primary school teachers were left redundant during the Covid-19 lockdown as some of the teachers could not figure out other means to improve teaching and learning experiences. For this study, teachers' job performance could be measured using designing learning experiences for learners, teachers' knowledge and understanding of the subject matter, teachers' strategies or methodologies for facilitating learning, and teachers' teaching-learning development (Chavan, 2014; Elujekwute et al., 2021).

Designing learning experiences directly shape pupils' engagement and improves pupils' comprehension. The curriculum takes into account the goals of society. In other words, teachers should participate in the design and development of the curriculum, performing each assignment in conjunction with the required subject and incorporating societal goals into the curriculum. Another index is teachers' subject-matter expertise and comprehension. Knowledge is dynamic, evolving via creativity and inevitably leading to new developments. Every teacher wants to perform better at work. The approach to learning facilitation is another index. This is referred to as the ways in which teachers create strategies for transferring

knowledge to pupils in order to improve their job performance. Among them, are access technologies and retrieving information on current and important issues, and using multi-leveled classroom teaching (Chavan, 2014). Additionally, a teacher's job performance can be inferred from their teaching-learning process. This is the teaching-learning process in which a teacher determines and utilises the pupils' comprehension needs and makes extensive use of ICT.

The unique abilities of digital leaders to improve organisational growth are known as digital leadership skills. Cooper (2023) states that digital leadership skills are abilities that a digital leader must possess in order to help an organization grow, improve customer satisfaction, shorten time to market, improve solution quality, and give data-driven insights more context. This suggests that school administrators, who are digital leaders, can enhance the job performance of public primary school teachers by using their digital leadership skills. These skills include the ability to encourage and empower team members, communicating with a whole team mindset, and having a keen eye for right digital tool (Shein, 2021). For instance, some school administrators who are digital leaders demonstrated during the COVID-19 lockdown that they have a keen eye for the right digital tools for teaching-learning processes, particularly in private primary schools, by using Slack and Google Classroom, among other digital tools. Effective communication is essential for digital leaders to manage teams and subordinates, grow the organisation more quickly and retain employees, gain from increased creativity and innovation, forge strong bonds with others, and draw in new opportunities (Coursera, 2023). The digital leader can enhance his digital communication skills by, among other things, determining the message's goal, identifying his audience, simplifying and clarifying the message's substance, and determining the digital medium to use. A digital leader may foster a collaborative culture by communicating effectively. This suggests that the digital leader has the capacity to engage others on the subject matter in order to make it better. Leaders of his sort or his subordinates inside the organisation may collaborate in this way. According to Propel (2021), it might be accomplished if the digital leader prioritises the organisation's objective, manages through trust rather than control, focuses on others rather than yourself, and builds groups rather than stars. Another indicator is the capacity of school administrators to digitally inspire and empower team

members. This suggests that the administrators of public primary school has the capacity to encourage and influence the actions of their subordinates through the use of digital tools in order to accomplish the organisation's objectives as a digital leader. The idea of transformational leadership gives a strong basis for this study.

Transformational leadership is a style where inspired leaders set a vision and push others to achieve it. A key skill is the ability to inspire and motivate staff. Transformational leader leads by example. Leaders usually combine compassion, support, and inspiration into their leadership style, and they often exhibit optimism and zeal. To increase output and overall satisfaction at work, a transformational leader concentrates on improving ineffective procedures and assembling cohesive teams of employees (Indeed Editorial Team, 2024). Let's look at a few relevant studies.

A study on digital transformation (DT) was conducted by Nadkarni and Prugl (2021). The study aimed to encourage discussion of 'Leadership in a digital world: embracing transparency and adaptive capacity. The study emphasises the need to lead with the ability to comprehend the use of digital opportunities, tools, and instruments from this era in order to confront the digital revolution. It was observed that the most effective digital transformations start with a shift in the mindset of leaders, who must adapt to this challenge. In addition, Klus and Muller (2020) conducted a study called "identifying leadership skills." In a workplace that is becoming more digitally connected, is leadership evolving? This issue comes up in business management research, corporate practice, and social discussions. According to the interview results, communication skills, subject-specific knowledge, self-organization skills, and self-reflection skills were thought to be especially important during periods of fast technological development. This suggests that in the current digital era, school administrators must be digital leaders, but this is not enough. It means school administrators being digital leaders need to acquire digital leadership skills to help improve teachers' job performance in Oyo State, Nigeria.

Methodology

This study used a descriptive survey research design. Nineteen thousand and twenty-nine certified teachers (19,029), and two thousand four hundred

and fifty-four (2,454) public primary school administrators work in Oyo State primary schools (Oredein & Obadimeji, 2022). A multi-stage sampling procedure was used to select the sample size of the respondents. Oyo State has three Senatorial Districts among which seven Local Government Areas (LGA) created in 1991 during the regime of the former Military President, were purposively selected at the first stage of sampling. The selected LGAs were Ibadan North (seventy-four schools) having four hundred and fifty-eight (458) teachers, Ibadan North East (seventy-two schools) having four hundred and seven (407) teachers, Ibadan North West (forty-one schools) having three hundred and forty-six (346) teachers, Ibadan South East (sixty-two schools) having four hundred and seventy (470) teachers, Ibadan South West (eighty-six schools) having four hundred and fifty (450) teachers, Ogo-Oluwa (fifty-nine schools) having two hundred and ninety-nine (299) teachers, and Ogbomosho North (twenty-eight schools) having two hundred and sixty (260) teachers making a total of two thousand six hundred and ninety teachers.

In the second stage, a survey tool known as a standardized Raosoft sampling calculator (with 5% margin of error, 95% confidence level, 50% response distribution and the teachers' population number) was used to get the sample size in each purposively selected LGA in the state. In the third stage, proportionate sampling technique was used to select one thousand three hundred and thirty-six (1,336) teachers as the respondents for the study.

See Table 1, below:

Table 1 Selected Local Government, Number of Schools, Teachers' Population and the Sample Size				
S/N	Local	No of	Teachers' Population	Sampling
	Government Area	Schools	Number	Size
1.	Ibadan North	74	458	210
2.	Ibadan North East	73	407	198
3.	Ibadan North West	41	346	183
4.	Ibadan South East	62	470	212
5.	Ibadan South West	79	450	208
6.	Ogo-Oluwa	59	299	169
7.	Ogbomosho North	28	260	156
	Total = 7	416	2,690	1,336

Source: Oredein & Obadimeji, 2022

A quantitative approach was used to elicit information from the respondents. A self-structured Teachers' Questionnaire (TQ) was used among the public primary school teachers. TQ has 56 items, with a Cronbach alpha of .985. Sections A and B of the structured questionnaire were measured using descriptive statistics including frequency, mean, standard deviation, and percentage. Items in section C of the research instrument were measured at 5% level of significance using Multiple Linear Regression Analysis, an inferential statistical technique. Ethical guidelines relating to data collection, analysis, and interpretation of research as specified by Lead City University was strictly adhered to.

Results**Table 2 Level of Public Primary School Teachers' Job Performance in Oyo State**

S/N	Items 'I'	AT	OF	ST	NA	Mean	Std
		Freq (%)	Freq (%)	Freq (%)	Freq (%)		
1	complete each task as stated in the curriculum for each subject	641(57.5)	389(34.9)	77(6.9)	8(0.7)	3.49	0.657
2	design pupils' learning experiences in subgroups from the curriculum	486(43.6)	444(39.8)	167(15.0)	18(1.6)	3.25	0.766
3	improve my knowledge on each subject	603(54.1)	437(39.2)	70(6.3)	5(0.4)	3.47	0.634
4	increase my subject knowledge through additional qualification	590(52.9)	403(36.1)	106(9.5)	16(1.4)	3.41	0.72
5	access technology on current issues	410(36.8)	479(43.0)	210(18.8)	16(1.4)	3.15	0.769
6	give personal attention to slow learners in the classroom	700(62.8)	249(22.3)	134(12.0)	32(2.9)	3.45	0.813
7	identify the needs of my pupils	699(62.7)	328(29.4)	82(7.4)	6(0.5)	3.54	0.671
8	prepare lesson plans and lesson notes on a particular subject	822(73.7)	194(17.4)	77(6.9)	22(2.0)	3.63	0.7
Weighted Mean						3.42	

Fieldwork, 2024**Where AT= At All Times, OF= Often Times, ST= Some Times, NA= Not At All****Decision Rule:** Weighted mean <2.50 means **Low**; 2.50 to 3.00 means **Moderate**; > 3.00 means **High**

Table 2 shows the level of job performance among public primary school teachers in Oyo state. Public primary school teachers create lesson plans and lesson notes on a specific subject, with a high mean of 3.63 (S.D=0.7). This suggests that lesson planning and notes are crucial resources for teachers to use in productive teaching-learning activities that provide the classroom a sense of direction and advancement. With a mean of 3.54 (S.D=0.671), public primary school teachers' ability to create lesson plans and notes on a specific subject allows them to identify the needs of their pupils. The lowest mean, 3.15 (S.D=0.769), is their ability to access technology on current issues. This indicates that teachers at public primary schools are not well paid to purchase digital tools for their own usage. The weighted mean of Oyo State's public primary school teachers' job performance is 3.42, which is greater than the Likert scale mean of 2.50. To put it another way, the computed weighted mean is higher than the Likert scale mean. Nonetheless, the lowest percentage of teachers' access to technology about contemporary issues is 36.8%, suggesting that public primary school teachers perform their jobs at a good level.

Table 3 The Most used Digital Leadership Skill by the Public Primary School Administrators in Oyo State

S/N	Items	AT Freq (%)	OF Freq (%)	ST Freq (%)	NA Freq (%)	Mean	Std	Rank
1.	Keen eye for right digital tools	289(25.9)	427(38.3)	186(16.7)	213(19.1)	2.71	1.035	2 nd
2.	Communication in whole team mindset digitally	286(25.7)	340(30.5)	190(17.0)	299(26.8)	3.17	0.830	3 rd
3.	Ability to digitally inspire team members	366(32.8)	531(47.6)	151(13.5)	67(6.0)	3.26	0.749	1 st
Weighted Mean						3.05		

Field work, 2024

Where AT= At All Times, OF= Often Times, ST=Some Times, NA= Not At All

Table 3 clearly indicates the most commonly employed digital leadership skill among public primary school administrators in Oyo State. The digital leadership skills used in this study are the ability to have a keen eye for right digital tools, ability to digitally communicate in whole team mindset,

and the ability to digitally inspire team member in an organisation. According to the table, public primary school administrators who use a keen eye for the right digital tools such as Slack and Google Classroom, among other digital tools have a mean of 2.71 (SD=1.035), followed by public primary school administrators who digitally communicate in a whole team mindset with a mean of 3.17 (SD=0.830) and public primary school administrators who digitally inspire team members with a mean of 3.26 (SD=0.749). It implies that public primary school administrators who digitally inspire team members have the highest mean, followed by public primary school administrators' ability to digitally communicate in a whole-team mindset, and the lowest is public primary school administrators with an eye for digital tools. The same table demonstrates that school administrators digitally and consistently motivate and inspires team members, with the greatest percentage and mean values.

Table 4: Showing the Significant Correlation of Public Primary School Administrators’ Digital Leadership Skills on Public Primary School Teachers’ Job Performance in Oyo State, Nigeria.

	Digital Leadership	Public Primary School Teachers’ Skills Job Performance
Digital Leadership Skills	1	0.824
Public Primary School Teachers’ Job Performance	0.824	1

Source: Fieldwork, 2024

Where the correlation coefficient “R” is 0.824

It reveals that there is a significant correlation of the public primary school administrators’ digital leadership skills on public primary school teachers’ job performance in Oyo State. Table 4 displays that there exist a positive strong relationship between the independent variable (Digital leadership skills) and the dependent variable (teachers’ job performance) (were R=0.824)

Discussion

Remember that quantitative approach was used in this study. According to Table 2, the Likert scale mean (often referred to as the summative scale) is 2.50, whereas the weighted mean of teachers' job performance is 3.42. It indicates that Oyo State's public primary school teachers do well on the job with the exception of their ability to use technology. Elujekwute, et al. (2021) summarises this by confirming the criteria of teachers' job performance as teachers creating learning experiences for pupils, teachers' knowledge and comprehension of the subject matter, teachers' strategies or methodologies for facilitating learning, and teachers' teaching-learning development. Digital leaders use specific attributes known as "digital leadership skills" to expedite organisational advancement.

The most popular digital leadership skills among Oyo State's public primary school administrators is displayed in Table 3. It shows that motivating team members is the digital leadership skill that public primary school administrators use the most frequently (32.8%). In order to inspire team members, public primary school administrators must be able to explain educational objectives as outlined in the National Policy of Education (NPE) and encourage team members to meet those objectives. This might be described as a school administrator's capacity to affect subordinates' behaviour within the organisation in order to accomplish organisational objectives. Open communication with team members and the ability of school administrators to lead by example can help achieve this. The transformational leadership paradigm, which is predicated on a leader's capacity to motivate followers, is supported by this study (Indeed Editorial Team, 2024). It includes Google Analytics, Tableau, slack, and Class dojo or other relevant application software (James, 2020).

For instance, by utilising digital tools like Slack and Google Classroom, among others, during the lockdown, some school administrators who are digital leaders showed that they have a good eye for the appropriate digital tools for teaching-learning processes, especially in private primary schools (James, 2020). However, in public primary schools, this was untrue. Consequently, the Covid-19 lockdown caused a setback in the education sector. The capacity of leaders to integrate the use of digital tools on the desktop or laptop during the teaching-learning process, as well as the ability of school administrators to recognise digital tools for teaching-

learning processes, demonstrate their keen eye for the appropriate digital tool or tools. The study on "Digital Transformation" (DT), which aimed to promote conversation about "Leadership in a Digital World: Embracing Transparency and Adaptive Capacity," is at odds with this result (Nadkarni & Prugl, 2021). According to the report, leaders need to understand how to use modern digital opportunities, tools, and instruments in order to satisfy the demands of the digital revolution. The least utilised digital leadership skill among school administrators is communication in a whole team mindset, digitally. It is typified by a school administrator's digital ability to work with subordinates to accomplish a goal while being truthful, unbiased, and caring in the process. This encompasses both oral and written communication as well as nonverbal communication. Every organization may benefit from written communication, particularly when it comes to documentation. Among other advantages, good communication in a whole-team mindset, digitally, increases output, fosters trust, and resolves issues. This implies that most public primary school administrators communicate in person or through traditional means. This outcome contradicts the study by Klus and Muller (2020) on the titled "Is leadership changing in an increasingly digitalised work environment?". According to the study's interview results, communication skills are regarded relevant in times of rapid technological change.

The null hypothesis, which states that the job performance of public primary school teachers in Oyo State, Nigeria, will not be significantly correlated with the digital leadership skills of public primary school administrators, was rejected. The job performance of public primary school teachers in Oyo State, Nigeria, is significantly correlated with the digital leadership skills of public primary school administrators. The job performance of public primary school teachers in Oyo State is positively and significantly correlated with the digital leadership skills of public primary school administrators, as indicated by the correlation value of 0.824. The skills needed for school administrators to carry out their duties inside the organisation, especially with regard to using digital tools and technologies, are known as digital leadership skills.

Among other things, these tools can be used for efficient communication and decision-making. This finding supports Cooper's (2023) assertion that digital leaders need their subordinates to have these skills for organisational

development, which benefits the organisation by enhancing the quality of solutions, improving the customer experience (pupils' learning experience), cutting down on market time, and giving data-driven insights more significance. This confirms that improving the job performance of public primary school teachers in the state requires school administrators to be digital leaders, but it is not enough. This implies that school administrators can use digital leadership skills to improve the job performance of public primary school teachers throughout the state in the current digital era.

Conclusion

With the exception of teachers' access to technology about contemporary challenges, the study on digital leadership skills as a correlation on public primary school teachers' job performance in Oyo State, Nigeria, confirms that the level of public primary school teachers' job performance is high. This suggests that some teachers are reluctant to purchase this digital tool and equipment. Additionally, it suggests that some teachers are underpaid to cover their basic needs, which has led to some teachers becoming overly dependent on the government. Teachers who have access to technology (digital tools and devices) will stay current on topics in education and learn how to address certain problems in education. The study confirms that the ability of public primary school administrators in Oyo State to motivate team members is the most utilised digital leadership skills. Additionally, it demonstrates that public primary school teachers in the state have a good correlation with digital leadership qualities. This implies that school administrators can use digital leadership skills to improve the job performance of public primary school teachers throughout the state in the current digital era. As a result, the study confirms that, in this day and age, digital leadership is essential yet insufficient.

Recommendations

Among all others, the following recommendations were made:

1. The government should hire qualified teachers for public primary schools.
2. The government ought to increase the salaries of teachers so they can purchase digital tools and equipment for themselves. To improve learning and facilitate communication in the classroom, teachers should implement the usage of digital tools.

3. School administrators should cultivate digital leadership skills, such as a keen eye for the right digital tools, which will also impact their subordinates' communication skills.

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