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Digital Leadership, Communication and Decision-making Styles as Determinants of Public Primary School Teachers' Job Performance in Oyo State

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ABSTRACT: *It is impossible to emphasize how crucial teachers' job performance is because it depends on several variables. However, little is known about digital leadership, communication, and decision-making styles. Some variables have been explored by scholars. This study was inspired by the need to investigate the job performance of public primary school teachers in Oyo State. Among other things, Vroom's Expectancy Theory was used in this study. The respondents were chosen using a multi-stage sample procedure with a basic random sampling technique. The survey drew a total of 643 participants from the three senatorial districts. The structured Teachers' Questionnaire (TQ) was validated, and the reliability of the tool was assessed using Cronbach's Alpha. Frequency counts, percentages, bar graphs, standardised coefficients and linear multiple regression (ANOVA, also known as analysis of variance), were used to analyze the data. It is used to calculate the difference between the means of three or more independent variables on a dependent variable. The findings of the test of hypotheses show that public primary school teachers' job performance in Oyo State is influenced by a combination of digital leadership, communication, and decision-making styles (F (3,640) = 3156.318; P 0.05). This study also discovered that the state's public primary school teachers' job performance is positively influenced by digital leadership, communication, and decision-making styles. It is advised that the government review the laws, policies, and rules that control the teaching profession and enhance educational technology, especially in public primary schools.*

Key words*: Communication styles, Decision-making styles, Digital leadership, Teachers and job performance.*

1. Introduction

For the success of the organization, every leader anticipates the performance of the employee. The ideal result for every employer of labour is job performance. Job performance is the real, attainable objective that any organisation's labour employers want. The desired value of a particular behavioural pattern that an individual exhibits over a predetermined period to an organisation is measured as a whole (Punnett & Senaji, 2022). Simply put, this comparison suggests that an employee's behaviour within a company at a particular point in time affects their ability to accomplish their job duties. According to LiLin (2018) job performance refers to the level of employee expectations that a company or organization has of excellence and quality. In an educational system, administrators typically expect teachers to fulfil their assigned tasks with excellence and quality.

The duties performed by the teaching staff in a school at a certain moment are referred to as teachers' job performance (Thompson & Wenceslaus, 2020). It is an important factor for the teaching staff and the educational system in general. Achmad and Paturusi (2017) describe teachers' job performance as the outcome

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attained in carrying out the duties assigned to them based on their experiences, talents, and time. According to a study carried out by Imhangbe, Okecha, and Obozuwa (2019) teachers' job performance is determined by several factors, including their ability to cooperate with the school administrator to achieve the institution's goals, their willingness and availability to accept additional responsibilities from the administrator, their keen interest in supervision (supervision of students' classroom work), their observance of school rules and procedures, and their plans and preparation for the task at hand. Individual, environmental, and motivational factors all have an impact on how well teachers do their jobs. Baluyos, Rivera, and Baluyos (2019) and Hwang, Bartlett, Greben, and Hand (2017) describe teachers' job performance as the observable behaviours of teachers with the results that are pertinent to the stated educational objectives. Although the focus of this article is on how teachers' job performance is being affected by digital leadership, communication, and decision-making styles in government primary schools. This is the case since primary education is regarded as the initial and fundamental building block of all subsequent educational institutions.

The education provided to pupils in basic one through basic six classes is referred to as primary education, elementary education, or basic education. It gives pupils a foundational knowledge of a variety of courses as well as the abilities they will need throughout their life. Also, it gives pupils the foundational abilities that will lay the groundwork for the remainder of their academic lives. Bello and Yusuf (2017) stipulate that primary education is widely acknowledged as the educational level that serves as the global basis and provides the fundamental base upon which the other educational levels' quality is formed. Etor, Mbon, and Ekanem (2013) believe that it is a place of learning that aids in a student's social growth while also offering emotional and cognitive instruction. This level of education enables pupils to flourish, teaches them how to participate, and offers them a sense of belonging.

Professional teachers are employed by government primary schools to teach the pupils in such schools (Aslam & Awang, 2019). This simply indicates that a government primary school teacher is a professional who primarily cares about pupils' overall development at the primary school level. Sandberg and Norling (2020) opine that he or she typically enrols in courses from Basic One to Basic six. The teachers exclusively work with young children in primary school. They undertake some in-service and improve themselves to enhance development. To learn new abilities and knowledge that would better prepare them for the future, they underwent training and retraining. For instance, in this new era, all teachers in institutions, especially those in primary schools, are required to learn about cutting-edge technologies or digitalization to make learning meaningful and accomplish the goals stated by the organisation. In addition to that, Nzarirwehi and Atuhumuze (2019) believe that teachers can alter their pedagogy and teaching methods with the help of educational training and in-service sessions.

Every school administrator is seen as a leader. A leader assumes the responsibility of managing a school. The start of Covid-19 reveals the failings of school administrators in all institutions especially the state's public primary school administrators, who allowed all educational institutions to be placed on lockdown by the federal government, preventing pupils from accessing an education. The development of school leaders into digital leaders is crucial and required in this age of globalization. A digital leader is a multidisciplinary person or leader who bases his operations on one of three fundamental concepts: strategy, business management, or information technology (Audretsch, Belitski, & Desai, 2015). He builds on this concept, develops it, and then feeds it to the subordinate in a cross-disciplinary manner. The new digital era must be understood by such a leader to translate his strategic vision using advanced technology at his disposal. Oberer and Erkollar (2018) view digital leadership as the practice of exercising leadership in a key area of the information society, such as the media, numerous media, and communication. Such a leader makes it simple for his followers to receive information. By harnessing the widespread availability of technology, it is a notion or idea that the lives, wellbeing, and circumstances of the subordinates can be improved (Miller, 2020). The organisation can accomplish its stated goals on schedule when the leader and subordinates are in effective communication.

The team and subordinates are directly impacted by the leader's communication styles in an organisation (Kuria, 2019). According to Akinwale and Okotoni (2018), "communication styles" referred to the spoken or nonverbal behaviours people employ to express information that is meant to be interpreted, filtered, or comprehended. Novak (2019) also suggested that it is a language-based activity used to transfer information between parties. For a better understanding of each person's function inside the organization, the leader employs his communication style to convey information, knowledge and other things to his subordinates. Among them

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are passive communication style, aggressive communication style, assertive communication style and passive-aggressive communication style.

Another component of management is decision-making. When making decisions, every leader has one or two different decision-making styles. Lazaro (2020) opine that the decision-making style is a managerial action that is carried out from the perspective of the leader when decisions are being made about the expansion of the organisation or achieving the organisation's goals. Abood and Thabet (2017) see it as the personality feature that is discovered in a person when making a decision. For instance, a cheerful person can decide quickly and logically through conversation. When coming at a choice, people frequently employ various decision-making styles (Motvaseli & Lotfizadeh, 2021). Asikhia, Ogunode, OladipoI, and Fatoke (2021) ascertain that when making a decision, a person's unstable state makes it possible to identify their traits or qualities. Abubakar, Elrehail, Alatailat, and Elçi (2019) view it as the routine style by which people recognize issues, deal with them, and take advantage of opportunities. Before taking the necessary action to address the challenges and opportunities found, the leader in an organization first identifies the issues and creates new opportunities. Alvi et al. (2018) believed that when presented with a decision-making circumstance, a person exhibits it as a learnt continuous act. An individual's decision-making style is thought of or perceived as an acquired continuous habit that causes them to behave in a particular way while making a decision. When making decisions about the expansion of the school at a primary level, the headmaster or mistress uses a variety of decision-making styles. Among them are directive decision-making style, analytical decision-making style, behavioural decision-making style and conceptual decision-making style. At this point, for better understanding, it is preferable to use Complexity Leadership Theory and Vroom-Yetton-Jago to explain how digital leadership, communication and decision-making styles affect public primary school teachers' job performance in the state.

1.1 Complexity Leadership Theory

Complexity Leadership Theory was founded on a school of scientific thought known as complexity theory, which was applied to understand how components of a complex organisational system interacted (Rosenhead, Franco, Grint, & Friedland, 2019). It is a framework that encourages Complex Adaptive Systems (CAS) in knowledge-producing organizations to learn, be creative, and adapt which improves job performance. Thus, a complexity leader can be tagged a digital leader. In an academic setting where both communication and decision-making styles are important, a digital school administrator can have a positive impact on teachers' job performance. In addition to that, Parida, Sjödin, and Reim (2019) suggested that the digital leader also needs to possess the following qualities: confidence, image-building role-modelling, external representation, expectations of followers' confidence, framing and alignment, selected motive arousal, and inspirational communication.

1.2 Vroom's Expectancy Theory

Every person aspires to succeed in all endeavours. The purpose of Vroom's Expectancy Theory is to understand what propels particular teachers to work toward enhancing the performance on the job. A Canadian motivational theorist introduced Vroom's expectation theory (Professor Emeritus of Management and Professor of Psychology). He assumes that behaviour is the outcome of intentional decisions made between options to maximize pleasure and minimize discomfort (Mulder, 2022). Expectancy, according to him, is the subjective likelihood that an activity or effort will result in a result or performance. In other words, using deliberate effort from public primary school teachers, digital leadership communication and decision-making styles will enhance teachers' job performance.

Decision-making is challenging for many leaders, particularly those in the educational sector, during the COVID-19 outbreak in Nigeria (2020). This is so because physical communication relies heavily on a leader's personality. In Oyo State, educational institutions were shut down to prevent the COVID-19 virus from spreading quickly. The academic achievement of both students and pupils in the State was changed by this statute.

2. Statement of the Problem

Public primary school teachers' job performance cannot be over-emphasized. The fact that many teachers lack digital competency has in some way affected how well they perform in their job. The lack of digital competency among school administrators may be one of several causes for this. Studies on topics like leadership

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decision-making styles, communication, and leadership styles have all been the subject of research (Abood & Thabet, 2017; Kuria, 2019). Regarding the effectiveness of teachers' job performance, however, little has been done in the area of digital leadership. Nearly everyone was unprepared when the global pandemic struck, especially in Nigeria. Some private primary schools have begun utilizing the Jisti, Zoom, and WhatsApp applications for teaching-learning activities. Therefore, this study explores the influence of digital leadership, communication, and decision-making styles on the job performance of public primary school teachers in Oyo State.

3. Aim and Objectives of the Study

The aim of this study is to investigate how public primary school teachers' job performance in Oyo State is influenced by digital leadership, communication, and decision-making styles.

The objectives are to:

i. Examine the combined influence of public primary school digital leadership, communication and decision-making styles on public primary school teachers' job performance in Oyo State.

ii. Examine the relative influence of public primary school digital leadership, communication and decision-making styles on public primary school teachers' job performance in Oyo State.

4. Hypotheses

These hypotheses were created to be tested in the null form with a significance level of 0.05.

Ho1: There will be no significant combined influence of digital leadership, communication and decision-making styles on public primary school teachers' job performance in Oyo State.

Ho2: There will be no significant relative influence of digital leadership, communication and decision-making styles on public primary school teachers' job performance in Oyo State.

5. Methodology

5.1. Design

To gather information about and systematically describe the qualities, features, or facts regarding the job performance of public primary school teachers in Oyo State, this study employed a descriptive survey research design.

5.2. Selection of Participants

To get a precise sample from the target population of 2,454 public primary school teachers in Oyo State, Nigeria, Multi-stage procedure using Simple Random Sampling, and Purposive Sampling techniques were employed. At the first stage, 7 local government areas out of 33 local government areas using Purposive Sampling technique which is based on the year establishment similarities, representing the three senatorial districts in Oyo State were selected. At the second stage, 162 schools were selected from all the seven local government areas using Simple Random Sampling technique. Yamane standardized sampling technique was used to determine the sample size of 723 teachers from the selected schools in the seven local governments of the state, which represent the three senatorial districts in Oyo State, Nigeria. All the 162 school administrators were also used for the study.

5.3. Procedure for Data Analysis

Information from the respondents was elicited using the mixed method. To decide whether to accept or reject the study's stated hypotheses, a self-structured Teachers' Questionnaire (TQ) was developed. Its components were formed from the study's content. Different respondents who shared the same traits or features as the sampling population participated in a pilot survey on purpose. The reliability index for the structured questionnaire and interview guide, however, was 0.793 after being submitted to both content validity and face validity. In Oyo State, the questionnaire was given to teachers of public primary schools, whereas the structured interview guide was used with school administrators. The questionnaire was in two sections; A and B. Section A measured the Bio-data of the respondents, while section B contained Four-Likert type scale of items on both the independent variables (digital leadership, communication and decision-making styles) and the dependent variable (primary school teachers job performance) to determine answers to hypotheses raised.

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5.4. Ethical Consideration

The Lead City University's ethical guidelines for the collection, analysis, and interpretation of research data were adhered to.

6. Results

Sections A of the structured questionnaire were examined using descriptive statistics such as frequency, graph, and percentage. The significant impact of the independent variables on the dependent variable at a 5% level of significance was determined using the inferential statistical tool known as linear multiple regression analysis and standardised coefficients (ANOVA). 644 (89%) copies of the teachers' questionnaire were found, and 60 (97%) public primary school administrators participated in interviews.

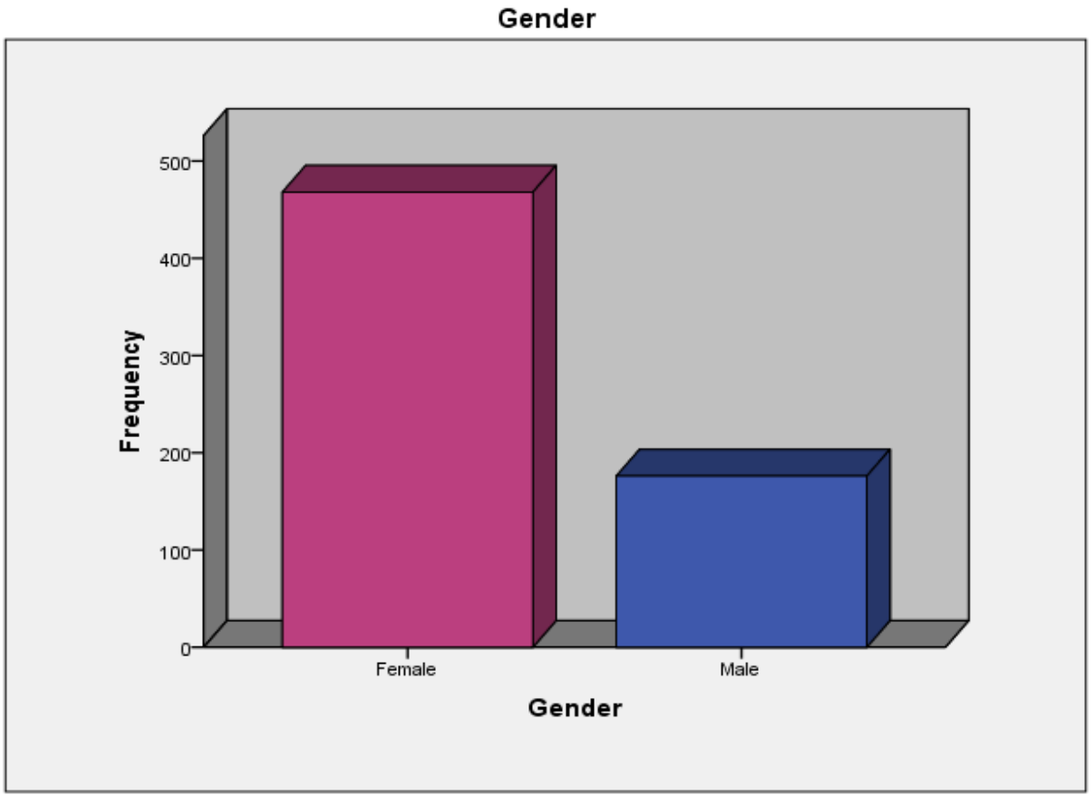


Figure 1. A bar chart showing the demographic data of the respondents.

Source: Field survey, 2021.

6.1. Presentation of Demographic Data

Demographic information about the respondents is displayed in Figure 1. An advantage of 72.7% belongs to the female gender over the male. This may be because young children still require gentle care from their mothers at the primary level, especially in the first three classes of public primary school (primary one through primary three), and this care can be obtained from a female gender who can stand in for a mother at school. This suggests that more female-gendered teachers work in the public primary schools of Oyo State.

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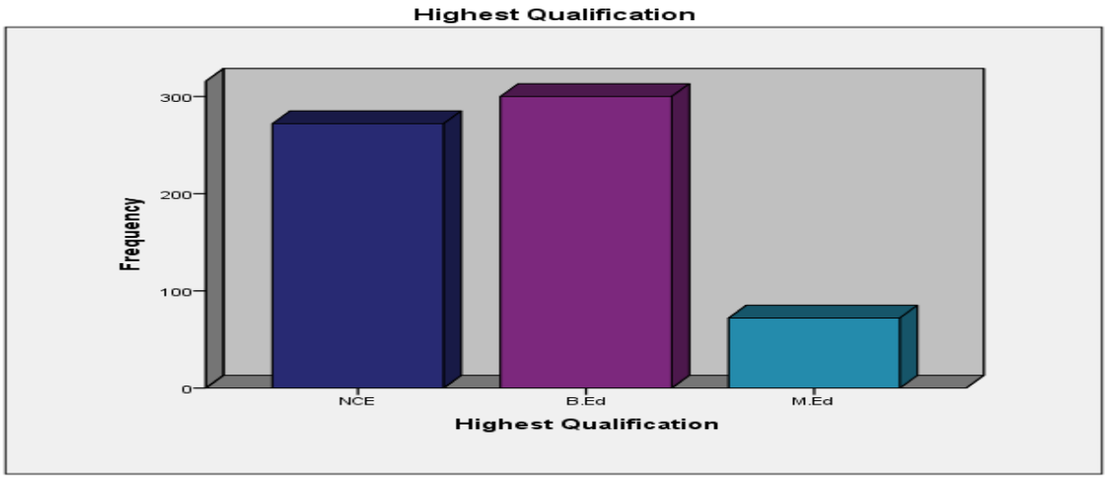


Figure 2. A bar chart showing the highest qualification of the respondents.

Source: Field Survey, 2021.

Figure 2 shows the highest qualification of the respondents. Bachelor of Education (B. Ed) /B. Sc (Ed)/B. A (Ed) has the most used qualification with the highest percentage of 46.6% followed by the Nigeria Certificate in Education (NCE) with 42.2%. This implies that most qualification obtained by public primary school teachers in Oyo State is B. Ed /B. Sc (Ed)/B. A (Ed). The highest qualification of the respondents is shown in the qualification section. It shows that Bachelor of Education (B. Ed)/B.Sc. (Ed)/B.A. (Ed), which has the highest percentage of 46.6 per cent is the qualification that is most commonly used, followed by the Nigeria Certificate in Education (NCE), which has a percentage of 42.2%, , and the Master of Education (M. Ed), which has the lowest percentage of 11.2 per cent. This suggests that B. Eds are the most common degree held by teachers in public primary schools in Oyo State. It is expected that as teachers' job qualifications improve in public primary schools, public primary school pupils' academic achievement will improve invariably.

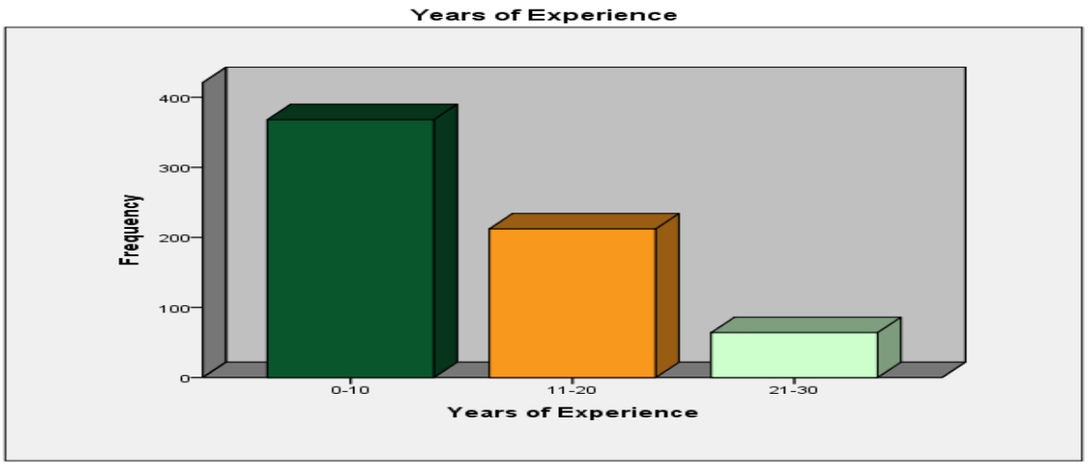


Figure 3. A bar chart showing the years of experience of the respondents.

Source: Field Survey, 2021.

Figure 3 shows the years of experiences of the respondents. Individual teachers' years of experience vary. 0-10 years of experience has the highest frequency of 57.1 per cent, followed by 11-20 years of experience at 32.9 per cent. The lowest percentage, 9.9%, is found for the years of experience (21–30 years). This might be the result of old age, layoffs, retirement, certificate fraud, and death, among other things. The majority of teachers hired by the State government to work in public primary schools have a B.Ed., B.Sc. (Ed), or B.A. (Ed).

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6.2. Presentation of Test of Hypotheses

The two known hypotheses were formulated in this study and tested at a 0.05 level of significance. Multiple linear regression and the standardised Coefficients were the statistical tools used to test the hypotheses.

Ho1: There will be no significant combined influence of digital leadership, communication and decision-making styles on public teachers' job performance in Oyo State.

Table 1. Showing the combined influence of digital leadership, communication and decision-making styles on public primary teachers' job performance in Oyo state.

Source of Variation	DF	Sum of Squares	Mean Square	F	Sig.
Treatment	3	205796.978	68598.993	3156.318	0.000[b]
Residual	640	13909.672	21.734		
Total	643	219706.650			

Note: R = 0.968a, R^2 = 0.937, Adjusted R^2 =0.936, where a=dependent variable and b= independent variables.
Source: Field Survey, 2021.

Table 1 reveals the combined influence of digital leadership, communication and decision-making styles on public primary school teachers' job performance in Oyo State. F-test is significant (P < 0.05) and there exists a very strong positive correlation (R= 0.968) between the independent variables and the dependent variable. From the table, the Adjusted R^2 is 0.936. This means that approximately 94% of the data fit the regression model. This implies that 94% of the public primary school teacher's job performance in Oyo State is determined by the combination of digital leadership, communication and decision-making styles of school administrators. Hence, as digital leaders' improves in communication and decision-making style, Oyo State public school teachers' job performance improves.

Ho2: There will be no significant relative influence of digital leadership, communication and decision-making styles on public primary school teachers' job performance in Oyo State.

Table 2. Relative influence of digital leadership, communication and decision-making styles on public primary school teachers' job performance in Oyo state.

Unstandardized Coefficients			Standardized Coefficients		
	B	Std. Error	Beta	t-test	Sig.
Constant	2.75	0.17	0.00	16.44	0.00
Digital Leadership	-0.15	0.04	-0.16	-4.08	0.00
Communication Styles	-0.04	0.05	-0.04	-0.90	0.37
Decision-making Styles	0.37	0.05	0.30	7.92	0.00

Source: Field survey, 2021.

Table 2 reveals the relative influence of digital leadership, communication and decision-making styles on public primary school teachers' job performance in Oyo State. From the table, it was deduced that digital leadership and decision-making styles have a significant (P< 0.05) influence while leadership communication styles are not significant. This explains the fact that digital leadership and decision-making styles have a large number of effects on public primary school teachers' job performance in Oyo public primary schools. It also explained the fact that digital leadership and communication styles are inexpressive on public primary school teachers' job performance. This means that most school administrators are not well digitalized in communication styles.

7. Discussion of Findings

A structured interview guide and a questionnaire were employed as part of a mixed technique of data gathering. In Oyo State, the questionnaire was given to teachers at public primary schools, and the structured interview guide was given to public primary school administrators. Public primary school teachers from each sampled school in Oyo State took out questionnaires, which were compared using a structured interviewing method. The results demonstrate a comparison between the planned, filled-out interview guide used by public primary school administrators and the completed questionnaire for teachers from each sampled school.

Figure 1 depicts the gender demographic information of respondents. According to the figure, the female gender has the highest percentage (72.7%), followed by the male gender (27.3%). Figure 2 depicts the

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respondents' highest qualifications. The most common qualification used by respondents is Bachelor of Education (B. Ed) /B. Sc.(Ed) / B.A (Ed) with 46.6 per cent, followed by Nigeria Certificate in Education (NCE) with 42.2 per cent and Master of Education (M. Ed) with 11.2 per cent. Figure 3 shows the most years of teaching experience. It is revealed that 0-10 years of teaching experience has the highest percentage of 57.1 per cent. This indicates that a Bachelor of Education (B. Ed) is indeed the minimum requirement in the teaching area for a competent public primary school teacher to perform their job effectively.

The null hypothesis, which states that digital leadership, communication, and decision-making styles will not significantly affect the job performance of public primary teachers in Oyo State, was rejected. In Oyo State, public primary teachers' job performance is significantly influenced by the combined influence of digital leadership, communication, and decision-making styles. This shows how public primary school administrators can enhance the job performance of public primary school teachers in the State by utilizing their communication and decision-making styles. This demonstrates how school administrators who adopt digital leadership skills can use their communication and decision-making styles to affect the job performance of teachers in the State for the better. This is in support of the study carried out by Oberer and Erkollar (2018) digital leadership is the practice of exercising leadership in a key area of the information society, such as the media, numerous media, and communication. Such a leader makes it simple for his followers to receive information. It is also in line with Parida et al. (2019) who suggests that the digital leader needs to possess the following qualities: confidence, image-building role-modelling, external representation, expectations of followers' confidence, framing and alignment, selected motive arousal, and inspirational communication. Digitization is powerful enough to have an impact on both present and future leadership practices. This implies that digital leaders can enhance the state's public primary school teachers' job performance through the use of appropriate communication and decision-making styles. For instance, in communication, digital leaders can employ a specific communication style (passive, assertive, aggressive, or passive-aggressive) to affect the job performance of public primary school teachers in the State. It also supports the complexity leadership theory, which bases its premises on the interactions, adaptation, and influence of systems on their environment (Rosenhead et al., 2019). In this circumstance, school administrators must act as digital leaders to integrate communication and decision-making styles to affect the job performance of public primary school teachers in the State.

Similar to conventional leaders, digital leaders can employ a specific decision-making style (directive, conceptual, behavioural, or analytical decision-making style) in any decision-making. It requires school administrators to be innovative, creative, and dynamic. This is in favour of Miller (2020) who believed that digital leaders could harness the widespread availability of technology, to better the lives of their subordinates. It was found that leadership in the digital age shares traits with creativity, a constant desire to improve things, involvement in a global vision to foster change and collaboration, a willingness to learn and the ability to adapt to change.

The null hypothesis, stating that there will be no significant relative influence of digital leadership, communication, and decision-making styles on public primary school teachers' job performance in Oyo State, was rejected. Digital leadership, communication, and decision-making styles have a large relative influence on public primary school teachers' job performance. Simply put, this indicates that public primary school teachers' job performance is subject to the combined influence of digital leadership and communication styles. The effectiveness of public primary school teachers' job in Oyo State is also significantly impacted by the combined strong influence of digital leadership and decision-making styles. In agreement with Audretsch et al. (2015) a digital leader is a multidisciplinary person or leader who bases his operations on one of three fundamental concepts: strategy, business management, or information technology. To adapt to the new period (the 21st century) in public primary schools, leaders must use digital technology. This step will boost the state's public primary school teachers' job performance. It is a strategy and a more effective manner to raise organisational output. To have a competitive advantage in the market system and to improve the lives and well-being of others, developed technology has a broad reach.

Giving teachers information or tasks to complete their given duties is only one aspect of communication. The school administrator can communicate via digital devices since they are a digital leader. Just as Akinwale and Okotoni (2018) communication is a means by which people engage, either verbally or nonverbally, to convey information that is intended to be interpreted, filtered, or understood. Administrators of public primary schools can create symposiums to train teachers to improve teachers' job performance using digital technologies or software. Since the appropriate communication style is determined by the situation or circumstances, there is

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no optimal communication style. For instance, a school administration can choose to communicate with his or her subordinates passively or aggressively. In keeping with Novak (2019) communication is a language-based activity used to transfer information between parties. In accomplishing the long-term goals of the organisation the leader communes with the subordinates in a variety of methods, including through communication styles.

The style of decision-making is another component of management. Every leader has one or two ways that they make decisions. Conforming to Lazaro (2020) the decision-making style is a managerial action that is carried out from the perspective of the leader when decisions are being made about the expansion of the organisation or achieving the organisation's goals. It may involve making directive decision, conceptual decision, analytical decision, or behavioural decision. In agreement with Alvi et al. (2018) when a school administrator is presented with a decision-making circumstance, such a leader exhibits it as a learnt continuous act. An individual's decision-making style is thought of or perceived as an acquired continuous habit that causes them to behave in a particular way while making a decision. When making decisions about the expansion of the school at a primary level, the school administrator uses a variety of decision-making styles. It is a quality that can be seen in a person who makes decisions. As a result, the decision-making style for effective public primary school teachers' job performance in Oyo State requires school administrators to integrate knowledge and implementation of digital leadership.

8. Conclusion

According to the study's findings, female primary school teachers outnumber their male colleagues in public primary schools. The majority of teachers in public primary schools hold a Bachelor of Education (BEd)/BSc(Ed)/BA(Ed), which is the highest degree, used, and have no more than ten years of classroom experience. The fact that the independent variables (digital leadership, communication, and decision-making styles) can be linked to the dependent variable (public primary school teachers' job performance) suggests that these three factors together have an impact on teachers' job performance in Oyo State. The study found that teachers' job performance in Oyo State is somewhat influenced by the use of digital leadership, communication, and decision-making styles.

9. Recommendations

The following recommendations are made in light of the study's findings; that to:

1. Improve teaching and learning in Oyo State, the government must review the laws and regulations that regulate the teaching profession and provide the educational sector with better technology, particularly in public primary schools. The school administrator, ought to design courses on how to use technology effectively. The school administrator needs to continue developing themselves by using software and apps, among other things. To perform better at their jobs and raise pupils' academic achievement, public primary school teachers must also continue their professional development. It is important to encourage pupils to put learning-enhancing software on their devices.
2. Increase public primary school teachers' job performance in the State in this digital age, school administrators should adopt digital leadership, using different communication, and decision-making styles.

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