

Digital Leadership and Communication Styles on Public Primary School Teachers Job Performance in Nigeria

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Abstract: Teachers' job performance has not been encouraging especially during this era which could be determined by so many factors. Researchers have worked on some factors, but much work has not been done on digital leadership and communication styles. A bid to determine public primary school teachers' job performance in Oyo State led to this study. To choose the respondents, a multi-stage sampling procedure employing a simple Random Sampling technique was used. A total of six hundred and forty-three (643) respondents from the three senatorial districts participated. Structured Teachers' Questionnaire (TQ) was validated and Cronbach's Alpha was used to determine the reliability of the instrument. Frequency counts, percentages, bar graphs and linear multiple regression (ANOVA) were employed to analyse the data collected. Findings showed that the level of teachers' job performance in Oyo State public primary schools at all times is high, except for the use of instructional material. The most adopted communication style is the passive communication style. Test of Hypotheses reveals that: there is a combined influence of digital leadership and communication styles on public primary school teachers' job performance in Oyo State ($F_{(2,641)} = 2343.688$ at $P < 0.05$). Only aggressive communication style among school leaders ($P < 0.05$) has a significant relative influence on public primary school teachers' job performance. This study has unveiled that digital leadership and communication styles have a positive influence on public primary school teachers' job performance in the State which can be an added knowledge to the existing theories. It is recommended that there should be self-development of the school administrators on the use of software programs, applications, among others in this era in order to improve teachers' job performance in Oyo State public primary schools.

Keywords: Digital Leadership, Communication Styles, Teachers' Job, Teachers' Job Performance

1. Introduction

Performance is the achievement of set goals which could be an individual goal, organizational goals or national goals. According to Elena-Iuliana & Criveanu [9], organisational performance can be viewed from related activities that take place in an organisation and the different interests of those involved (workers). Organisations are challenged to meet by performance the values, interests, and expectations of the larger society which could either bring to the success and growth of the organisation through profit return or failure of the organisation. In some organisations, an employee's performance is assessed during the preceding year or cycle to determine the stands of the employee as far as his or her peers in the same team are concerned (peer to peer review). This is used to study the growth of employees and the valid

contribution to the organisation. But this study is focusing on job performance.

Elena-Iuliana & Criveanu [9] defines job performance as the accomplishment of a given task measured against the standards of accuracy, completeness, cost, and speed which is a determinant of whether a person performs a job well. Job performance of employees determines strengths, weaknesses and potential managerial gaps in a formal organisation. Thompson [36], sees job performance as how well an organisation's employee can carry out the duties required.

A school is an educational institution designed to provide learning experiences. A school is an institution or building at which people receive an education. Louise, GeorgeBram, Steijn & Gouedard [16] and Schildkamp [28] defines a school as an organisation where learning experiences take place. Belaine [5] also defines a school as a learning

environment made for learners. Ozerem & Akkoyunlu [25], disclose a designed learning environment for learners. Schools are owned by both government and the private sectors. UBE Commission Home [37], states that daycare centres, nursery and primary schools are majorly owned by private individuals. Schools owned by the government are known as public schools.

McGee [18], defines a primary school as an institution that provides emotional and cognitive instruction and also assists in the social development of a child. This level of education allows pupils to thrive, learn how to participate and gives a sense of belongings to the child. Primary school according to Anerio [2], is an educational institution for children between the ages of six to eleven when children of such age group receive their earliest formal education. Awhen, Timipre & Agyngwuye [3], sees primary school as an institution of learning where a child receives his / her first and compulsory formal education. In the educational sector, a teacher who is a curriculum implementer puts in his or her best to achieve the desired goal. Sobakh [32], defines a teacher as an individual who is competent and has acquired certification in Nigeria Certificate in Education (NCE), Bachelor degree in Education (B.Ed.), among others. He/she is an individual who has acquired among others professional competencies and pedagogical competence for an effective teaching-learning process. According to Magidanga [17], teachers should use appropriate teaching techniques to teach effectively to enhance learning. As observed by Keshari [14], a teacher is a person who makes a life-long impression on his or her pupils/students through his or her character. Rissanen, Moona, & Tirri [27], sees a teacher as an individual who has the power to influence his or her learners and in developing moral character. Schmidt, Shumow & Kacher [28], views that teachers also organize and manage the classroom effectively and facilitates a positive emotional climate for learners to participate in the learning process.

Primary school teachers only teach at the primary school level with young children. According to Nzarirwehi & Atuhumuze [21], primary school teachers undergo some in-service and upgrade themselves in order to enhance learning. They went through training and re-training to acquire new skills and knowledge needed to equip them in the future. Yao-TingSunga & Tzu-ChienLiva [40], believes that educational training and in-service enables teachers to make changes to their teaching styles and methodology.

Parida & Reim [26], defines digitalization as the use of Microsoft programs to innovate or rebrand the output of an organisation and value-producing opportunities. This simply means that digitalization is beyond the use of computers in an organisation but rather the use of Microsoft programs in increasing the value of the product. It is a term that connotes the use of digital technology and Microsoft programs in business and society. Urbach & Roglinger [38], views digitalization as the affiliated changes in the connectivity of an organisation, society and object. Oberer & Erkollar [22], describes digital leadership as a team-oriented task and cooperative approach, with a strong focus on changes in the

competitive market. Zupancic, Verbeke, Achten&Hemeoja [41], elucidates digitalization as the ability to view both design of technology and corporate architecture strategically. Sia, Soh & Weill [31], clarifies that it is the strategic use of digital technology and digital skills. Gartner [11], ascertains that it is a type of leadership approach preferred in the digital age. Sow & Aborbie [34], also sees it as the implementation of various kinds of strategy influencing the digital transformation process positively. According to Goethals [12], digital leadership is the act of having leadership in the major sector of the information society such as the press, or multiple media and communication. Miller [19], states that it is a theory or idea to improve the lives, wellbeing and conditions of the subordinates by using the broad access of technology.

To achieve an organisational goal, good communication must exist between the leader and the group members in an organisation. Otieno & Njoroje [24], discloses that over the years, leadership communication styles have been classified into various dimensions from being dominant to being friendly among group members in an organisation which affects the job outcome of both leaders and subordinates. According to Cherry [8], there are four basic leadership communication styles (passive communication style, assertive communication style, passive-assertive communication style and aggressive communication style).

Researchers have various views of leadership communication styles. Kuria [15], defines digital leaders as individuals who express their feelings and opinions apologetically in communication. Such can be said to exhibit a passive communication style. Greene [13], ascertains that such a leader delivers little or no result when it comes to effective management of people to achieve organisational goals. Wikaningrum [39], gives the following characteristics: ignore their rights and allows others to limit their rights, do not state and are unsure of their own needs, ideas or feelings and are emotionally unsure. However, there are situations where leaders incorporate a passive communication style. Sherman [30], believes that when leaders are too assertive, group or team members in an organisation tend to lose their morale, self-esteem and confidence.

Being assertive means standing up for your rights and recognizes the rights of other people. Benedict [6], sees it as a means whereby leaders express their thought and feelings, being honest without affecting the feeling of the subordinate in an organization. Omura, Maguire, Jones & Stone [23], states that he or she has other attributes such as being respectful, having good eye contact, speaking in a calm tone and clear language not allowing others to abuse or manipulate them. Interestingly, leadership communication style training programs have been introduced to improve leaders' communication skills.

Leadership aggressive communication style and behaviour involves communicating in a demanding, abrasive, or hostile way. According to Bekar & Hasanagas [4], the usual goals of an aggressive communicator are dominating and winning, forcing the other person to lose. Aloia & Solomon [1],

supports that aggressive communicator's intentions are prevalent in communication which constitutes part of an individual's traits. Suri [35], believes that they are generally not appreciated because of their commanding, criticizing, blaming and frustrating nature. The last type of leadership communicators is the passive-aggressive communicators. Cherry [8] explains, these are leaders who appear passive on the surface but are acting out anger in a subtle, indirect or behind-the-scene way. Such leaders also feel powerless or stuck within, building up a resentment that could lead to seeing things or acting out in subtle, indirect, or secret ways. They are leaders who have traits of both passive and aggressive communication styles. Novak [20], ascertains that their actions are indirectly aggressive rather than directly aggressive and refuse to confront others about something that is bothering them. Fashiku [10], carried out an empirical study to determine the Relationship between Leaders' Communication Styles and Lecturers' Job Performance in Kwara State College of Education, Nigeria. The result revealed that there exists a significant relationship between leaders' democratic communication patterns and lecturers' job performance. Autocratic and laissez-faire leaders' communication patterns did not influence lecturers' job performance. He then emphasized the democratic pattern of communication in order to help facilitate or foster the attainment of the goals of the institution. The leadership and communication styles of a school administrator not only have the traits of an administrator (individual) but have also gone beyond the physical meeting between the school administrator and the teachers. In addition to that, Solaja [33] carried out an empirical study on the Relationship between Leadership Communication Style and Organisational Productivity. The result showed that a significant relationship exists between leadership communication style and organisational Productivity. It ascertains that assertive communication style (friendly and attentive communication style) has a positive significant relationship with organisational productivity and teachers' job performance.

COVID-19 unveiled the importance and essence of school digital leadership communication styles (passive communication style, assertive communication style, aggressive communication style and passive-aggressive communication style) on public primary school teachers' job performance in Oyo State. In this present era, it is essential that school administrators move from the traditional way of communicating with their subordinates especially the public primary school teachers. This act would not only improve the school leaders but also improves public primary school teachers' job performance in Oyo State.

1.1. Statement of the Problem

From experience as a primary school teacher, many teachers are not digitally inclined which somehow have been reflecting on their job performance and invariably seems to be affecting pupils' academic performance. This could be due to the fact that some public primary school teachers are not self-motivated towards digitalization and some school leaders

are not also digitally inclined. COVID-19 pandemic unveiled the extent of both school leaders and public primary school teachers' digitalization when all things were put to a halt, whereby the Federal Government had to close down all schools including the primary schools. The pandemic met almost everyone especially in Nigeria unprepared, unlike other developed nations where education was not much affected. Researchers such as Sow & Aborbie [34] and Omura, Maguire, Jones & Stone [23] have carried out works on studies such as leadership styles and leadership communication, among others. But much work has not been done on digital leadership communication styles and public primary teachers' job performance in Oyo State. To this end, this study will investigate the influence of digital leadership and communication styles on public primary school teachers' job performance in Oyo State.

1.2. Aim and Objectives of the Study

The aim of this study is to investigate the influence of digital leadership and communication styles (passive communication style, assertive communication style, aggressive communication style and passive-aggressive communication style) on public primary school teachers' job performance in Oyo State.

The specific objectives are to:

- I. identify the level of public primary school teachers' job performance in Oyo State primary schools;
- II. ascertain the extent to which public primary school leaders (school administrators) are digitalized in Oyo State;
- III. determine the most adopted communication style by the public primary school leaders (school administrators) in Oyo State public primary schools;
- IV. examine the combined influence of public primary school leaders (school administrators) and communication styles (passive communication style, assertive communication style, aggressive communication style and passive-aggressive communication style) on public primary school teachers' job performance in Oyo State;
- V. ascertain the relative influence of public primary school leaders (school administrators) and communication styles (passive communication style, assertive communication style, aggressive communication style and passive-aggressive communication style) on public primary school teachers' job performance in Oyo State.

1.3. Research Questions

This study aim to investigate how digital leadership and communication styles influence public primary school teachers' job performance in Oyo State. In the light of the above, the study seeks to investigate the following questions:

1. What is the level of teachers' job performance in Oyo State public primary schools?
2. What is the most adopted communication style by the

public primary school leaders (school administrators) in Oyo State public primary schools?

3. To what extent is public primary school leaders (school administrators) digitalized in Oyo State?

1.4. Hypotheses

Ho1: There will be no significant combined influence of digital leadership and communication styles (passive communication style, assertive communication style, aggressive communication style and passive-aggressive communication style) on public primary school teachers' job performance in Oyo State.

Ho2: There will be no significant relative influence of digital leadership and communication styles (passive communication style, assertive communication style, aggressive communication style and passive-aggressive communication style) on public primary school teachers' job performance in Oyo State.

2. Methodology

2.1. Design

This study used a descriptive survey research design, aimed at collecting data on, and describing in a systematically, the characteristics, features or facts about public primary school teachers' job performance in Oyo State.

2.2. Selection of Participants

Multi-stage, simple random sampling and purposive sampling techniques were used to get the exact sample from the target population of two thousand four hundred and fifty-four (2,454) public primary school teachers in the State. Simple Random Sampling technique was used to arrive at the sample of seven hundred and twenty-three (723) from the selected schools in the seven local governments of the State representing the three senatorial districts in Oyo State.

2.3. Procedure for Data Analysis

Triangulation method was used to elicit information from the respondents. A self-structured Teachers' Questionnaire (TQ) was created, whose items were generated from the content of the study to give answers to the research questions and either to accept or reject the stated hypotheses in the study. A pilot survey was purposely conducted on different respondents who also had the attributes or characteristics of sampled population. However, the structured questionnaire and interview guide was subjected to both content validity and face validity and the reliability index obtained was 0.793. The structured interview guide was used among school administrators while the questionnaire was used on public primary school teachers in Oyo State. The structured interview guide was used to ascertain the comparison on the completely filled questionnaire by the public primary school teachers from each sampled school in Oyo State. The

questionnaire titled Teachers' Questionnaire (TQ) was in three sections: sections A, B and C. Section A contained respondents' demographic data, where respondents filled their bio-data such as sex, qualification, and years of experience among others. Section B comprised items of Likert-type scale questions which were derived from the content to give answers to research questions raised. Section C contained items of fixed response type. This section determined the acceptance or rejection of hypotheses.

2.4. Ethical Consideration

Ethical guideline relating to data collection, analysis and interpretation on research as specified by Lead City University was followed.

2.5. Analysis of Data

Descriptive statistics like frequency, mean, standard deviation, graph and percentage were employed to measure section A and B of the structured questionnaire. Inferential statistical tool known as Linear Multiple Regression Analysis (ANOVA) was employed to determine the significant combined influence of the independent variables on the dependent variable while t-test distribution was used to determine the significant relative influence of the independent variables on the dependent variable at 5% level of significance.

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3. Results

3.1. Presentation of Demographic Data

Table 1 shows the demographic data of the respondents which includes the gender, the highest qualification of the respondents and the years of experience. It depicts that the female gender has the highest percentage than the male counterparts. The female gender has a percentage of 72.7% over the male counterpart with 27.3%. This implies that in Oyo State public primary schools, there are more female-gendered teachers than the male counterpart. This could be that at the primary level, pupils still need tender care from their mothers especially at the first three classes in public primary school (primary one-primary three) and this care can be gotten from a female gender who can take the place of a mother in the school setting.

Same table depicts the highest qualification of the respondents. It indicates that 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 Nigeria Certificate in Education (NCE) of 42.2% and the least is Master of Education (M.Ed) with the percentage of 11.2%. This implies that most qualification obtained by public primary school teachers in Oyo State public primary school is B.Ed. Gone are the days when Nigeria Certificate in Education (NCE) was the main requirement for teachers at the primary levels. With the improvement to teachers' job qualification at the public primary schools, it is believed that there will be invariably improvement on public primary school pupils' academic achievement.

Table 1. Showing the demographic data of respondents.

Gender	Frequency	Percentage
Female	468	72.7
Male	176	27.3
Total	644	100.0
Highest Qualification		
NCE	272	42.2
B.Ed	300	46.6
M.Ed	72	11.2
Total	644	100.0
Years of Experience		
0-10	368	57.1
11-20	212	32.9
21-30	6	49.9
Total	644	100.0

The years of experience of individual teachers differ. From the 0-10 years of experience has the highest frequency of 57.1%, followed by 11-20 years of experience at 32.9% and the least is 21-30 years of experience at 9.9%. From the above, the implication of this is that there is the possibility of recent

recruitment from the Oyo State government that has led to a sharp increase in the number of years of experience (0-10 years) of the individual public primary school teacher in the State. Invariably, there is more youth among the public primary school teachers in Oyo State. This could also mean that there is the tendency that most of the teaching personnel recruited by the State government in the public primary schools have B.Ed. /B.Sc. (Ed)/ B.A (Ed). It can also be deduced that the number of years of experience (21-30 years of experience) has the least percentage of 9.9%. This could be due to age, retrenchment, retirement, falsification of certificates and death among others.

3.2. Presentation of Research Questions

3.2.1. Research Question 1

What is the level of teachers' job performance in Oyo State public primary schools?

Table 2 reveals that the level of public primary school teachers' job performance in Oyo State is high (3.50). The table reveals that at all times, teachers commence teaching from known to unknown. Having the highest percentage of 76.4%. This means that public primary school teachers take to their professional ethics of teaching from known to the unknown. The level of public primary school teachers' job performance is followed by the regular attendance of teachers with the highest percent of 62.7% and the least is the use of instructional material(s) when teaching with the lowest percent of 43.5%. This means that public primary school teachers often use instructional material when teaching in the classroom.

Table 2. Showing the Level of Public Primary School Teachers' Job Performance in Oyo State.

S/Items (I)	(AT)		(OF)		(ST)		(NA)		Mean	SD
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)		
1. attend school regularly	404	62.7	208	32.3	32	5.0	0	0	3.58	0.59
2. resume school before 7.30am	328	50.9	288	44.7	28	4.3	0	0	3.40	0.58
3. carry out any assigned duties without grudges	344	53.4	244	37.9	44	6.8	12	1.9	3.43	0.7
4. carry out duties assigned to me with best of my ability	336	52.2	280	43.5	24	3.7	4	0.6	3.4	0.6
5. know my pupils by their names	364	56.5	224	34.8	48	7.5	8	1.2	3.47	0.69
6. interact with my pupils regularly	328	50.9	280	43.5	32	5.0	4	0.6	3.45	0.62
7. use instructional material(s) when teaching	280	43.5	316	49.1	48	7.5	0	0	3.36	0.62
8. commence my teaching from known to unknown	492	76.4	136	21.1	16	2.0	0	0	3.74	0.49
Weighted Mean	3.50									

Field survey, 2021.

3.2.2. Research Question 2

What is the most adopted communication style by the public primary school leaders (school administrators) in Oyo State public primary schools?

From table 3, the highest adopted communication style of public primary school administrators is the passive communication style with a percentage of 11.8%. This is followed by a passive-aggressive communication style with a percentage of 8.1%. Passive-aggressive communicator of public primary school administrator has both traits of passive

communication style and aggressive communication style. Such a leader could make subordinates lose self-esteem and confidence. The least communication style is the assertive communication style. An assertive school administrator in Oyo State public primary school has the lowest percentage of 5.6%. This implies that very few public primary school administrators express their thoughts and feelings to their subordinates. In other words, the most adopted communication style by the public primary school leaders (school administrators) in Oyo State public primary schools is the passive communication style.

Table 3. Showing the most Adopted Communication Style in Oyo State Public Primary School.

S/Items	(AT)		(OF)		(ST)		(NA)	
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
1. Passive communication style	76	11.8	180	28.0	328	50.9	60	9.3
2. Assertive communication style	36	5.6	332	51.6	276	42.9	0	0.0
3. Passive-Aggressive communication style	52	8.1	292	45.3	268	41.6	32	5.0
4. Aggressive communication style	40	6.2	176	27.3	216	33.5	212	32.9

Field Survey, 2021

Decision Rule: The weighted mean of 2.42 is less than the mean of 2.50 for the most adopted communication style in Oyo State public primary Schools.

3.2.3. Research Question 3

To what extent is public primary school leaders (school administrators) digitalized in Oyo State?

Table 4 gives an answer to the above research question. From the table, the calculated weighted mean of 2.50 is the same as the calculated weight mean of the Likert scale. This implies that the public primary school leaders are moderately digitalized in Oyo State. To take a look at the happenings, that is, the era of the COVID-19 pandemic (nationwide lockdown) when schools were shut down and most pupils could not access education, rather, they resulted in watching cartoons and playing within the neighbourhoods in Oyo

State. This was not the same in other developed nations like the U.S.A, where there is a paradigm shift of leaders from the traditional methods (physical) of doing things to the digitalization method (virtual/online platforms). In other words, there is a paradigm shift of education from the normal four walls of the classroom to education in the air. This calls for improvement and digitalization of public primary school leaders in Oyo State. Digital leaders who lead people through the use of digital devices require greater effort from both the school administrators and their subordinates. Hence, the digital leader must be dynamic, creative and continuously looking to make a difference in the global world.

Table 4. Showing the extent of Digitalization of Public Primary School Leaders in Oyo State.

S/Items	(AT)		(OF)		(ST)		(NA)		Mean	SD
	Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)		
"My School Administrator"										
25. is an inventor with divers creativity at any given time	48	7.5	396	61.5	164	25.5	36	5.6	2.71	0.68
26. as a dynamic nature and strives to achieve the school set goals	96	14.9	300	46.6	196	30.4	52	8.1	2.68	0.82
27. communicates and receives feedback from subordinates	228	35.4	200	31.1	168	26.1	48	7.5	2.94	0.96
28. participates in a global vision to derive change	80	12.4	296	46.0	228	35.4	40	6.2	2.65	0.78
29. invents connectivity with others	60	9.3	132	20.5	216	33.5	26	36.6	2.02	0.97
30. implements digital technology to create strong domestic and global network	32	5.0	164	25.5	200	31.1	248	38.5	1.97	0.92
Weighted Mean	2.50									

Field Survey, 2021.

3.3. Test of Hypotheses

3.3.1. Ho1

There will be no significant combined influence of digital leadership and communication styles (passive communication style, assertive communication style, aggressive communication style and passive-aggressive communication style) on public primary school teachers' job performance in Oyo State.

Table 5. Showing significant combined influence of digital leadership and communication styles on public primary school teachers' job performance in Oyo State.

	Digital Leadership	Communication styles	Public Primary school Teacher Job Performance	
Digital Leadership	1	0.87	0.85	
Communication styles	0.87	1	0.94	
Public Primary school Teacher Job Performance	0.85	0.94	1	
ANOVA				
Model	Sum of Squares	Mean Square	F	Sig.
Regression	193276.090	96638.045	2343.688	0.000b
Residual	26430.560	41.233		
Total	219706.651			

R=0.938, R²=0.880, Adjusted R²=0.879

Field survey, 2021.

Table 5 reveals the significant combined influence of digital leadership and communication styles on public

primary school teachers' job performance. From the table, it was deducted that F-test is significant (P-value < 0.05). In

other words, there is a combined influence of digital leadership and communication styles on the public primary school teachers' job performance in Oyo State. It reveals that there exists a positive strong correlation ($R = 0.938$) between the variables (dependent and independent variables). It also implies that approximately 88% of the public primary school teachers' job performance in Oyo State is determined by the combination of digital leadership and communication styles.

3.3.2. Ho2

There will be no significant relative influence of digital leadership and communication styles (passive communication style, assertive communication style, aggressive communication style and passive-aggressive

communication style) on public primary school teachers' job performance in Oyo State.

Table 6 reveals the relative influence of digital leadership and communication styles on public primary school teachers' job performance. From the table, it was deduced that digital leadership and communication styles are significant ($P\text{-value} < 0.05$) on the public primary school teachers' job performance in Oyo State. This explained the fact that digital leadership on public primary school teachers' job performance in Oyo State is germane. It also explained the fact that public primary school leadership communication styles on public primary school teachers' job performance are relevant.

Table 6. Showing significant relative influence of digital leadership and communication styles on public primary school teachers' job performance in Oyo State.

Coefficients ^a				
Unstandardized Coefficients		Standardized Coefficients	t-test	Sig.
Model B	Std. Error	Beta		
(Constant) 24.185	0.398	0.000	60.764	0.000
Digital Leadership 5.531E-05	0.000	0.127	4.523	0.000
Communication Styles 0.000	0.000	0.825	29.313	0.000

Dependent Variable: Public Primary school Teachers' Job Performance

Field survey, 2021.

4. Discussion

A structured interview guide was used among school administrators while the questionnaire was used on public primary school teachers in Oyo State. The structured interview guide was used to ascertain the comparison on the completely filled questionnaire by the public primary school teachers from each sampled school in Oyo State. Findings reveal that there is a comparison between the structured filled interview guide by school administrators and the completely filled teachers' questionnaire from each sampled school.

Table 1 shows the gender demographic data of respondents. From the table, the female gender has the highest percentage of 72.7% against the male gender of 27.3%. The same table depicts the highest qualification used by the respondents. The most qualification used by the respondents is Bachelor of Education (B.Ed) /B.Sc(Education) / B.A (Education) with 46.6% followed by Nigeria Certificate in Education (NCE) with the percentage of 42.2% and the least is Master of Education (M.Ed) having a percentage of 11.2%. This table also reveals the highest number of years of experience in the teaching field. It reveals that 0-10 years of experience in the teaching field has the highest percent of 57.1%. This is in support of Sobakh [32], a qualified public primary school teacher is expected to have a Bachelor of Education (B.Ed) as the minimum basic requirement in the teaching field for effective job performance in the public primary school.

Teaching is an occupation. It is an act of imparting knowledge from the knowledgeable to the unknowledgeable. The ability to commence teaching from known to unknown

by the public primary school teachers in Oyo State implies that such a person is a certified individual. This is in line with a study by Nzarirwehi & Atuhumuze [21], on teachers' roles and professional development. Magidanga [17] ascertains teaching from known to unknown is one of the teaching techniques which could enhance learning. This is followed by regular attendance of the public primary school teachers in Oyo State with 62.7%. The regular attendance of teachers enables the teachers to identify their pupils by their names. Teachers' regular attendance is an indirect learning experience imparted to the learners. It encourages pupils' regular attendance in the school system even when it is hard and engaging them once they are in the school building. Keshari [14], reports that it brings about a long last impression. The regular attendance which enables the teachers to know their pupils by their names has 56.5%. Knowing pupils by their names is a determinant of teachers' job performance.

The least here is the use of instructional material by the public primary school teachers in Oyo State with 43.5%. It was observed that some teachers do not use instructional material in the course of teaching-learning activities. This could be based on the subject type, subject topic, and availability of the instructional material, safety use or precaution of the use of instructional material among others. Instructional materials also known as teaching aids or teaching-learning materials are any collection of materials including animate (characterized by life) and inanimate objects and human and non-human resources that a teacher can use in the course of teaching-learning experiences to help achieve pupils' desired learning experiences. This is in line with Yao-TingSunga & Tzu- ChienLiva [40], the essence of

in-service training, is to enable teachers to make changes in their teaching styles especially in the use of instructional material. Every teaching professional knows the importance of teaching aids or instructional materials as it helps to concretize pupils learning experience which makes learning so interesting.

In a school setting, the nature of each school administrator determines the communication style which has a direct impact on the subordinate. In Oyo State public primary schools, the most adopted communication style is passive communication style with the highest percent of 11.8%. This is in accord with Kuria [15], passive communication is a communication style in which individual leaders in Oyo State public primary school have developed a pattern of avoiding expressing their opinions or feelings, protecting their rights, identifying and meeting their needs. In keeping with Greene [13], such a leader delivers little or no result when it comes to effective management of people to achieve organisational goals.

Passive communication style is followed by passive-aggressive communication style. Passive-aggressive communication style has a percentage of 8.1%. These are leaders whose actions are directly aggressive, who have traits of being passive and aggressive. Most of the (school administrator) passive-aggressive communicators most likely communicate with body language or lack open communication to commune with their subordinates. They may appear to be cooperative but may silently do the opposite. As stated in Cherry [8], such leaders also feel powerless or stuck within, building up a resentment that could lead to seeing things or acting out in subtle, indirect, or secret ways. The least used communication style is the assertive communication style with a percentage of 5.6%. Being assertive means standing up for your rights and recognizing the right of other people. Conforming to Benedict [6], an assertive communicator expresses their thoughts, feelings, needs and wants about a situation openly and directly with respect for the other persons' thoughts, feelings, needs and wants. Hence, such a leader is seen as being honest. This result annuls or nullifies the findings of Fashiku [10] on leadership communication patterns: "A Prediction of Lecturers' Job Performance in Nigeria" which suggested that assertive communication style encourages maximum support to employees. It also negates the empirical study conducted by Solaja [33] on the Relationship between Leadership Communication Style and Organisational Productivity. The result of the study ascertains that assertive communication style has a positive significant relationship with productivity and teachers' job performance. But from this study, the assertive communication style has the least percentage which implies that it is insignificant. In other words, the assertive communication style by school administrators in Oyo State public primary school is insignificant. This means that the communication style is not worth considering.

From table 4, it was observed that the school leaders are moderately digitalized in Oyo State. The implication is that some school leaders are within reasonable limits with the use

of technology in communication. Most of these school leaders only use technology such as their mobile phones in communicating with their subordinates. In agreement with Parida, Sjodin & Reim [26], digitalization is beyond the use of computers or mobile phones but rather the use of Microsoft programs in increasing the value of the product. Just as Urbach & Roglinger [38], it is also the affiliated changes in the connectivity of an educational institution. In accordance with Oberer & Erkollar [22], digital leadership is a team-oriented task and cooperative approach, with a strong focus on changes in the competitive market. The competitive market in this scene is the environment where the educational institution is situated. As reported by Zupancic, Verbeke, Achten & Hemeoja [41], it is the ability to view both design of technology and corporate architecture strategically. In accord with Sia, Soh & Weill [31], it is the strategic use of digital technology and digital skills. As stated in Zupancic, Verbeke, Achten & Hemeoja [41], corporate leaders can identify new opportunities for the organisational growth of their subordinates through efficient and effective use of digital technology. In support with Gartner [11], it is a type of leadership approach preferred in the digital age. In line with Oberer & Erkollar [22], it is a theory or idea to improve the lives, wellbeing and conditions of the subordinates by using broad access to technology.

The null hypothesis (Ho1) that states that there will be no significant combined influence of digital leadership and communication styles on public primary school teachers' job performance in Oyo State was also rejected. There is a significant combined influence of digital leadership and communication styles on public primary school teachers' job performance. This simply means that there exists the combined influence of digital leadership and communication styles on public primary school teachers' job performance. Communication is beyond giving teachers information or task to carry out assigned duties. The school administrator being a digital leader can use digital devices in communication. He can commune with his subordinates through a digital medium which could be verbally, non-verbally, written and unwritten among others. It is in line with Greene [13], communication is a way an individual interacts either verbally or non-verbally to signal what is conceived to be interpreted, filtered or understood. Public primary school administrators can use advanced technologies or applications to make symposiums in training the teachers towards improving teachers' job performance. But in Oyo State public primary school, school administrators majorly use passive communication style, followed by aggressive communication style and the least is passive-aggressive communication style. There is no best communication style as the situation or circumstances determines the communication style to use. For instance, a school administrator can decide to use a passive communication style or an aggressive communication style on his / her subordinates. Indeed, in accord with Wikaningrum [39], communication styles are broad ways the leader communes with the subordinates and vice-versa towards working on the

strategic plans set aside by the digital leader in achieving the goals of the organisation in the long run.

The null hypothesis (Ho2) that states that there will be no significant relative influence of digital leadership and communication styles on public primary school teachers' job performance in Oyo State was also rejected. There is a significant relative influence of digital leadership and communication styles on public primary school teachers' job performance. This simply means that there exists the relative influence of digital leadership on public primary school teachers' job performance and the combined influence of leadership communication styles on public primary school teachers' job performance. No wonder, in the manner of Miller [19], a digital leader is seen as a leader who practices and works through the use of digital advanced technology in the virtual world to improve the success of the organization in the competitive market. In our present world, there is a need for every leader to become digitalized. The world is gradually changing into a global village in every aspect of life. Thus, a good leader needs to be abreast. Just as Parida, Sjodin & Reim [26], digitalization is the use of Microsoft programs to innovate or rebrand the output of an organisation and value-producing opportunities. Every digital leader seek for an opportunity to explore. In keeping with Goethals, Sorenson, Burns [12], it is the affiliated changes in the connectivity of an organisation, through the subordinates. As stated in Oberer & Erkollar [22] digital leadership is a team-oriented task and cooperative approach, with a strong focus on changes in the competitive market. In agreement with Sia, Soh & Weill [31], it is the ability to view both design of technology and corporate architecture strategically. In same view with Sia, Soh & Weill [31], it is the strategic use of digital technology and digital skills. Public primary school leaders need to use digital technology to embrace the new era (21st century) in public primary school. This action will improve public primary school teachers' job performance in the State. In line with Sow & Aborbie [34], it is a method and better way of improving organizational output. Conforming to Miller [19], it is the wide reach of developed technology to improve the lives and well-being of others and to have a competitive advantage in the market system.

5. Conclusion

The findings of this study suggest that there are more female public primary school teachers at the public primary school than their male counterparts. Most of the teachers in public primary schools have a Bachelor of Education (B.Ed)/B.Sc. (Ed)/ B.A (Ed) as the highest qualification used and 0-10 years of experience as the highest number of years of experience in the teaching field. To determine the level of teachers' job performance in the State, teachers' job performance in Oyo State public primary schools at all times is higher except on the use of instructional material. Instructional materials are often used based on the topic, availability of the instructional material and age of the learners among others.

Again, this study also revealed that the most communication style used in Oyo State public primary schools is the passive communication style. In this era, this study has unveiled the truth on the extent of public primary school leaders' digitalization in Oyo State. It also shows that public primary school leaders are moderately digitalized. The ability to find answers to the combination and application of these variables (digital leadership and communication styles) on public primary school teachers' job performance implies that there is a positive strong combined influence of digital leadership and communication styles on public primary school teachers' job performance in Oyo State. This study also revealed that there is a relative combined influence of digital leadership and communication styles on teachers' job performance in Oyo State.

6. Recommendation

Based on the findings of this study, the following are recommended:

1. public primary school teachers should use appropriate instructional materials at all times during teaching and learning activities to foster learning in the learners.
2. school administrators should not depend on a specific communication style in the school system. In other words, the types of teachers in the school will determine the communication style to use.
3. government needs to reappraise rules and regulations made to govern the teaching profession and equipping the educational sector with improved technology, especially at the primary schools to boost the teaching and learning process in Oyo State. She should create seminars for the school administrator on the effective use of the technology.
4. there should be self-development of the school administrator on the use of software programs, applications, among others. Public primary school teachers also need self-development on the effective use of digital devices in improving their job performance and likewise improve pupils' academic achievement. Pupils should be encouraged to install educational applications which will facilitate learning.
5. in this digital era, school administrators should incorporate digital leadership and communication styles in other to improve public primary school teachers' job performance in the State.

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