

Chapter One

Introduction

1.1 Background to the Study

Teachers' job performance is germane in the teaching-learning process which can enhance pupils' academic performance by providing extra exercises for pupils who lack basic foundation in a specific subject matter. Teachers are seen as indispensable tools in the educational sector especially at the public primary school. The performance of teachers in the public primary schools reflect on the pupils academic performances.

Performance is the act of carrying out an action tailored to an individual's or an organisation's goal. It is also referred to as the manifestation of one's talent. The term performance refers to a person's ability to carry out a specific function in an organisation. Such functions determine the organisation's success or failure. It can be used in organisations such as corporations, governments, non-governmental organisations, political organisations, international organisations, armed forces, charities, not-for-profit corporations, partnerships cooperatives, and educational institutions, among others. It is used to determine the strengths and weaknesses of an employee in an organisation and the organisation itself. For instance, in an educational institution, performance can be subjected to the strength of all the stakeholders in a school system. The stakeholders include the management, principal (secondary school), headmaster /headmistress in a primary school, teachers, students, and pupils among others. It can be used to determine the viability of teachers in a specific field toward the attainment of educational goals. It can also be used to determine the overall activeness of pupils in their academic works. For instance, pupils have a good academic performance at the end of the school calendar year.

Performance is a complex word that has no specific definition. Some scholars defined performance as an attributed action, function or task: Performance is defined as the act of achieving a specific goal at a specific time¹. This implies that performance is attributed to achieving a goal at a stipulated period. It also mean that for an individual to have any performance, it must be associated with the activity and the time frame. For example, the performance of a student or pupil (academic performance) can be obtained at the end of the session or the end of the term. It is defined as behaviour that is consistent with a result². For instance, in the educational sector, the teacher can use various teaching methodologies to ensure that the performance of pupils is improved. The teacher had exhibited the behaviour towards the results. Every employee makes input with the realisation of the organisational goals. Employers of labour need to understand the major importance of employees' performance to the growth of the organisation in other to develop an objective method of evaluating each employee. Among them is the ability to achieve organisational goals. This means that the organisation has the basic priority to train and re-train its employees to improve their job performance. The job performance of an employee can go a long way to determining the growth and sustainability of the organisation.

A teacher, known as a curriculum implementer, may be considered an employee in an educational institution. A teacher not only implements curriculum but also transfers knowledge to pupils. A teacher is an individual or a professional who has undergone the fundamentals and practises of teaching and has been certified to implement the curriculum in classroom settings, making him or her a professional. He or she is thought to have studied teaching methodologies (practises) for effective teaching-learning activities. He can also be a competent and knowledgeable professional who has obtained certification in Nigeria

Certificate in Education (NCE), a Bachelor's degree in Education (BEd), and a Master's degree in Education (MEd), among others⁴. A teacher is a person whose job is to teach and influence pupils in an educational setting. He can be a person whose role is critical in a pupil's upbringing. The ability to positively impact the pupil is what distinguishes a teacher.

A teacher's role is multifaceted, including being a locus parentis, a mentor, a counsellor, and a role model, to name a few. The teacher as a locus parentis implies that he or she places himself or herself as a parent before the pupils. In an educational setting, the pupils spend active time in school usually 8 am - 2 pm which is invariably 6 hours spent in a day. It can be seen here that pupils spend their active time with the teacher in the school. The teacher will need to act as an external parent to the pupils. Teachers are mentors to help guide the pupil aright. Here the teacher can encourage the pupils to put in their best towards achieving a desired goal. A teacher is a role model. A role model is an individual who is admired by the students or pupils of a school and is also respected for the qualities possessed (role model). He can be an individual whom other pupils or students look up to. Aside from imparting knowledge to the pupils, teachers change lives, build characters, inspire dreams and sometimes push the limits of the pupil's potential⁵.

From the foregoing, teachers' job performance becomes relevant for the pupils and the achievement of educational goals. A professional teacher should develop competencies in his or her field of instruction, which is also referred to as professional competence³. It simply means that teachers should have a broad knowledge of the subject matter that will be taught. He or she should have the theoretical concept of how to impact learning using various theories of learning, he should be able to choose the right methodology and its use in the teaching-learning process³. Aside from that, teachers can also develop pedagogic competence.

Teachers' teaching abilities and educational qualifications are referred to as pedagogic competence^{3,6}. It is one of the requisite skills in the teaching learning process³³. Inadequate pedagogic competence among teachers hinders teaching-learning process and as a result, have negative effect on pupils' academic performance and invariably reduce pupils' population in a school (dropout, also known as out-of-school children)³³.

As a minimum educational qualification, teachers are expected to have obtained the NCE in a teaching field. A teacher-teaching qualification is one that a teacher obtains after being certified as a professional teacher in the teaching field. A teacher may have learned the fundamentals of teaching and its competencies, but his or her job performance still falls below what is expected. Teachers need to not only upgrade their skills and knowledge but also try diversifying their skills and knowledge into other fields of teaching-learning to not only impact meaningful learning to the pupils but also improve their job performance. Pedagogic competency, theoretical competency and teachers' teaching-learning experiences are the major factors used in determining teachers' job performance⁶. The self-efficiency and self-awareness of a teacher in this changing society have a high impact on his or her job performance towards the realization of educational goals.

Traditionally, teachers' job performance has been linked to pupils' academic performance. That is, pupils' academic performance has long been used to assess teachers' job performance. For example, in a class of twenty (20) pupils, if the pupil's grade point average is greater than 70%, it is assumed that the teacher's job performance is excellent, and vice versa. In this study, the following features on the criteria of teachers' job performance can be used to determine teachers' job performance: designing learning experiences for pupils,

teachers' knowledge and understanding of the subject matter, teachers' strategies or methodologies for facilitating learning, and teachers' teaching-learning development^{7,8}.

One of the qualities that can be used to assess teachers' job performance is designing learning experiences for pupils. Learning experiences of pupils are the expected behaviour of pupils at the end of a specific lesson. The curriculum can be used to guide pupils' learning experiences. The curriculum incorporates societal aspirations. Thus, teachers should be involved in curriculum design and development, completing each task alongside the subject expected, and including societal aspirations in the curriculum. By doing so, teachers can design learning experiences suitable for pupils in various classes. Teachers' knowledge and understanding of the subject matter. Knowledge is not static rather, it develops through innovation and invariably birth development. Every teacher aspires to improve his/her job performance. It is thus, necessary that teachers become knowledgeable on the subject matter (teacher quality). This can be through additional qualification, research experiences, in-service training/workshops and publications made⁹.

Strategies or methodologies for facilitating learning among learners. This is known as the ways by which teachers develop methods of imparting knowledge to the pupils to develop the teachers' job performance. Among them, are access to technologies and retrieving information on current and important issues, using multi levelled classroom teaching (giving personal attention to slow pupils, the use of pupils' strategic sitting, teaching the same concept in different ways among others) using strategies such as group learning/team learning to improve teaching-learning processes⁹. Teachers' teaching-learning development is not left behind. Teachers' teaching-learning development is the teaching combined process whereby a teacher identifies and uses the understanding needs of the

pupils, formulate pupils' teaching strategies, states the learning objectives, prepares lesson plan and lesson notes on a particular subject, adopts a pupils-centred approach, incorporate participatory communication skills in the teaching-learning process, receives feedback from pupils and use for further improvement, employs ICT extensively in the teaching-learning processes (digital assignment).

The use of computer technology and the internet to obtain information and bring about innovation, transformation, and development in an organisation is referred to as digitalisation³. Digitalisation promotes economic growth and development by incorporating or utilizing technologies, as well as interrelationships with diverse businesses that allow for foreign trade and the removal of barriers¹⁰. This implies that digitalisation is a troll that can aid and accelerate economic development. It is the process of converting physical data into digital data sets. It is the framework for any digital innovation that uses various technologies to help development¹⁰. In a primary school, for example, the school administrator can become a digital leader by utilising various technologies and application software. It is the philosophy and process of adopting and inculcating the use of technologies in every human endeavour¹¹. This implies that digitalisation can be applicable to various spheres of life or various organisation such as banking, education, farming, science, finance and manufacturing among others. In the primary school setting, the school administrator needs to encourage the teachers to achieve educational goals as stated in the National Policy of Education (NPE). Effective leadership is very germane in an educational institution. This is so because all educational institutions have stakeholders who are also involved in the business of education among them include the school administrators, teachers, pupils/students, parents, government,

and community leaders. In this age, it is very important that every school administrator becomes a digital leader.

A digital leader is one who uses available technology and application software to direct, motivate, guide, and coordinate his or her subordinates. Digital leadership is a collaborative effort with a strong emphasis on market developments¹². It emphasises the leader's attitude and talent, mindset, and ability to use new modern technology to achieve organisational goals. It is the concept used by business executives to identify opportunities for organisational development through the effective and efficient use of digital technology in the organisation¹³. He is a leader who takes immediate action to promote digitalisation's strategic success. As a result, such a leader will use various technologies to do the right thing at the right time¹³. It implies that school administrators who become digital leaders will go above and beyond to introduce innovation in the school. This can be accomplished through the International Society for Technology in Education (ISTE) standards, which include visionary leadership, a new digital learning culture, dynamic and system improvement, excellence in school administrators, professional practices, and digital citizenship¹³.

Digital leadership is the utilisation of an organisation's digital assets by the leader to achieve organisational goals¹⁴. This assists the organisation in carrying out its organisational duties and achieving its organisational goals through the use of technologies. It is the ability of a leader to lead a team in a particular organisation through the use of digital channels (technology)¹⁴. This involves website design, email marketing and social media. He helps with the current trends in the digital world and helps to apply them towards the growth and achievable goals of the organisation.

Digital leadership skills are techniques or special abilities used by digital leaders to enhance organisational growth. These are skills needed by the digital leader for the development of an organisation, provides some benefits to the organisation, improve solution quality, enhance customer experience, reduce time to market, , and add meaning to data-driven insights¹⁵. It includes adaptability, capable of navigating uncertainty, adapt at building relationships, strong communication, empathy, capable of cultivating a culture collaboration, and compelling story telling¹⁶. It can also involve a keen eye for the right digital tools and technologies, communication skills and whole team mindset, digital competence and enthusiasm¹⁷. Interconnected thinking, employee orientation, appreciation, flexibility and agility, digital competence, clear communication, and the ability to develop innovative ideas independently and work towards a shared vision are all skills needed by a digital leader in the effective discharge of his duties in an organisation¹⁸.

However, in this context, digital leadership skills includes the digital leaders having a keen eye for the right digital tools, communication in whole team mindset, and the ability to inspire team members^{16, 17,18}. Having a keen eye for the right digital tools means that such a leader needs to identify the right digital tool (s) and solutions that improve processes, productivity, efficiency, and competitiveness which are, of course, at the heart of any digital transformation. Such as Google analytic, tableau, Google classroom, Slack, Entab, and Google hangout, among others³². For example, during the COVID-19 lockdown, some school administrators being digital leaders proved that they have a keen eye for the right digital tools for teaching-learning processes, especially in private primary schools through the use of some digital tools such as slack, Google classroom and class dojo among others⁴⁹.

Communication is the process of exchanging ideas, thoughts, opinions, knowledge, and data between the sender and the receiver so that the message is received and understood with clarity and purpose. When we communicate effectively, both the sender and receiver feel satisfied. Communication can take the form of verbal and non-verbal, written, visual, and listening. It can occur in person, on the internet (on forums, social media, and websites), over the phone (through apps, calls, and video), or by mail¹⁹. For any effective communication to take place, it must be clear, simple, coherent, and logical among others. Thus, communication helps digital leaders manage subordinates and build teams, grow the organisation more rapidly and retain subordinates, benefit from enhanced creativity and innovation, build strong relationships, and attract more opportunities for the organisation¹⁹. The digital leader can improve his communication by identifying the purpose of the message, identifying his audience, making the contents of the message clear and simple, and identifying the channel (digital) to convey the message among others.

The school administrator being a digital leader can cultivate a culture of collaboration through communication. This implies the ability of the digital leader to connect with individuals on the subject matter to help improve the subject matter. This collaboration can be among leaders of his kind or his subordinates in the organisation. This can be achieved when the digital leader focuses on the mission before the organisation, manages through trust rather than control, not yourself but others, and creates groups rather than stars²⁰. It involves identifying and promoting a goal for collaboration, communicating a clear vision, giving constructive feedback, making room for remote workers, and matching tasks to interest²¹. Abilities to inspire team members is another indicator of digital leadership skills. This is the ability of the digital leader to influence and motivate the behaviour of the subordinates in the

organisation towards achieving the organisational goals. This can be achieved through setting clear goals, supporting the team members or subordinates, showing appreciation and value to the team members, and knowing the subordinates or team members in the organisation³¹.

Digital leadership is now seen as a form of leadership style in this age of digitalisation. It is then necessary and germane that leaders not only become digital leaders but also be innovative. This act will also make them a step ahead of others. Innovation is the act of making things new. It is the process of springing up new ideals from an existing fact. Innovation is seen as a process that can aid the organisation in achieving its goals²². It is also seen as the establishment and execution of new ideas, services, and ways of delivery that can gear and improve the outcomes, effectiveness, quality, and efficiency of a product in an organisation²³. In this age of digitalisation, digital leaders with digital vision and creativity understand the essence and importance of innovation²³. A leader of this type promotes the effective and efficient use and reuse of digital technology in an organisation²⁴. By doing so, digital leaders will have a significant impact on organisational innovation²⁵.

In essence, innovation is a two-sided or coupling activity. It entails recognising a need or, more precisely. It also requires technical knowledge, which can be widely available²⁵. In other words, innovation can be thought of as both a process and a product. The act of bringing about positive changes in society is known as innovation. This implies that different definitions of innovation exist depending on the field. For instance in Management," innovation is seen as the successful implementation of creative ideas within an organisation"²⁵. This can be that innovation is seen as a product or an outcome of what has been initiated, which can be new to the organisation. Hence, it can be seen as changes developed for the growth of the organisation. It is also be defined as "the creation and

implementation of new processes, products, services, and methods of delivery which results in significant improvements in outcomes, efficiency, effectiveness or quality"²⁵. To create changes in an organisation, school administrators being digital leaders will introduce an innovative skill.

Innovation skill is the know-how of an ideal to bring about positive changes in an organisation. The knowledge and abilities used in creating and adapting to change are referred to as innovation skills. It can enable the school administrator to use his existing knowledge to generate new ideas that benefit him, his team, and the organisation at large. Being innovative necessitates seeing situations from various viewpoints and thinking critically about the best way to solve a problem. School administrators being digital leaders having strong innovation skills at school can indicate that the school administrators have the traits of personality, interpersonal intelligence, and technical expertise to improve the organisation²⁶. This includes imagination, problem-solving, critical thinking, and flexibility²⁶. Imagination implies that innovators can be seen as forward-thinking people who can use their creativity to think of better ways to complete tasks. Having a strong imagination allows the school administrator being a digital leader to predict the outcome of his ideas and consider creative ways to achieve the organisational objectives. During brainstorming sessions, the school administrator's imagination can inspire him, and his subordinates, contribute to new inventions, and push progress in the organisation²⁶.

Problem-solving is another index to measure innovative skills. Problems and challenges can be viewed as opportunities for innovative individuals to develop better practices or create new products. Understanding how to identify common problems and the best way to address them can be part of being innovative. In a school setting, a school

administrator can use problem-solving skill to save money, improve efficiency, and troubleshoot issues for other educational stakeholders²⁶. Critical thinking is an important innovative skill. To improve the efficiency of a school, consider the reasoning behind school processes critically. A school administrator can use critical thinking to analyse a situation and identify areas for improvement. In the school, a school administrator can use critical thinking to be proactive about making improvements and to maintain a growth-oriented mindset²⁶.

Another indicator is flexibility. When a school administrator being a digital leader is at ease with being adaptable and adapting to his surroundings, the school administrator can discover new applications for his skills. Flexibility allows school administrators to push themselves, help others, and apply their existing knowledge in novel situations. Being flexible also assists school administrator in adapting to changing industry trends and achieving success regardless of the circumstances²⁶. Aside from school administrators being digital leaders and having innovation skills, school administrators need to develop strategic skills.

Strategic skills are specific strategies or ways an individual will achieve a desired goal. These are plans a digital leader uses to influence his or her subordinates toward achieving the organisational goals. In carrying out the plans, such a leader develops principles of strategic leadership, and among them is the distribution of responsibility, being open-minded about information, creating a diversified path for raising and testing ideas, making it safe for employees to fail, and developing opportunities for experience-based learning. "It is the act of re-using knowledge to generate ideas with a plan in order to enable the organisation to discover a new thing²⁷. For instance, the use of application software for effective communication in an organisation goes beyond using such application software for

physical or traditional meetings. In every growing organisation, leaders not only become digital leaders but need to have strategic skills to equip them to realize their goals digitally.

Digital leadership strategic skills are the skills that school administrators use with their subordinates to achieve the organisational goals²⁸. Digital leaders should have different strategic skills that can be used to achieve a set goal among them are connecting with the subordinates, engaging in honesty and open communication, encouraging personal and professional growth with the subordinates, keeping a positive attitude for the growth of the organisation, educate employees instead of giving orders, setting clear employee goals and expectation feedback among all others²⁹. In other words, good digital leadership strategic skills are the skills that help the team to achieve the organisational goal.

But in this context, digital leadership strategic skills includes the leadership ability to interpret information and circumstances, anticipates, and align his/her subordinates' goals with the organisation²⁸. To anticipate implies the ability to think and prepare for something with expectancy so that an individual influences an outcome. Leadership's ability to anticipate implies the ability of the school administrator to envision a desired future state for the organisation. This state can be achieved through engaging in a dialogue with other educational stakeholders such as the teachers, to fully understand competitors' viewpoints and estimate their likely responses towards a novel project, visualise multiple futures and be ready for the unexpected²⁸. But in this case, the private primary schools can be seen as the competitors of the government primary schools.

Leadership's ability to interpret is another index to measure leadership strategic skills. This is the ability of the school administrator to interpret circumstances and situations surrounding the organisation. For instance, during the COVID-19 lockdown in Nigeria, very

few government primary school administrators can be seen interpreting the situation and using the opportunity to introduce virtual teaching-learning activities known as school in the air which can be through radio and television. It is also the ability to elicit information from a given data. The school administrator's ability to interpret data (information and circumstances) also equips the school administrator in decision-making. School administrators when analysing data can assemble information, give possible explanations on the results and findings, invite other stakeholders, draw conclusions, and make some recommendations.

Leaders align his/her subordinates' goals with the organisation. Every individual has goals and aspirations. Subordinates goals must be in line with the organisational goals for effective performance. Strategic leadership can use his special skills to ensure that subordinates' goals align with the organisational goals by reaching a common ground and buy-in of the subordinates. This can be achieved through early communication of the organisational goals with the subordinates, determining the most important internal and external stakeholders, takedown their viewpoints on your plan, and identifying any area where their interests do not align with the organisational goal.

In Oyo State, Nigeria, a recent study was conducted on digital leadership, communication, and decision-making styles as determinants of public primary school teachers' job performance³. Oyo State public primary school administrators were found to be moderately digitalised. Public primary school administrators becoming digital leaders is not sufficient in this digital age to improve teachers' job performance. Studies such as digital leadership skills, innovation skills and strategic skills on teachers' job performance had been

carried out. However, studies such as digital leadership, innovation and strategic skills on teachers' job performance in Oyo State public primary schools have not been carried out.

1.2 Statement of the Problem

From experience as a classroom teacher, teachers' job performance seems dwindling especially during the COVID-19 lockdown when all schools were shut down by the Federal government of Nigeria, 2020. Even after the lockdown, teachers' job performance is still not encouraging as some public primary school teachers in Oyo State could not use adequate and relevant instructional materials during teaching-learning processes³. This can be due to so many reasons such as some teachers not being digitally inclined, classroom environmental factors, leadership styles of some school administrators, communication gap between the school administrator and the public primary school teachers, and school administrators' leadership innovation skills just to mention a few. It can also be that some school administrators may be averagely digitalised but may not have the digital skills to enhance teachers' job performance in this digital era especially at the primary school level which is the bedrock of all levels of education which will also invariably affect pupils' academic performance³. Improving pupils' academic performances implies improving the quality of education and having adequate number of well-prepared teachers at the public primary school level³³. This can be achieved if school administrators becomes digitalised. Becoming digital leaders in this era is not sufficient enough but necessary to achieve the educational goals stated in the National Policy of Education (NPE). The developed world like the USA and Germany, just to mention a few seeks ways of improving teachers' job performance³⁰. Studies have been carried out on digital leadership, leadership styles, and leadership strategies just to mention a few^{3,15,31}. However, much work has not been carried out on

digital leadership, innovation, and strategic skills vis-à-vis teachers' job performance in Oyo State public primary schools. To this end, this study investigates the influence of digital leadership, innovation, and strategic skills on public primary school teachers' job performance in Oyo State, Nigeria.

1.3 Aim and Objectives of the Study

This study investigated the influence of digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State. The specific objectives were to:

- i. identify the level of public primary school teachers' job performance in Oyo State;
- ii. identify the most used digital leadership skill by public primary school administrators in Oyo State;
- iii. assess the most used innovation skill by public primary school administrators in Oyo State;
- iv. identify the most used strategic skill by public primary school administrators in Oyo State;
- v. examine the combined influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State;
- vi. analyse the relative influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State;

- vii. examine the combined influence of public primary school administrators' digital leadership and innovation skills on public primary school teachers' job performance in Oyo State;
- viii. ascertain the combined influence of public primary school administrators' digital leadership and strategic skills on public primary school teachers' job performance in Oyo State; and.
- ix. determine the combined influence of public primary school administrators' innovation skill and strategic skill on public primary school teachers' job performance in Oyo State.

1.4 Research Questions

In light of the above, the following research questions were raised:

1. What is the level of public primary school teachers' job performance in Oyo State?
2. What is the most used digital leadership skill by public primary school administrators in Oyo State?
3. What is the most used innovation skill by public primary school administrators in Oyo State?
4. What is the most used strategic skill by public primary school administrators in Oyo State?

1.5 Hypotheses

The following hypotheses were poised in a null form:

H₀1: There will be no combined significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State.

H₀2: There will be no relative significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State.

H₀3: There will be no combined significant influence of public primary school administrators' digital leadership and innovation skills on public primary school teachers' job performance in Oyo State.

H₀4: There will be no combined significant influence of public primary school administrators' digital leadership and strategic skills on public primary school teachers' job performance in Oyo State.

H₀5: There will be no combined significant influence of public primary school administrators' innovation skill and strategic skill on public primary school teachers' job performance in Oyo State.

1.6 Significance of the Study

Since education is a lifelong process, though this is a digital age, school administrators being digital leaders is still not enough for the primary stakeholders in education (primary school pupils). This is because education is a continuous act and teachers need to keep improving their job performance if and only if school administrators being digital leaders also develop innovation and strategic skills for influencing public primary school teachers' job performance in the State which will also invariably have a positive influence on pupils in

their academic performances. With this, other educational stakeholders aside from the school administrators such as the government, teachers, pupils, community, and parents will experience the positive influence of school administrators' digital leadership, innovation, and strategic skills.

The school administrator as a digital leader can develop various ways of introducing innovation in the school. He/she will need to empower himself/herself digitally. For any effective result, a school administrator being a digital leader will need to reflect on such digital leadership, innovation and strategic skills for influencing the teachers' job performance towards achieving the educational goals. By so doing, the school administrators will empower the public primary school teachers.

The teachers are professionals. They help in implementing the curriculum and also ensure that the educational goals are achieved. In a school system, innovation skill is not only meant for school administrators. This is because teachers are also seen as leaders in their various classes. Innovation skills will enable teachers to find various ways to impart knowledge to the pupils digitally. It will also enable teachers to set strategic skills on how to make learning meaningful to the pupils.

The pupils are the centre of learning. They are the main stakeholders in education. Digital leadership, innovation and strategic skills will equip them to become self-reliant in this digital age. It can also make pupils develop an interest in education. Thereby making them future leaders. This can be achieved when pupils have the fundamental knowledge of computer literacy, and are digitally inclined.

Parents are not left behind. Digital leadership, innovation and strategic skills by public primary school administrators will also equip parents with this paradigm shift.

Through this, parents can use the easiest means to interact with the school and have access to the pupils' academic performance.

The community is the place where the school is situated. Digital leadership, innovation and strategic skills will bring about a holistic transformation of the community. This is so because society makes input into the school system and the school gives back equipped graduates. This implies that pupils will put into practice all that they have acquired from the school to the community.

The government which is seen as a tertiary stakeholder will also be influenced positively if public primary school administrators' digital leadership, innovation and strategic skills are in place. This will help to achieve the educational goals.

It serves as a foundation for future academic research into educational leadership, teacher job performance, and the role of innovation in learning environments. Insights from the study can help educational leaders make informed decisions about resource allocation and professional development. Understanding which skills have the greatest impact allows training programs to be tailored to specific needs, ensuring that school administrators are well-prepared to support their teachers. The study's findings can help educational policymakers develop frameworks and guidelines for effective school leadership. Among other things, this study can be made published for the benefit of the academic community, sharing findings with education policymakers, and disseminating them to the public.

1.7 Scope of the Study

The scope of this study is within the context and geographical location. It investigated the influence of digital leadership, innovation and strategic skills on public primary school

teachers' job performance in Oyo State. Oyo State comprises thirty-three (33) local governments and two thousand four hundred and fifty-four (2,454) public primary schools.

1.8. Limitation of the Study

The limitation of this study cannot be understated in any way, but to mention a few, the researcher had an encounter at the Oyo State secretariat in the process of getting the approval to embark on the field study in the selected Local Government Areas of the state. In addition to the health implication encountered, the researcher encountered non-cooperation from some of the public primary school administrators during the interview, as some school administrators felt that the report can be used against them. During the course of the administration and retrieval of the copies of the instrument, some of the public primary school teachers in one of the seven selected Local Government Areas exhibited unwillingness to fill copies of the questionnaire, despite having the approval from the Executive chairman of Oyo State Universal basic Education Board and support from the Education School (ES) board administrator. Finally, during the course of the administration of copies of the instruments, the researcher observed that the screening exercise at the public primary school as at May 2024, had reduced the population of public primary school teachers, leaving behind fewer teachers in the school. Despite the limitation, both the researcher and field research assistants were able to convince the respondents to give responses to the instruments in the school.

1.9 Operational Definition of Terms

The following terms are operationalised:

School Administrator: A school administrator is known as the leader of a public primary school who is embodied with his/ her duties for the smooth running of the school.

Teachers: These are professional teachers who teaches in the public primary schools, have undergone the rudiments of teaching-learning processes and are certified by a body known as the Teachers Registration Council of Nigeria (TRCN)

Job Performance: This is the outcome of a job carried out by the public primary school teachers in a school

Teachers' Job Performance: This is the outcome of a job carried out by a public primary school teacher in a school.

Designing Learning Experiences for Pupils: Teachers design learning experiences of what pupils should learn at the end of a lesson.

Teachers' Knowledge and Understanding of the Subject Matter: This implies the acquisition of knowledge by the public primary school teachers either through research, seminars, conferences or workshops.

Teachers' Strategies or Methodologies for Facilitating Learning: These are strategies or methodologies public primary school teachers use in enhancing teaching-learning activities.

Teachers' Teaching-learning Development: This is the teaching combined process whereby a public primary school teacher identifies the needs of the pupils on a particular subject matter and uses the understanding in preparing lesson plans and lesson notes on a particular subject.

Digital Leadership: This is a leadership style of a public primary school administrator combining the use of digital technology with leadership over his subordinates in an organisation.

Digital Leadership Skills: These are the abilities of a public primary school administrator being a digital leader in carrying out his functions and enhancing the growth of the organisation.

Keen Eye for the Right Digital Tools: This is the ability of a public primary school administrator to identify the right digital tool to use in solving a particular problem faced by the organisation such as Google analytic, slack, and class dojo among others.

Communication in Whole Team Mindset: This is the ability of a public primary school administrator to communicate effectively with his subordinates. It is also the ability of the digital leader to connect with individuals on the subject matter to help improve the subject matter which can be either within the organisation or outside the organisation.

Ability to Inspire Team Members: This is the ability of the public primary school administrator being a digital leader to influence and motivate the behaviour of the subordinates in the organisation towards achieving the organisational goals.

Innovation: This means positive changes in the public primary school teaching-learning process.

Innovation Skills: These are the abilities needed to bring out positive changes in the in the public primary school via digital leaders.

Digital Leadership Innovation Skills: These are the abilities public primary school administrator being a digital leader uses to bring about positive changes in the organisation.

Imagination: This is the ability of a public primary school administrator to conceive an idea and creatively think of ways of solving a problem in the organisation.

Problem-solving: This is a type of skill that a public primary school leader can use in identifying a problem and proffering the effective best solution to the problem.

Critical Thinking: This is the ability of a public primary school administrator to analyse a situation and identify areas for improvement in the organisation.

Flexibility: This is the ability of a public primary school administrator being a digital leader to adapt to new emergence. For example, the use of digital platforms and digital tools towards improving public primary school teachers' job performance.

Strategic: These are step-by-step plans on how a public primary school can achieve its goal timely.

Strategic Skills: These are abilities needed by a public primary school administrator to achieve the blueprints set aside by an organisation.

Digital Leadership Strategic Skills: These are the abilities a public primary school administrator being a digital leader puts in place to achieve its organisational goal timely.

Anticipating: This is the ability of a public primary school administrator being a digital leader to look into the future growth of the organisation.

Interpreting: This is the ability of a public primary school administrator being a digital leader to interpret situations and elicit information from a given data.

Aligning: This is the special ability of a public primary school administrator being a digital leader to ensure that the subordinates' goals are in line with organisational goals.

Public Primary School: This is a primary school owned and financed by the government.

Public Primary School Teachers: These are professional teachers who transfer knowledge to the pupils in a government-owned primary school.

Endnotes

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Chapter Two

Literature Review

This chapter is based on the literature of some related research. It was discussed under the following sub-headings:

2.1 Conceptual Review

2.1.1 Teachers' Job Performance

2.1.2 Digital Leadership Skills

2.1.3 Innovation Skills

2.1.4 Strategic Skills

2.1.5 Primary School Teachers

2.2 Theoretical Framework

2.2.1 Transformational Leadership Theory

2.2.2 Innovation Leadership Theory

2.2.3 Strategic Leadership Theory

2.2.4 Vroom Expectancy Theory

2.3 Review of Empirical Studies

2.3.1 Digital Leadership in an Organisation

2.3.2 Digital Leadership and Teachers' Job Performance

2.3.3 Digital Leadership Skills

2.3.4 Digital Leadership Skills and Teachers' Job Performance

2.3.5 Digital Leadership and Innovation Skills

2.3.6 Leadership and Innovation Skills on Teachers' Job Performance

2.3.7 Digital Leadership and Strategic Skills

2.3.8 Leadership and Teachers Job Performance

2.3.9 Leadership and Strategic Skills

2.4 Conceptual Model

2.5 Summary of Literature Reviewed

2.1 Conceptual Review

2.1.1 Teachers' Job Performance

Performance is an assessment of the assignment assigned to an employee in an organisation. It is the result of a certain task completed at a specific time. Effective execution is the ultimate goal of any plan. Performance can be defined as the ability to apply and manage all facets of the causal model efficiently to achieve the stated goals of the organisation on time while taking into account particulars specific to the organisation. The seven components of performance are effectiveness, efficiency, quality, productivity, work-

life balance, innovation, and profitability¹. Performance can also be defined as the measurable contribution that specific structures—that is, organisational units with different staffing, procedures, and sizes—make to accomplishing and verifying corporate goals.

Another way to think about performance will be the degree of satisfaction among stakeholders. It is the level of achievement obtained by a person, group, or procedure. The organisation can achieve its declared goals¹. It is an employee's actions at work that contribute to the achievement of the organisation's objectives¹. This essentially indicates that an employee's performance is defined as whatever activity they take, whether it be towards clients or learners (including teaching-learning activities). It is therefore goal-oriented².

What people do for a living is called a job. It can either be full-time or part-time work. It outlines the particular roles, authority, and responsibilities needed for each person to carry out the assigned activities and meet the organisation's objective³. It is the process of transporting a single product from its pickup location to the pallet designated for that order⁴. It describes a task or lesson given to a worker in an organisation⁵.

Job performance is the totality of the desired value an organisation derives from the employee. It is the specific behavioural pattern an individual carries out over a specific duration⁶. This implies that job performance is dependent on the behavioural pattern of the employee in an organisation at a given period towards achieving the organisational goals. It is determined by an employee's knowledge, experience, skills, abilities, awareness, values, motives and needs towards achieving the organisational goals⁶.

Teachers' Job performance are the duties carried out by qualified and experienced teachers in a school at a specific period. It is an aspect that is germane for the teaching personnel and the school system⁶. This aspect can be used to determine learners' academic

performance. However, teachers' job performance can be influenced by the teacher (teacher-self-motivation) and environmental factors⁶.

2.1.2 Digital Leadership Skills

Digitalisation was where the word "digital" originated. Digitalisation is the process of storing and transmitting information amongst individuals using technology and application software. Digitalisation is defined differently by individuals. Many authors contended that while digitalisation may involve the use of technology, it goes beyond just applying it within an organisation. It is argued that digitalisation is a process of innovation and transformation that occurs at different phases in different organisations⁷. This suggests that digitalisation goes beyond the application of technology to effect change, but that it might, at different points in an organisation's lifecycle, result in beneficial adjustments that can be harnessed to completely transform the organisation.

One example will be the creation or arrangement of a conference among the management at different levels within an organisation using computer technology and application software. This change may facilitate communication, which can help the organisation compete in the market. If technology is not transformed by its use and application, then what good is it? To bring about the intended transformation, it takes more than just the development of new technology—it also requires the use and reuse of existing technology⁸. It can be applied to foster innovation in a variety of organisations. Positive adjustments and transformations in an educational context cannot be brought about by technology that is not intended to motivate learners, transmit essential lessons, and enhance teaching-learning activities³. Communication platforms like Google Meet, Zoom, Edmond, Whatsapp, and Google Classroom among others, can be utilised to improve teaching and

learning activities effectively. It may be possible to effect change and improve learning through the innovative use of the communication tools outlined above.

Digitalisation can be defined as a network of discrete stages or interactions that are interconnected and form a greater whole⁹. To effectively convey the lesson's meaning to the pupils, for example, digital tools can be employed by the teachers in the teaching-learning process. Digitalisation is a technique that is used to innovate or transform an organisation gradually. It may also be utilised to bring about changes in society as a whole and in all organisations¹⁰. It is the application of technology for communication in all areas of life¹¹. As an illustration, almost everyone uses a cell phone to communicate with one another or to transmit information. This is because communication technology is becoming more and more necessary for an organisation to use¹¹.

In this competitive era, it develops a new corporate culture and business model^{11, 12}. The business model gives the organisation the ability to identify additional difficult-to-make products, add value to them, maintain positive customer relations, and yield profit. Learners are viewed as clients in an educational system, particularly in primary school, who desire values added to equip and make learning engaging¹¹. One of the main drivers of innovation and development that facilitates quicker and easier work is digitalisation. It also facilitates easy access to information. As a result, it has altered the economy, the business climate overall, and an organisation's business model¹¹. Put another way, the modern technology of digitalisation increases production and expands its applicability. From the perspective of the employee, digitalisation has resulted in a rise in the amount of information and abilities needed to perform their jobs well. Employees who possess a positive mind-set and are competent at using digital technologies can contribute to change in the workplace¹².

The use of technology in every area or sector of the economy is known as digitalisation. It is sometimes referred to as going paperless and utilising digital devices for information and communication purposes¹³. A few examples of digital tools that facilitate digitalisation are the computer, cell phone, and application software. Transitioning to a paperless system offers several benefits, including reduced costs and time, environmental preservation, space conservation, stress-free information sharing, and data maintenance. It combines digitalisation and digital innovation processes to enhance current products with innovative characteristics to improve and strengthen the economy¹³. Digitalisation has become essential for businesses seeking long-term sustainability in today's rapidly evolving economy¹⁴. It is the process of quickening structural adjustments to make the economy more digital¹⁵. It is the application of data and digital technology to enhance operations, produce income, change operational procedures, and create a digital corporate environment where digital information is central¹⁶.

Digitalisation is the structuring of social interaction around digital media and communication¹⁷. It is defined as the development and application of Information and Communication Technology (ICT) systems and the consequent organisational transformation¹⁸. It also describes the process by which socio-technical systems that were formerly mediated by non-digital objects are now mediated by digital artefacts^{19,20}. This involves converting analogue data into digital language, which will inevitably strengthen commercial ties between an organisation and its clients and ultimately contribute to the growth of both the organisation and society as a whole¹⁶. It can be the development of Artificial Intelligence (AI) and machine learning tools like text editors and punctuation, facial recognition and detection, abstract paraphrasing tools, maps and navigation, among

others. It is the process by which information and communication technology (ICT) can make certain assets, known facts, and knowledge more easily accessible. It is the growing use of technology in all aspects of daily life^{17, 21}. Employees and the economy are both changing as a result of digitalisation, which requires a different set of skills³⁰.

A leader is someone who shapes the way his subordinates behave. He is the one who organises, leads, plans and oversees the activities of others under him within the organisation. He does the duties not just to fulfil obligations but also to help the organisation reach its objectives. The ability of a leader within an organisation to shape the social conduct of those under them to achieve the goals of the organisation is known as leadership¹⁶. Without some stakeholders in an organisation, one of which is leadership, an organisation may not function.

Numerous academics have started work on various initiatives that attempt to define leadership. A set of behaviours known as leadership is employed to help individuals execute strategic plans, unify their direction as a group, and continuously revitalise an organisation¹⁷. It is the skill of motivating a team to cooperate to accomplish a common objective¹⁸. It captures the essence of having the ability and desire to motivate others. Effective leadership, however, is based on concepts that are conveyed to others in a way that stimulates their interest and motivates them to follow the leader's wishes¹⁸. The leader both directs and inspires others to take action. They must be able to think critically to determine how to make the most use of the available organisational resources, and they must be approachable enough for others to follow their example¹⁸.

A multifaceted approach is required for leadership since it has always involved a complex set of phenomena¹⁹. Leadership is the act of devoting time, energy, and resources to

achieving organisational objectives. Thus, the core of leadership is service²⁰. It is an interactive influence connection wherein various stakeholder agrees to cooperate in a particular scenario to accomplish their shared objectives²¹. It is the process of leading a team of individuals to fulfil a recognised need²². It is the skill of inspiring others to fight for the goals that they have in common. Therefore, it is just the leader's capacity for influence²². It takes a team to deliver on purpose²³. It is a social influence technique that optimises other people's efforts in the direction of a goal²⁴. This involves persuading others to voluntarily cooperate to accomplish a shared objective^{26, 27}. It is the process through which a leader shapes the conduct of others under them²⁸.

An individual can use direct or indirect communication to change the behaviour of other subordinates or groups of people to move those groups to the point where they are willing to consciously follow the leader's will²⁹. Leadership is about working as a team to improve performance by supporting the subordinates inside an organisation²⁵. It is described as the management of an organisation's capacity to establish and meet difficult objectives, respond swiftly and decisively when needed, outperform rivals, and motivate subordinates to give their all³⁰. Leadership can provide direction for both an organisation and its employees. Employees can therefore be aware of the objectives of the organisation. Effective leadership involves guiding subordinates through the execution of their duties and monitoring their progress on a frequent basis³⁰. It also involves leading by example by being passionate about one's work, driven to pick up new skills, and willing to provide a hand when required in both group and individual activities³⁰.

At its core, leadership is a constant process of behaviour influence³¹. It can also be seen in light of the dynamic between a leader and his followers. The leader tries to change

the behaviours of people or groups of people around him to get the desired outcomes³¹. It is an exchange between two or more group members that usually includes the members' opinions and desires in addition to the situation's structuring or restructuring³². It means being willing to take chances and challenge established practices³³. As a result, leaders can motivate subordinates to take on new and challenging tasks.

Digital leadership is an act of using tools and software by the leader in an organisation to accomplish organisational objectives. It is seen as a new kind of leadership among the authoritarian, democratic, transformative, and transitional types which has developed in this era. However, being a digital leader in this day and age is beneficial but requires sustainability. This suggests that to improve his leadership in an organisation, a digital leader will need certain talents. Stated differently, the performance of a digital leader within an organisation requires a set of specialised abilities, including communication, digital literacy, flexibility, digital awareness, and adaptability⁴¹.

1. **Communication:** Effective communication is germane in all aspects of life. No person or organisation can function without it. Thus, the transfer of a message from the sender to the recipient via a channel is called communication. This exchange of information can be written or nonverbal. In an organisation, written communication is highly valued as evidence and is preferred over spoken communication. Subordinates can get messages from management and vice versa. It is therefore a crucial and significant ability for every leader. In this situation, a digital leader can use resources like video conferencing software, instant messaging apps, and emails to communicate effectively⁴¹.
2. **Digital Literacy:** This simply refers to a leader's capacity to work hard, pick up new abilities, and function in a setting where information is readily available and

communication is rapid. A digital leader must be able to use digital technology to gather, organise, synthesise, comprehend, interact, and distribute information safely and morally. They must also be able to access and produce information for business, decent work, and employment. It is a talent that includes, among other things, information and computer literacy⁴². It is the fundamental ability a digital leader needs to perform his job well within an organisation. He does not need to be an ICT expert; he only needs to know the fundamentals.

3. Innovation: This is the ability to swiftly alter the environment within an organisation. A competent digital leader should not be scared to innovate. An organisation may experience positive or negative change. Even when it seems strange, a successful digital leader should be open to change. The COVID-19 pandemic of 2020 in Nigeria, which caused schools at all levels to close for more than five months, is a very good illustration whereby learners were abandoned to play on the streets and in their communities²³. A few leaders with rudimentary ICT abilities were able to quickly alter how information was distributed to subordinates and, more specifically, learners. By improving the virtual teaching-learning activities, these leaders—who are now digital leaders seem able to raise the performance standards of teachers in their roles. To put it another way, leaders in the digital space can be dynamic and creative. A forward-thinking digital leader will leverage available data to pinpoint areas where staff members can add greater value to an organisation while assigning some of the mundane jobs, such as bill computations and recurring activities, to technology⁴¹.
4. Digital Awareness and Adaptability: Technology improvement is never static; it is always changing. Digital competencies are dynamic. Great digital leaders stay abreast of

changes in their industry and company by reading and listening to newsletters, following social media accounts of digital pioneers, and routinely reading and listening to news. Digital leaders can then be aware of the appropriate technology to use for a certain task⁴¹. A competence blueprint for digital leaders identifies two traits of a successful digital leader:

- a. attitudes, behaviours, and competencies that digital leaders in an organisation will need in this digital age (digital literacy); and
- b. competencies that support digital transformation (creating digital content, solving problems safely, communicating, and collaborating, among other things)⁴¹. "Digital knowledge and literacy, vision, customer focus, collaboration risk-taking (creating an experimental atmosphere), and agility, motivation, and adaptability" are some other traits of a great digital leader^{44, 46, 45}. This can also be depicted below:

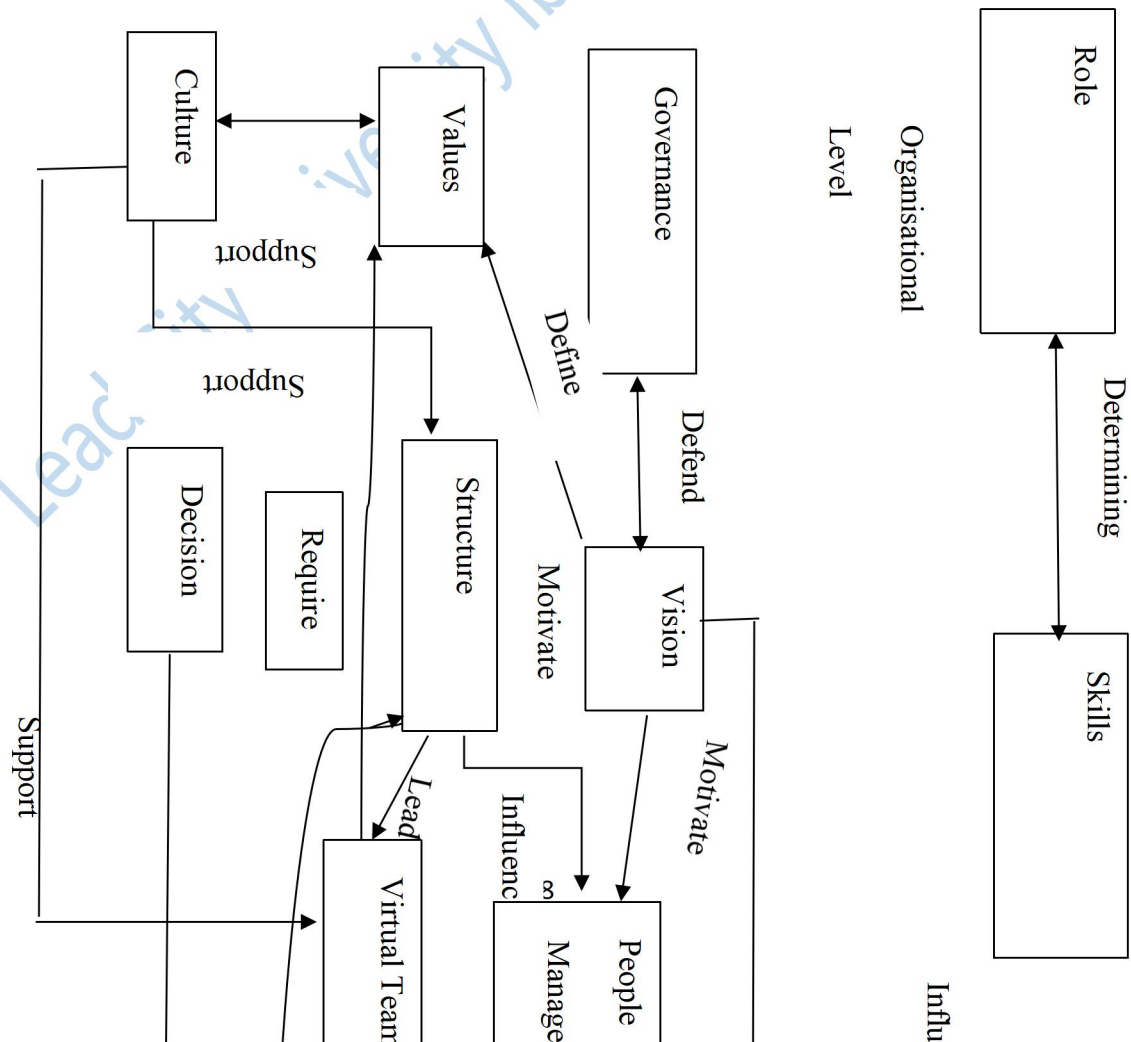


Fig 2. 1 Determinants of Digital Leader

The capacity of a leader to oversee a company through digital channels including social media, website design, and email marketing is known as digital leadership⁴⁶. A leader in the digital space may stay abreast of the latest developments and integrate them into the organisation's strategy. It focuses on using digital technologies strategically to impact the organisation's objectives. Using digital tools as the primary driver encourages innovation, transformation, and growth⁴⁶. In addition to improving customer engagement and happiness, increasing productivity, raising organisation revenue, and increasing retention rates, leaders who adopt a digital leadership stance will benefit the organisation in many more ways:

1. Formulating a Vision for Strategy. With the aid of digital leadership, an organisation can develop a strategic vision for its digital transition. This digital vision can guide the organisation in determining how to use digital technology to best accomplish its

objectives. It will also be simpler to ensure that staff members are contributing to the organisation's goal if there is a digital vision in place⁴⁶.

2. **Creating an Environment for Digital Work.** Using digital tools and technologies to work more efficiently and productively will be the primary goal of this digital culture, which may be built in an organisation with the help of digital leadership⁴⁶.
3. **Improving Customer Engagement and Satisfaction.** Digital leadership plays a key role in enhancing consumer relations and engagement. Digital leaders are those who use digital technologies to enhance an organisation's operations to accomplish its objectives. Such a leader engages both their staff and clients with digital tools (web design and applications, for example)⁴⁶.
4. **Enhancing Productivity.** The effectiveness and productivity of an organisation can be increased through the usage of digital leadership. Digital technology makes it possible for businesses to automate processes and tasks. Employees will have more time to focus on more significant responsibilities as a result of it⁴⁶.
5. **Increase an Organisations' Revenue.** The potential for increased revenue for the organisation makes digital leadership crucial. A digital leader is a person who possesses digital literacy and is skilled at using technology to benefit the organisation. He can recognise fresh prospects and implement original concepts. He may therefore be prepared to aid in the organisation's expansion⁴⁶.

Improve Retention Rate. Digital leadership can help lower the rate of employee turnover. It is more important than ever for organisations to succeed in this era to have a digital leader who understands how to leverage digital technology and applications to engage his staff. A digital leader can create a digital strategy that will help the organisation reach its

objectives. To increase the organisation's productivity, he can also aid with the deployment of digital tools and procedures¹⁰⁸. Some authors include learning culture in the digital age, excellence in professional practises, visionary leadership, digital citizenship, and systematic improvement in addition to digital leadership abilities⁴⁷.

2.1.3 Innovation Skills

Innovation is a new word that refers to the application of ideas or the realisation of concepts that result in the introduction of new goods or services or an improvement in the provision of already existing goods or services⁴⁸. The social and interactive process of innovation is characterised by collaboration and the exchange of knowledge and information⁴⁹. Innovation is an approach to establishing and preserving long-term competitive advantages⁵⁰. It is regarded as a critical component of entrepreneurship and corporate success⁵⁰.

Innovation provides opportunities for people to use the internet to change and improve lives⁵¹. It is the utilisation of ideas to produce new products or services or to improve the delivery of already-existing goods or services⁵². It produces more productive products, processes, services, technology, and artistic creations⁵³. It is a process that starts with the emergence of an idea and concludes with its commercialization through exchange, consumption, and production⁵⁴. It combines economics, technology, science, and management to acquire new knowledge. It can also mean a novel concept used in the manufacturing of goods and services. Thus, innovation relies on how well technology is applied and used, as well as organisational traits and market rivalry⁵⁴. It is described as the process of coming up with new ideas and turning them into a novel good, service, or method that boosts the economy, lowers unemployment rate, and generates income for the creative

organisation⁵⁴. Innovation involves an ongoing process of organisational decision-making, covering from ideation to execution⁵⁴.

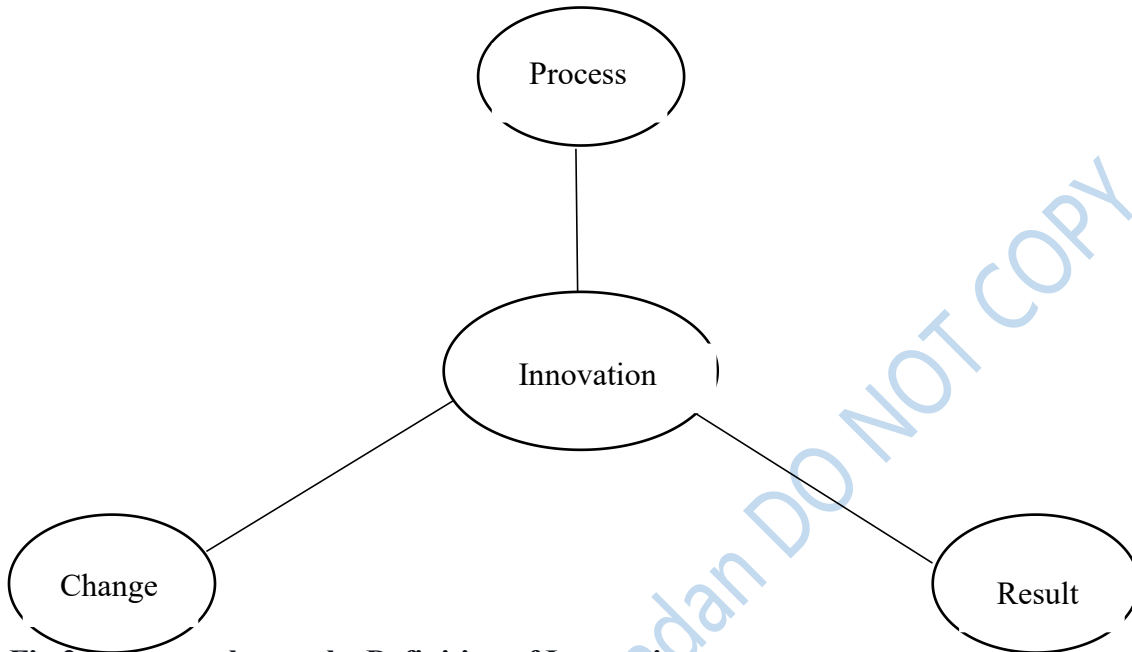


Fig 2.2 Approaches to the Definition of Innovation Sources⁵⁴

Innovation is multifaceted; it involves not only the introduction of new technology but also the upgrading of an organisation's customer service or features that can be added to an existing product⁵⁶. This suggests that innovation may not always entail the introduction of new technology but rather the improvement of an organisation's customer service to an existing product which can foster growth or expansion of the business allowing adaptability and separating the business from its competitors. Innovation is the execution of new organisational improved products, and processes. It is an aspect that all organisation embraces which is open to new ideas⁵⁵. It is the life of an organisation⁵⁵. Innovation may have an impact on the organisation as well as the larger society to adapt to changing circumstances. Change is not static; it is dynamic. For example, virtual teaching-learning activities had been in existence but not well known, however, the onset of COVID-19

exposes other means of teaching-learning activities, especially in Oyo State public primary schools in Nigeria. This arises whereby the teachers need to consider other ways to impact learning and also make learning meaningful²³. This onset of COVID-19 had made a forceful birth of virtual teaching and blended teaching methods. In this case, both teachers and pupils and every other educational stakeholder will have to adapt to the new condition of the environment thereby adding value to the educational system. An organisation can stay one step ahead of rivals by offering comparable goods and services through innovation. Consequently, sets one organisation apart from the other.

Innovation brings about growth⁵⁵. For an organisation to be healthy, growth is inevitable. Organisations may survive when growth is achieved through innovation. It is a new or improved set of products or processes that are provided to potential customers or that the organisation has established to advance and develop the organisation. These products or processes are very different from the organisation's prior products or procedures²². It is a method by which an organisation may identify and develop the best idea, put it into practice successfully, and guarantee that its clients will benefit⁵⁶.

Man's need to alter his surroundings is what drives human creativity, whether it is individually or collectively⁵⁶. To extract greater value from resources, innovation is the purposeful use of knowledge, creative thinking, and initiative. It also includes the processes necessary to generate and convert new ideas into useful products⁵⁶. For example, in a private organisation (a school), several school administrators may purposefully have used their knowledge, creativity, and initiative to enhance teaching-learning processes during the COVID-19 lockdown, making learning engaging and significant for the pupils.

Despite being a novel approach during the COVID-19 lockdown, this method of teaching may have presented some difficulties for both teachers and pupils alike such as data consumption, power failure, and unstable internet connectivity among others. However, the endeavour that gave rise to blended learning—another sort of teaching-learning activity that is always delivered—has become a reality. As a result, new teaching methods were created in the education sector through innovation in the teaching-learning processes (Blended teaching method- Mixed teaching method).

Put another way, innovation has contributed to the development of a new teaching strategy that differs from the conventional, in-person, and virtual, (online) teaching methods. Introducing something new is called an innovation. In this context, "newness" can be novel to both the world and a certain organisation⁵⁹. Innovation is the use of creative potential with an organisational and/or social goal through innovative and adaptable methods that add value, depend on novel inventions or technologies, and promote economic growth and competitive advantage^{60,61}. It is one of the main factors sustaining the country's economic growth⁶². Innovative products and services can result from encouraging people's ingenuity, which will provide jobs for those involved in producing and delivering the goods and/or services⁶³. It is a research process where a new finding or inventive combination modifies the technology landscape and opens up a whole new set of possible connections⁶⁴. Innovation is more than just implementing and utilising technology inside an organisation; it also includes identifying needs and fostering an ideology that will help the organisation achieve its goals⁶⁵.

Innovation is not a single act, but a multifaceted process⁶⁵. This is because it incorporates people, processes, and technology⁶⁵. An employee in any organisation should be able to innovate; this includes but is not limited to, having the necessary knowledge, abilities,

and positive outlook to foster innovation in the workplace⁶⁵. To meet the needs of the customers or clients, the individuals follow established or official procedures. If necessary, they may also use specialised technology to speed up work and help keep track of orders, and other tasks, which will invariably increase productivity and facilitate teamwork among other things. Stated differently, innovation is commonly perceived as a response to consumer purchasing patterns that fulfil the intended needs of the customers⁶⁵.

Simply put, innovation is change. It is the generation of fresh concepts. The terms "innovation" and "skills" can be separated to form the word "innovation skills". "Skills" refers to the capacity to implement ideas, whereas "innovation" refers to the generation of new ideas inside an organisation. To put it another way, innovation is the process of using concepts and expertise to raise organisational productivity. Several academics have studied the term "innovation skills". Disciplined leaders implement the following innovation-enabling abilities to facilitate the flow of ideas:

1. Communication, collaboration and networking building such as trust and community building, networking building, relationship building and political, and bureaucratic perception.
2. Foresight such as orientation, proactive and environmental scanning.
3. Business and financial decisions such as business operations, financial literacy, entrepreneurship, commercialization, market analysis and consumer skills.
4. Vision and purpose (strategic thinking and strategy development and goal setting and visioning.
5. Initiative and learning (continuous improvements, motivation and initiative building and self-directed and lifelong learning.

6. R &D (research and development skills, content-specific implementation skills)
7. Ethics and responsibility (values, ethics and inclusivity, adaptability and resilience.
8. Design (decision-making and synthesis, creativity, idea generation, problem finding, critical thinking, problem-solving and problem-framing)
9. Initiative and learning (motivation and initiative building, continuous improvement, self-directed and lifelong learning.
10. Risk and uncertainty (risk assessment, risk-taking and management of uncertainty)
11. Literacies and domain expertise (domain expertise, contextual knowledge, digital literacies, academic skills, basic literacies, technical skills, and STEM literacies.
12. Empathy (emotional intelligence, finding hidden diversity, appreciation of diversity, and intercultural awareness.
13. Management (meta-innovation, strategy execution, management of complexity resource management and administration⁶⁷. Innovation refers to the skills and expertise a digital leader can utilise to bring about change in an organisation. These abilities empower the leader to use what they already know to come up with new ideas that might benefit the organisation^{68, 122}.

2.1.4 Strategic Skills

The word strategic is coined from strategy. An activity's blueprint is called a strategy. It is described as a methodical plan of action intended to accomplish a specified objective within a given time frame. The Greek term "strategos," which meant "a blueprint of action to win a battle," is where the name "strategos" originates⁶⁹. The organisation's long-term orientation is determined by the blueprint action or strategy. There are competitors in any market competition, but each player looks for a more effective strategy to advertise their

goods, boost output both in terms of number and quality, and ultimately meet the needs of customers. A strategy focuses on integrating organisational activities with the allocation and use of the few, limited resources present in the organisational environment to achieve the organisational goals⁶⁹.

There are other definitions of strategies as well. Strategy is described as the process by which management and staff members comprehend the organisation's goals and aspirations, recognise the unpredictability of events, and recognise the necessity of acting on rivals' current actions in a competitive market⁶⁹. It lays forth the main policies, plans for accomplishing them, objectives and goals of the organisation to act as a guide for decisions. Additionally, it outlines the style of business the organisation will run, the kind of fiscal and human organisation it wants to be, and the consequences it plans to have on its clients, stakeholders, and the broader community⁶⁹.

Strategy presents the overarching objective, vision, and purpose of an organisation⁷⁰. Maximising an organisation's resources and minimising the strengths of the competitor is the aim of a strategy⁷¹. Strategy is the process by which a firm determines its district's competitive advantage by understanding the market economy and the industry in which it operates in the face of inadequate knowledge⁷⁰. The management gives this action some thought to meet the organisation's objective⁷¹. This objective may be short-term (now) or long-term (near future)⁷². It serves as a guide for making decisions about how to take advantage of opportunities and resources in unpredictable circumstances to win high-stakes challenges⁷³. It is the standardisation of the coordination of different directions and state sets^{74,75}. It is a deliberate blueprint designed to provide a suitable, long-term resolution to an organisational issue⁷⁶.

Strategy is a structure that illustrates how an organisation's operations are directed^{75,77}. The blueprint and scope of an organisation's ability to address societal needs in a demanding and competitive environment through resource configuration⁷⁷. It is a technical tool used by an organisation to achieve its objectives⁷⁸. These are significant choices taken to achieve the objectives of the organisation. It is a clear master plan outlining the organisation's plans for achieving its objectives⁷⁹. It has the following features:

1. developing a plan to outdo the competitors;
2. assist managers in responding to any changes in the business environment;
3. handles long-term development rather than routine operations. Thus, it deals with the probability of innovations or raw products, new techniques for production, or new markets to be developed in future;
4. enable effective mobilization of resources ; and
5. increase the organisation's probability of achieving the targets^{79,80}.

Strategy is the identification that describes a business opportunity decision-making on how to achieve the business opportunities and the set of actions on the decisions to create a sustainable advantage and superior returns over other competitors⁸⁰.

Three different levels of strategy will be used to achieve the organisational goal: corporate, business, and managerial⁸⁰. The corporate-level strategy deals with the choice of business areas where the organisation will compete with other businesses to achieve the organisational goal. The business-level strategy then focuses on creating and maintaining a competitive advantage for a business that delivers a distinct set of goods and/or services. The managerial level strategy deals with a variety of immediate strategic challenges and

opportunities that a business must deal with⁸⁰. It is an intentional design of policies, actions, programmes⁸¹.

An organisation's direction, mission statement, goals, procedures, main policies, and plans for accomplishing those goals are all revealed by the way decisions are made within it. It also establishes the type of economic and human organisation and the range of business it will pursue. It is a plan to be, as well as the kind of financial and non-financial contribution it plans to give to its customers, workers, shareholders, and communities. It is the application of military leadership science or art to the general planning and execution of large-scale combat operations⁸². It is a route for an organisation to continue existing⁸³. It is concerned with the resources that can be allocated to carry out a plan or pursue a course of action related to an organisation's strategic orientation, balancing its many operations⁸³. This can be viewed as:

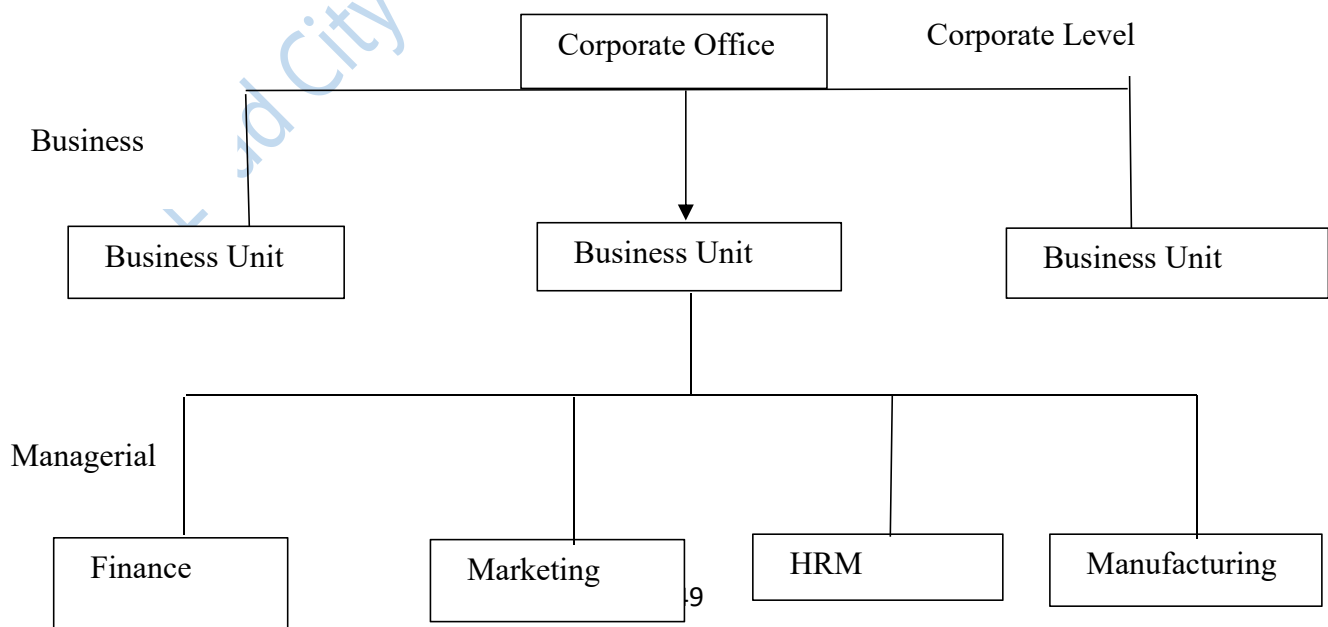


Fig 2. 3 Levels of Strategy
Source⁸³

When an organisational plan for something, it is called a functional strategy. Each organisational plan, tailored to its sector and industry, supports functional areas like finance, marketing, R&D, personnel resources, management information system (MIS), and other corporate and business strategies⁸⁴. It is focused on fostering and acquiring a unique competency to give a business or division a competitive edge⁸⁴. The goal of gaining and maintaining a competitive advantage entails applying managerial theories, combining a range of tactics to establish a distinctive stance, and making long-term commitments that are frequently difficult to reverse⁸⁵. Organisations employ strategy to strengthen their position in the market, increase their financial performance, and acquire a competitive edge over their competitors⁸⁵.

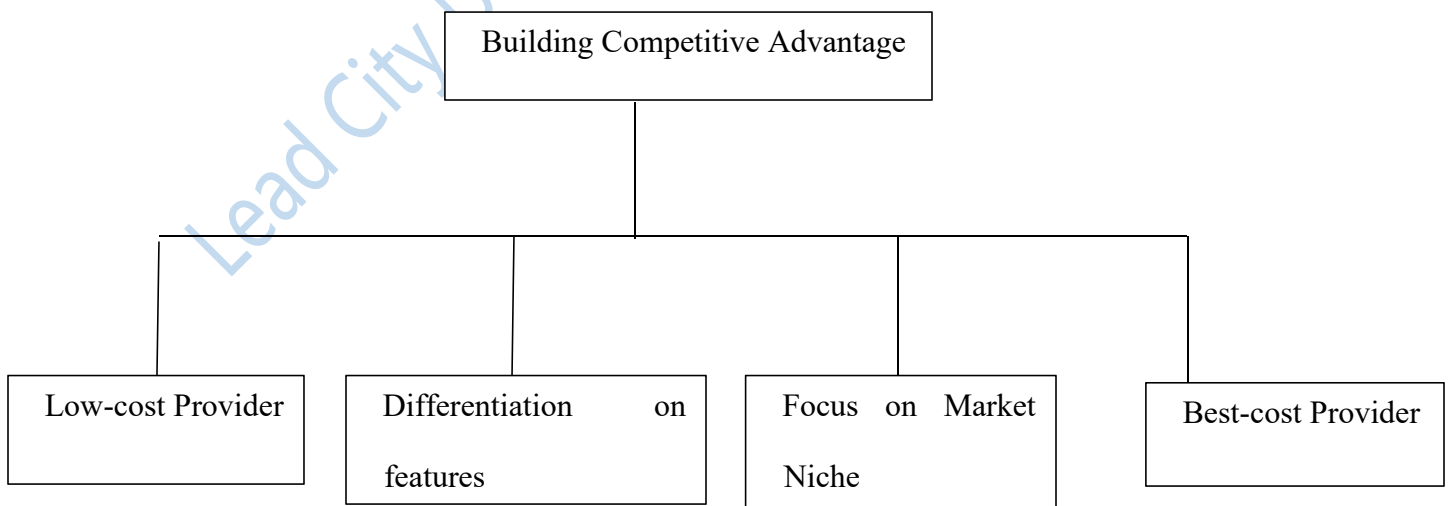


Fig 2. 4 Strategic Approach Choices
Source⁸⁵

This competitive advantage may allow for the more efficient and cost-effective provision of goods and services that better satisfy the needs of the customer base. A client has long-lasting incentives to choose an organisation's goods or services over those of its rivals when it has a durable competitive advantage⁸⁵. It is the creation of a unique and esteemed status via numerous initiatives⁸⁶. It forces an organisation, or managers within an organisation, to choose what not to do, or to compromise⁸⁶.

The two words “strategic” and “skills” combine to make the word “strategic skills.” “Strategic” refers just to the concepts or blue prints that guide an organisation towards attaining its objectives; “skill” can also refer to the act or the capacity to implement the ideas. By combining the two concepts, “strategic skills” refers to the capacity or skills needed to implement concepts to accomplish organisational objectives. “Strategic skills” have been defined by several authors too. The development of strategic skills can aid a leader in both strategic and innovative thinking. These skills can aid the leader in adjusting to a new circumstance⁸⁷. It focuses on the interpersonal and communication skills necessary for a leader to succeed in a productive workplace⁸⁷. A set of competencies and abilities known as strategic skills enables people and organisations to create and carry out successful plans that help them accomplish their objectives. These skills include data analysis, critical thinking, and making decisions based on a deep comprehension of market trends and the business environment⁸⁸.

School administrators, as digital leaders, must possess strategic abilities to organise opportunities, create long-term success plans, and evaluate risks to contribute to the

achievement of organisational goals⁸⁸. Among the key strategic abilities that school administrators, as digital leaders, should employ to raise teacher performance standards are:

1. **Planning and Execution:** This refers to a school administrator's ability as a digital leader to develop and implement successful plans and strategies that support the objectives of the organisation.
2. **Strategic Thinking:** This is the ability of a digital leader, such as a school administrator, to analyse complex situations, spot patterns, and formulate a clear-cut and convincing future vision.
3. **Creativity and Innovation:** This is the ability of a school administrator to act as a digital leader by thinking outside the box to come up with new solutions to issues.
4. **Risk management** is the ability of a school administrator to act as a digital leader by evaluating risks, creating backup plans, and making decisions that will lessen the possibility of unfavourable results.
5. **Leadership and Communication:** This refers to a school administrator's ability as a digital leader to successfully interact with staff members and motivate them to meet organisational objectives.
6. **Problem-solving Skills:** These include the ability of a school administrator to recognise organisational issues, do data analysis, and come up with workable solutions.
7. **Financial Management:** This refers to a school administrator's ability as a digital leader to comprehend and efficiently handle the financial resources of the organisation.
8. **Leadership and Communication:** A school administrator who possesses these skills can motivate others to accomplish national education goals, lead his subordinates, and communicate effectively in the digital age⁸⁸.

These skills can be developed through;

1. Establish a Precise Objective at the Outset: Smaller or subsidiary goals of the main objectives are known as clear goals⁸⁸. This suggests that to fulfil the objectives listed by the organisation (school). The abbreviation "SMART," which stands for Specific, Measurable, Achievable, Relevant and Time-bound, is something that school administrators, as digital leaders, will employ. This term, "SMART," will require digital leaders in an educational setting to start with a specific objective in mind. Furthermore, this acronym will support digital leaders or school administrators in maintaining (tactical) focus and making strategic decisions consistent with the organisation's vision.
2. Gather Information: Access to information is essential for any organisational growth or development⁸⁸. Therefore, information about the organisation, its rivals, and its clients must be gathered by digital leaders. Additionally, this will help in identifying opportunities, trends, and risks.
3. Examine your Strengths and Weaknesses: As a result, it is advised that school administrators conduct a "SWOT" analysis of themselves, taking into account their strengths and weaknesses, opportunities, and threats.
4. Exercise Critical Thinking: School managers should challenge presumptions, ask probing questions, and come up with original ideas for enhancing teachers' job performance.
5. Digital leaders should engage in collaborative efforts to solve problems by seeking out diverse perspectives. This will let the digital leader see things more broadly and identify new opportunity.
6. Be Flexible. Things inevitably change. When new facts and conditions arose, digital leaders will be prepared to adjust their plans.

7. Acquiring Knowledge from your Errors. The ability to comprehend the obstacles or hurdles is a hallmark of digital leaders⁸⁸. They ought to be bold enough to take chances. They can utilise setbacks as opportunities to grow and develop their strategic thinking abilities. Strategic skills are a leader's unique abilities such as social skills and intellectual capabilities in strategic management⁸⁹.

2.1.5 Primary School Teachers

An institution designed for teaching and learning is called a school. School is a knowledge centre sometimes referred to as the 'Learners Learning Centre'. The principal of a secondary school, teachers, pupils, and school administrators in a primary school make up the major educational stakeholder that comprise a school. Schools are supposed to support learners in "thinking differently" and maximising their skills and abilities in addition to assisting them in expanding their knowledge and skill set⁹⁰. A school is a learning organisation that is defined by a group of individuals pursuing shared goals as well as personal goals, all of whom are committed to regularly assessing the goals' significance, making adjustments when necessary, and always coming up with new, and more efficient ways to achieve them⁹¹.

A school is an educational establishment established to provide classrooms and other learning environments in which pupils can receive instruction from teachers⁹². It is a location where formal education is given and where teaching and learning activities take place⁹³. It is a part of the educational system composed of pupils from one or more educational levels or other different backgrounds arranged as a single entity with one or more teachers to deliver instruction of a particular kind, and housed in one or more buildings⁹⁴. Thus, it appears that a school is a segment of a specific school system where learners are placed in classes at all

educational levels, that is, from preschools to senior secondary schools. In that scenario, the school might be housed in one building or have separate structures for different educational levels. For example, a building may accommodate classrooms ranging from crèche to primary school, depending on the pupil's population, number of available classes, and available space, among other considerations.

Schools speak of the particular role it plays in respect to other organisations⁹⁵. It has elements of a community and organisations. The organisation's function is to supervise the day-to-day operations of the schools through a formal hierarchy of leaders, which consists of department heads and school administrators. Important facets of the community's role may include learning, education, and research. These facets can be overseen by informal (and frequently dynamic) leaders, such as professors and teachers, who are experts in their fields and share knowledge with other stakeholders in education, including pupils, parents, professionals, and various roles that may be relevant to research. Within the educational institution, pupils may be both leaders and followers at the same time⁹⁵.

School is a structured facility designed primarily to provide learning to pupils, who may be in the foundation phase to the senior phase⁹⁶. In other words, it seeks to train pupils at different age levels, ranging from the foundation phase to the senior phase. In this institution, individuals acquire personal skills and knowledge as well as universal and societal concepts during their formative years, which are typically the first eight years of a child's existence, allowing them to learn more quickly than at any other point in their lives⁹⁷.

Despite that they are places of learning, schools can be classified as either publicly or privately owned. An individual who owns and operates a school for financial gain can be said to be the private owner. It simply implies that parents pay their children's tuition fees; the

government does not provide any funding to such an institution. In terms of curriculum, organisational structure, teaching staff, instructional materials utilised for efficient teaching-learning processes, and organisational culture, among other things, it is entirely different from a school or institution operated by the government. This institution creates its educational philosophy, which directs the choice of curriculum, pedagogical strategy, or instructional techniques, as well as the day-to-day operations of the establishment⁹⁸. Schools operating costs are determined by its policies⁹⁹. It excels in creating a better environment for teaching and learning, planning pertinent seminars for leaders, making sure the library serves them well, and efficiently interacting with parents as one of the stakeholders in education⁹⁹.

There are essentially three categories of schools: state schools are those that are administered by local government but receive government funding. Free schools are those that are supported by the government and are not managed by the local government; independent/private schools are those that are supported by individuals rather than the government. A free school is a non-profit educational institution run by charities that is funded by the government and has several liberties, one of which is the freedom to employ innovative teaching techniques¹⁰⁰. In addition, they have the authority to modify the length of school days, choose curriculum items not included in the national curriculum, and establish their terms and conditions for hiring staff members¹⁰⁰. They also have more financial control. These schools offer a range of educational programmes, from preschool to university level. Specialised schools like science and commerce schools are examples of free schools. Learners can apply for enrolment at such a school with ease.

However, this might be certain in some developed nations like the UK and England, to name a few. Public schools are establishments that are owned or funded by the federal government but are managed locally in each state of the nation. For example, public schools are available in all states of Nigeria at different educational levels (primary, secondary, and tertiary). Pupils nevertheless will have to pay a portion of their tuition as a sunk cost in education. Pupils get instruction in basic one through basic six classrooms, which is known as primary education, elementary education, or basic education. It equips pupils with the lifelong skills they will need as well as a fundamental understanding of a variety of subjects. Additionally, it gives pupils the foundational abilities that will form the basis of their academic careers moving forward. It is widely acknowledged as the level of education that establishes the global foundation, offering the essential structure upon which the later stages of education are based in terms of quality. It is an institution of learning that helps pupils develop socially and emotionally while also offering cognitive and emotional instruction. This educational level gives pupils an awareness of belonging, enables them to flourish, and teaches them how to contribute positively to the society⁶.

Primary school is an institution of learning for pupils between the ages of six to eleven. Here is where a learner receives his first and compulsory formal education—an educational institution. It is the educational institution that helps a pupil advance to a secondary school¹²². Teachers imparts knowledge to the pupils.

A teacher is someone who transfers knowledge to learners in a school setting. He works as a professional in the teaching industry. However, the term "teacher" has been defined in a variety of ways by numerous academics. A teacher is a person who leads a classroom and uses a curriculum to achieve learning objectives. He is a qualified individual

who has completed the principles and procedures of teaching as well as earned the certification required to carry out the curriculum in a classroom setting¹⁰¹. In addition to fostering the growth of society as a whole and the potential of her learners, teachers are educators who shape and prepare the next generation of leaders and citizens¹⁰². These are those who may have a big influence on the socio-emotional development and achievement of learners. As a result, they plan the curriculum and create conducive learning environments in the classroom.

Furthermore, as professionals, educators may play a vital role in advancing fairness and inclusivity in the classroom. Educators may support slow learners and provide them with the extra assistance they need to catch up with their studies (investing extra time in planning for such learners). They also oversee the creation of an inclusive learning environment where all learners, regardless of age, ethnicity, or religion, feel supported academically and cognitively¹⁰². To carry out their responsibilities as career educators and equality agents, teachers must be learning educators who build their work on a consistent, updated and integrated knowledge base¹⁰². In the field of education, he plays an intelligent professional role that requires an ideal combination of expertise, knowledge, and empathy to positively influence learning¹⁰³.

One of the most important qualities of a teacher is their capacity to connect with learners. It is necessary to establish an environment where learners feel heard, visible, and valued if learning is to have an effective influence on them. To build connection and trust with the learners they teach, they must also communicate effectively, both orally and nonverbally¹⁰³. Being flexible in the face of changing conditions is another trait of a teacher¹⁰³. The world is never static; it is always dynamic. As a result, expectations in society

fluctuate, which means that needs in education also change quickly to keep up with global trends.

A competent teacher should be able to quickly adapt class plans and directions to meet the needs of different learners¹⁰³. For instance, digitalisation has benefited all economic sectors, but mainly the educational ones. As a result of digitalisation, teaching and learning activities may now be conducted effectively using computers, electronic whiteboards, and mobile devices, thanks to the usage of digital resources like platforms and software. Thus, teachers must become creative, flexible, and willing to try out new methods of imparting knowledge to the learners to maintain their motivation and involvement¹⁰³. They should also be aware of the emotional and social difficulties learners face in the classroom, such as bullying, long absences, and a lack of useful teaching resources, and they can know how to address these issues.

A dedication to lifelong learning is necessary for teachers. The most effective educators are those who are always looking for fresh perspectives and innovative approaches to enhance their lessons and interactions with learners. Among other things, this may entail attending seminars and conferences, staying up to date on the latest research in their field of expertise, and collaborating with other educators to exchange best practices and learn from one another¹⁰³. Furthermore, in addition to their influence on content and pedagogical knowledge, teachers are also responsible for overseeing the taxonomy of learning outcomes (cognitive, emotional, and psychomotor domains) and for treating every learner equitably¹⁰⁴. He has a reputation for helping others learn. He thus encourages educators that can be found in primary, secondary, and tertiary institutions^{107, 109}. He is a person who assists learners in acquiring knowledge, abilities, and virtues¹⁰⁸.

A teacher is an individual who engages in planned and structured teaching-learning activities in a supportive environment¹¹⁰. In addition to being a legitimate stakeholder, he serves as a supervisor, coordinator, leader, motivator, guide, and predictor of changes in school culture¹¹¹. He is someone with certification to work as a full-time or part-time teacher in the educational field¹¹². "A teacher is an individual who strives to educate, learn, inspire, and influence positive change in the learners"¹¹³. Teachers' primary objective is to serve as role models for their learners, who come from all educational backgrounds and desire to be motivated in every area of their lives. A role model is a person who inspires and motivates others to set high goals for themselves and demonstrates to them how to reach these goals and become the best versions of themselves via dedication and experience¹¹⁴. For example, a teacher will motivate a truant to learn. Another example is when a learner shows no interest in a certain subject, like mathematics. In this case, the mathematics teacher can try to find ways to help these learners. He may teach using a play-based approach, particularly if the material is one that learners find challenging to understand.

Teachers are people who think of learning as a continuous process throughout life¹¹⁴. To do this, educators study current social emergencies that may be used in the classroom. The teachers may need to attend conferences and seminars to keep up with the good developments in society. Some might even go so far as to become experts in their subject or even earn a PhD. Change is unavoidable. Professional teachers work hard to raise the standard of instruction, mostly through research. A high standard of education always results in better learners, which in turn can transform society for the better. A teacher is a flexible person who has given himself some degree of competence to help him deal with the task of

teaching and learning¹¹⁴. He is a qualified individual who imparts knowledge or abilities to the learners¹¹⁴.

To enhance the learning experience for primary school pupils, educational institutions employ qualified and experienced teachers. This individual prepares for classes and extracurricular activities while teaching primary school pupils in either a public or private setting. He or she is an individual who teaches pupils at primary school. This essentially indicates that a primary school teacher is a professional who primarily attends to the development of pupils at the primary school level⁶.

2.2 Theoretical Framework

There are various theories to buttress these variables such as digital leadership skills and teachers' job performance, leadership innovation skills and teachers' job performance, leadership strategic skills and teachers' job performance, and teachers' job performance. Each of these variables is discussed below;

2.2.1 Transformational Leadership Theory

This is the theory that can be used to explain 'digital leadership skills and teachers' job performance. This idea, which is being applied in organisational psychology, was first forth by an American historian in 1978 in his descriptive research on political leaders. According to this, transformational leadership is a management concept that makes leaders push subordinates to think creatively and develop new ideas to help the organisation expand and achieve more success in the future¹¹⁵. The theory helps its subordinates advance within an organisation. Three key competencies for digital leaders are morale maintenance, inspiration, and mobilisation of subordinates. Therefore, a digital leader who employs a

range of leadership techniques to accomplish the objective of the organisation is a transformational leader. To put it another way, a transformational leader is someone who sets an example for others to follow, inspiring them to follow suit and continuously imparting leadership skills to their superiors who hold similar positions within the organisation¹¹⁵. As an illustration, all organisations in this day and age are quickly transitioning from traditional to digital methods of operation. Teaching-learning activities have gradually moved from the traditional teaching methods in the educational sector. Thus, various modes of teaching-learning activities, including blended and virtual learning, may have been made possible by digitalisation.

To thrive in a competitive marketplace, the school administrator will advance to become a digital leader. Not only will he become a digital leader, but he will also replicate himself in his subordinates. The school administrator, in his role as a digital leader, will use a variety of skills to bring about this transformation, concentrating on the adjustments that the organisation and her subordinates both require to boost productivity. Based on four fundamental elements that are crucial to any organisation, this theory made its assumptions. For instance:

1. Individual Consideration: It implies that leaders in an organisation should show their subordinates personal appreciation for their unique contributions to the expansion of the organisation, support and encourage them through any transformation, and maintain open lines of communication with them so that they feel comfortable sharing ideas.
2. Intellectual Stimulation: Leaders should experiment with new ideas, encourage creativity, and question the way things are being done in an organisation.

3. Idealised Influence: In such an organisation, the transformation leader will act as an example for others to follow. Because they are dependable, these leaders are respected.

4. Inspirational Innovation: These leaders offer a distinct vision for development within their organisation. Leaders inspire their followers to create and maintain passion, which in turn brings about the desired transformation. For example, when a COVID-19 lockdown occurred in Nigeria while pupils were playing in the streets and neighbourhoods, school administrators had to come up with ways to help public primary school teachers fulfil their responsibilities related to teaching. This is also because a leader cannot offer what he lacks. Therefore, during the COVID-19 lockdown, there was a need for school administrators to become digital leaders in public schools, particularly in public primary schools¹¹⁵. A school administrator who wants to become a digital leader can do the following to introduce innovation in their organisation:

1. Establish a Vision: A transformational vision must be captivating and in line with the organisation's goals. To become a digital leader and possess innovative skills, a school administrator must take into account several resources, including the organisation's ideals, its subordinates' abilities, and access to internal resources, all while crafting a vision. To enhance their innovative abilities and contribute to the growth of the institution, school administrators nowadays must take into account the accessibility of ICT (information and communication technology) and computer resources.
2. Oversee the Realisation of the Organisation's Vision: To become digital leaders, school administrators must enhance their capacity for creativity by taking initiatives that will result in the achievement of the organisation's objective. He can accomplish this by clearly outlining the goals of each subordinate and providing a step-by-step plan for managing the

project and finishing the assigned assignment. The school administrator must show his subordinates that he is a transformational leader by being present and involved at all times during the project. This essentially means that the school administrator must participate in the project and make himself available. By doing this, the school administrator will supervise the realisation of the organisation's vision.

3. Drive to see your Vision through to Completion: By sharing his transformative vision with his subordinates and inspiring them to strive towards it, the school administrator who transitions to a digital leader role will enhance his innovative abilities. This can be accomplished by outlining the main points of the vision and how they apply to them specifically. As an illustration, one will anticipate that the typical Nigerian school administrator will be computer literate. Because of this, school administrators must develop their innovative skills, which will inevitably benefit their subordinates.
4. Foster Growth, Innovation and Trust: leadership transformation is a continuous process rather than a one-time event. This is also because, for the organisation to succeed even after its objectives have been met, the school administrator must continue to focus on creating a long-term plan that will enable him to effectively mentor and promote his subordinates¹¹⁵.

Characteristics of Transformational Leadership

As a digital leader, the school administrator can enhance his leadership skills by using the following: being proactive, inspiring, risk-taking, allowing subordinates to participate in decision-making, not being afraid to make difficult decisions, setting an example for the subordinates, practising self-management, being adaptable and seeing opportunities in the circumstances, encouraging the development of the subordinates through seminars,

conferences, and workshops, and emphasising open communication between the school administrator and the subordinates¹¹⁵. As an illustration, the COVID-19 lockdown may have caused some school administrators to shift from becoming digital leaders to enhancing their innovative abilities.

Advantages of Transformational Leadership Theory

Transformational Leadership theory has the following advantages if well utilized;

1. Reduces Turnover: Transformational leadership takes into account each subordinate's unique needs, which reduces the turnover rates among subordinates.
2. Address Subordinates on a Personal Level: By engaging subordinates personally and giving them a sense of accomplishment for their contributions to the organisation's success, transformational leadership successfully inspires subordinates over the long run.
3. It considers the ethical issues raised by any circumstance, which can help to create a more sincere and trustworthy work atmosphere.
4. Boost Morale Throughout the Entire Organisation: When morale is low, most businesses resort to transformational leadership theory because it may boost and motivate subordinates to overcome performance stagnation in a timely and efficient manner¹¹⁵. This leadership theory also has its cons.

Disadvantages of Transformation Leadership Theory

1. If there is no understanding between the leaders and their subordinates, a transformative leader will fail. Subordinates must be open to listening to their school administrator and in agreement for the transformational technique to work.

2. More Focused on the Individual Subordinates than the Group. The organisation may suffer as a result of transformational leadership's tendency to prioritise the needs of individuals over those of the group.
3. Ignores Important Details. Goals are often set by transformational leaders based on the organisation's overall vision rather than on distinct, time-bound activities that must be finished to achieve the final objective. As a result of this, details that are critical to the success of the organisation may be overlooked¹¹⁵.

2.2.2. Innovation Leadership Theory

Innovation leadership theory does not have a single source or set date of introduction; rather, it has developed throughout time via the efforts of many academics and researchers. This theory is founded on ideas developed and refined by a large number of academics and researchers in disciplines like innovation management, leadership theory, and organisational psychology. Teresa Amabile, Bernard M. Bass, Robert E. Quinn, Michael D. Mumford, and numerous more are among those who have produced noteworthy contributions to the advancement of notions associated with innovation leadership¹¹⁶. The importance of leaders in promoting innovation was examined by these researchers, who also looked into the attitudes, actions, and tactics that support the creation of new ideas, innovative thinking, and the execution of new initiatives. As a result, the concepts of innovation leadership theory lack a clear founder and an established date. Instead, they have developed gradually over time as a result of the research and writings of academics from a variety of fields, and they will continue to change as new ideas and viewpoints are added to the body of knowledge¹¹⁶.

The concept known as "Innovation Leadership Theory" (ILT) looks at the responsibilities that leaders play in encouraging and promoting innovation within businesses. It focuses on how important leadership skills, attitudes, and behaviours are for managing and directing the innovation process. This theory was predicated on the premise that strong leaders are essential in creating innovative cultures because they embrace risk-taking, stimulate creativity, and make it easier for new ideas to be implemented^{116, 117}. For instance, some school administrators in Nigeria had to think creatively during the COVID-19 lockdown to enhance teachers' job performance for teaching and learning activities without changing the customs of teaching and learning, while other school administrators in developed countries searched for innovative ways to enhance teaching and learning. Thus, the present theory investigates the noteworthy functions of leaders in cultivating and enabling constructive transformations inside the establishment.

This theory can be significant for education because it clarifies the kinds of leadership skills that work well in encouraging creativity and innovation in the classroom. In a way that fosters an innovation culture, tackles current challenges, and propels advancements in education¹¹⁸.

2.2.3. Strategic Leadership Theory

Some academics and researchers have made contributions to the theory of strategic leadership; Richard L. Daft is a prominent proponent of this theory. The principles of strategic leadership were first presented by Daft, who also discusses several related topics, including values, the capacity to motivate subordinates, the organisation's vision, and the capacity to influence others¹¹⁹.

The theory of strategic leadership posits that leaders' capacity to formulate and implement organisational vision and strategic direction is a key component of this leadership approach. It emphasises the roles played by top-level management or leaders in establishing an organisation's long-term successes by the effective integration of its resources, abilities, and outside opportunities¹²⁰. Its assumptions are based on:

1. It encompasses a wide range of leadership activities, including decision-making, innovation encouragement, and strategic thinking.
2. It involves a thorough plan that considers the larger internal and external environments in which an organisation functions, intending to promote flexibility, change, and a sustained competitive edge in the highly competitive markets¹²⁰. This suggests that if leaders or school administrators do not take into account the strategic leadership skills to employ in executing innovation, then innovation that brings about beneficial improvements cannot be effective.

Continuing with the COVID-19 example, some public primary school administrators in Nigeria may have struggled to come up with engaging teaching-learning activities for their pupils. Conversely, some of their counterparts in privately owned institutions were able to devise strategies for creating teaching-learning activities for their pupils during the COVID-19 lockdown. While coordinating, making decisions, and leading are all part of strategic leadership, there are other leadership skills as well. It also involves the active involvement of leaders or school administrators in strategic thinking towards enhancing teaching-learning activities and developing teachers' job performance in the state. In these circumstances, a few administrators at privately owned primary schools applied this idea to strategic thinking to enhance the job performance of teachers while encouraging effective teaching and learning

activities. By doing this, the school administration can acquire new skills or build new platforms for teaching-learning activities. They can then organise seminars or workshops to impart this knowledge to their subordinates (teachers). This can also be in the case whereby the school administrators send some of the subordinates (teachers) to the workshop to learn and then teach other teachers about other means of teaching–learning activities.

2.2.4 Vroom Expectancy Theory

In an educational system, teachers want to improve their teaching-learning activities to boost learning and yield positive outcomes, just as every individual strives to give their best effort in their job performance and towards accomplishing the organisational goals. The expectation theory of motivation is the theory that most effectively explains how well teachers perform on the job. This idea, commonly referred to as Vroom's expectancy theory of motivation, was put out by a motivational theorist from Canada who is an emeritus professor of psychology and management¹²². The expectation theory states that when subordinates are certain that their additional effort will be acknowledged and rewarded, they will be more driven to perform¹²³. It maintains that a person makes decisions about their actions depending on what they think will lead to the best possible outcome. The aforementioned theory is predicated on an individual's level of significance for different reasons. They consequently make choices based on what they think will yield the most return on their investment¹²³. The figure below can be a useful tool for explaining this:

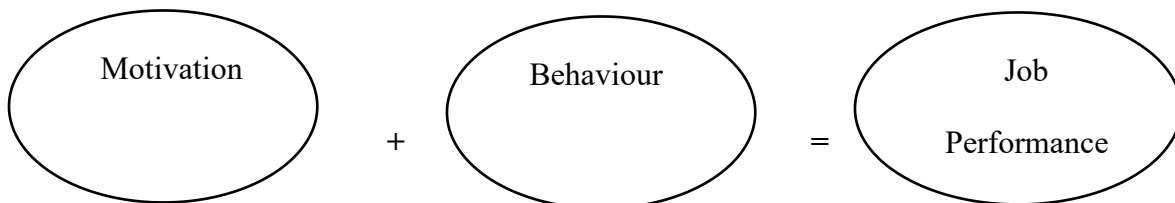


Fig 2.5 Teachers' Expectancy Theory of Motivation
Source: The Researcher, 2023

Figure 2.5 explains the behaviour of subordinates in educational settings. From the figure, when teachers are motivated (extrinsic or intrinsic), there tends to be a change in their behaviours. This behaviour change (positive/negative) can result in teachers' job performance. The behaviour change (positive) results in an improvement in teachers' job performance. This theory based its assumptions on expectancy, valence and instrumentality^{123, 124}.

1. **Expectancy:** Expectancy is the belief that as a teacher puts in effort, his reward will rise accordingly. A person is motivated by an expectation to gather the resources and raw materials needed to finish a task, including information and support from supervisors, job-specific abilities, and raw materials and resources. The degree of control, goal complexity, and self-efficacy may all affect a teacher's expectations. A teacher's self-efficacy, or confidence in his ability to achieve, might affect how motivated he is. Subordinates' expectations for the results of their effort may depend on how tough the aim is for them. Your efforts can be influenced by how much control you feel you have over how well you perform.
2. **Valence:** This refers to the importance that subordinates attach to the results that they anticipate from their job performance. This is often dictated by the particular requirements, objectives, values, and motivational factors of the subordinates. For instance, if the government decides that subject teachers whose pupils receive an average score of 90% or more in any subject will receive intrinsic motivation, such as feeling accomplished, growing personally, and earning the trust of the school administrator, to name a few benefits. Each subject teacher will attach importance to his job performance.

3. Instrumentality: Instrumentality is the concept that your pay is based on how well you do at work. To positively influence an individual's subsequent efforts at work, a reward should generally adhere to some of the following fundamental principles:

- i. make it obvious to team members what kind of reward they may anticipate;
- ii. allow them to depend on their leader appropriately in recognition of their work;
- iii. set clear expectations for the incentives that subordinates will receive.
- iv. in any organisation, such as a school, subordinates can lead to a range of benefits.

Some of the most popular rewards are a pay increase, a promotion, recognition, or a feeling of achievement. To put it briefly, instrumentality rises when subordinates have more discretion over when, how, or why to act^{123, 124}. By ensuring that the tasks assigned to subordinates align with their skill set, setting realistic yet challenging goals, ensuring that the leader's promises conform to the organisational policies, establishing clear links between performance and rewards, and ensuring that rewards are given fairly and logically, a school administrator can use the expectancy theory to enhance teachers' job performance.

1. Ensuring that the Tasks Delegated to Subordinates Align with their Skills: Part of inspiring your team is realising the unique skills and abilities that subordinates—school teachers—bring to the school and figuring out how to utilise those abilities and skills to achieve your objectives. Subordinates are more likely to succeed in a task when it is assigned to them according to their skill set by a leader¹²⁴. An administration in a school, for example, might use the distinct digital abilities and competency of its staff members to create and enhance teaching-learning activities.

2. Encourage your staff to reach their greatest potential by having faith in them to finish the tasks you give them. Simultaneously, maintain reasonable expectations to maintain your subordinates' motivation and self-assurance in their task¹²⁴.
3. Ensuring Reward Distribution is Equitable and Rational: Leaders should make sure that awards are given out based on the performance attained and the amount of effort each subordinate puts in for a certain task¹²⁴. Ensuring equitable distribution of rewards to all subordinates within the organisation is vital.
4. Establishing a Clear Link between Performance and Rewards: Leaders in any organisation should always be transparent about the organisation's expectations and rewards. The more transparent the organisation is, the more the subordinates will believe they will be rewarded for their efforts¹²⁴. For instance, the organisation can establish a clear structure for yearly bonuses that includes quantitative goals that subordinates can easily track to see how they are doing at the moment.
5. Ensuring that the Tasks given to Subordinates Correspond with their Abilities: To establish and preserve confidence among their subordinates, leaders in any organisation must constantly honour their commitments¹²⁴. For instance, if the government grants its teachers a particular bonus, it may review the educational policy to determine what kind of bonus it may apply to public primary school teachers. He can revive the public primary school's glories by applying this theory as well. Teachers will build trust with the leaders in this way.

2.3 Review of Empirical Studies

2.3.1 Digital Leadership in an Organisation

Digital leadership is the act of a school administrator being a digital leader using tools and software to accomplish organisational objectives. Numerous academics have conducted empirical research to determine the value of digital leadership in the modern day. A recent study on digital leadership and employee creativity: the role of employee job crafting and person-organisation fit was carried out¹²⁵. This study looks at when and how employee creativity is impacted by digital leadership. The job demands-resources model and person-organisation fit theory were integrated to create a model that tested how and when digital leadership influences employee creativity, filling in the theoretical gap in the study. Three contributions were made by the study. In the first place, the study contributes to the field of leadership research by examining the impact of digital leadership on employee creativity. Digital leadership also delves into the primary determinants of employee creativity. The study claimed that leaders must acknowledge the fact that their work environment and expectations are evolving as a result of digitalisation. They are now more than just assigning assignments to their subordinates and keeping an eye on their accomplishment, they are actively involved in fostering an environment that fosters team members' creative potential through cooperation and ongoing education¹²⁵.

The digital transformation of businesses also encourages leaders to adopt a digital mind-set, and they need to be able to incorporate digital technologies into their own and their employees' daily tasks effectively and efficiently. Digital leaders must not only be up to date on the newest technological advancements and regularly educate their staff by example, but

also grant the necessary authority to foster an environment that encourages team innovation. Team members will modify their work processes to better fit the evolving work environment, accomplish tasks more efficiently, and foster creativity through a supportive innovation culture and leadership behaviour¹²⁵.

The second aspect of the study looked at the mediating role of employee job crafting, or how employee job crafting creates an indirect relationship between digital leadership and employee innovation. Employee job crafting is conceptualised in the study from the standpoint of the job demands-resources model. According to this, job crafting refers to the adjustments employees undertake to strike a balance between the requirements and resources of their jobs and their desires and capabilities. All job characteristics can be divided into two main types, according to the job demands-resources model: job demands and job resources. The term "job demands" refers to all facets of the work that call for a consistent level of psychological (cognitive and emotional) or physical effort. As a result, work stress and specific physiological or psychological consequences are linked to job demands. Job resources are defined as those components of the job that are either functional or necessary to accomplish work objectives. Therefore, job resources can lessen job demands while promoting learning, development, and personal progress. By lessening work pressure, digital leadership can enhance job crafting among employees. For instance, they encourage employee's trust in the organisation and assist employees in balancing work responsibilities with personal values. Thirdly, the study expands the range of circumstances that might either strengthen or diminish the mediating role that employee job crafting plays between digital leadership and employee creativity. According to the study, workers in the digital age are more vulnerable to stress and fatigue—both physical and mental—when they lack the tools

they need to complete their tasks. However, as a new form of leadership in the digital age, digital leadership can encourage employees in an organisation to continuously self-manage, acquire new skills, share knowledge, and cooperate. As a result, digital leadership may more effectively combine culture and digital competency to use technology as a component of leadership style to add value to organisations and encourage employees' job crafting. To minimise excessive levels of fatigue, digital leaders must, on the one hand, offer their subordinates enough resources to enable them to properly manage the demands of their jobs during job crafting¹²⁵.

This study was carried out using a web-based questionnaire in April and May of 2021. Two phases made up the questionnaire survey: Employees answered questionnaire about demographic (age, gender, education, working seniority, and position), moderating variable (person-organisation fit), and predicting variable (digital leadership) in Time 1 (T1). The same participants answered questionnaires about dependent variable (employee creativity) and mediating variable (employee job crafting) at Time 2 (T2), which was one month later. Participants were required to complete the last four digits of their ID numbers in the questionnaire to match the answers of T1 and T2. Using a sample of three hundred and fifty-seven (357) employees from different Chinese companies, SPSS 22.0 and MPLUS 7.0 were used in the study to investigate the hypotheses. The results suggest the following. (a) Employee creativity benefits from digital leadership. (b) The relationship between employee creativity and digital leadership is mediated by job designing by employees. (c) The association between employee job crafting and digital leadership was positively moderated by person-organisation fit. (d) Through employee job designing, person-organisation fit positively moderates the indirect impact of digital leadership on employee creativity. The

results add to the body of knowledge on the antecedents of employee creativity and explained the process by which digital leaders influence employees' creativity. It was determined that businesses ought to focus more on digital leadership because of its critical role in encouraging employee creativity¹²⁵.

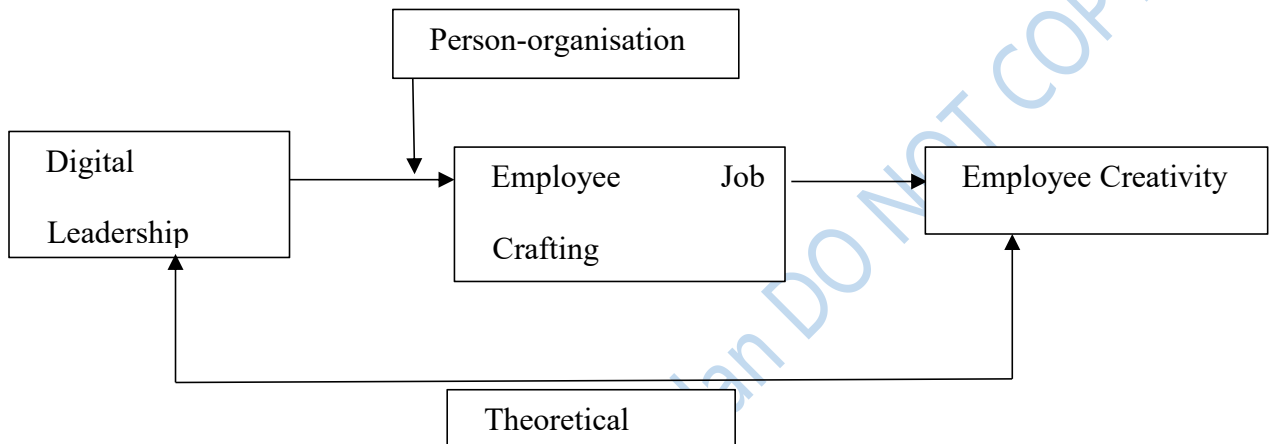


Fig 2. 6 Theoretical Model
Source¹²⁵

A study known as leadership characteristics in the era of digital transformation was carried out¹²⁸. The study aimed to determine the characteristics of digital leadership by examining the literature sources about digital leadership with the content analysis method. The study research process had four phases (survey, elimination, data collection and categorization and frequency analysis). After the literature search phase, the sources were checked according to their suitability in the elimination phase, then data about the digital leadership characteristics were collected and in the last phase features were categorized according to their similarity and their popularity frequencies were calculated. Data collection was conducted by searching literature sources for a listing of characteristics and descriptions of digital leaders and digital leadership. From a total of fifty (50) literature sources about two

hundred and fifty-two (252) words or phrases as digital leader characteristics were filtered out. A big group of the analysed studies list and describe characteristics, skills and competencies of the digital leader directly and suggest frameworks for digital leadership (See Fig 2.7, pg 77). As a result of this analysis, twenty-three (23) digital leadership characteristics in total related to digital business, concerning social leadership attitude and general mind-set were identified. It suggested that digital leaders should adapt to constant change in a flexible manner and should be able to lead the change process¹²⁸.

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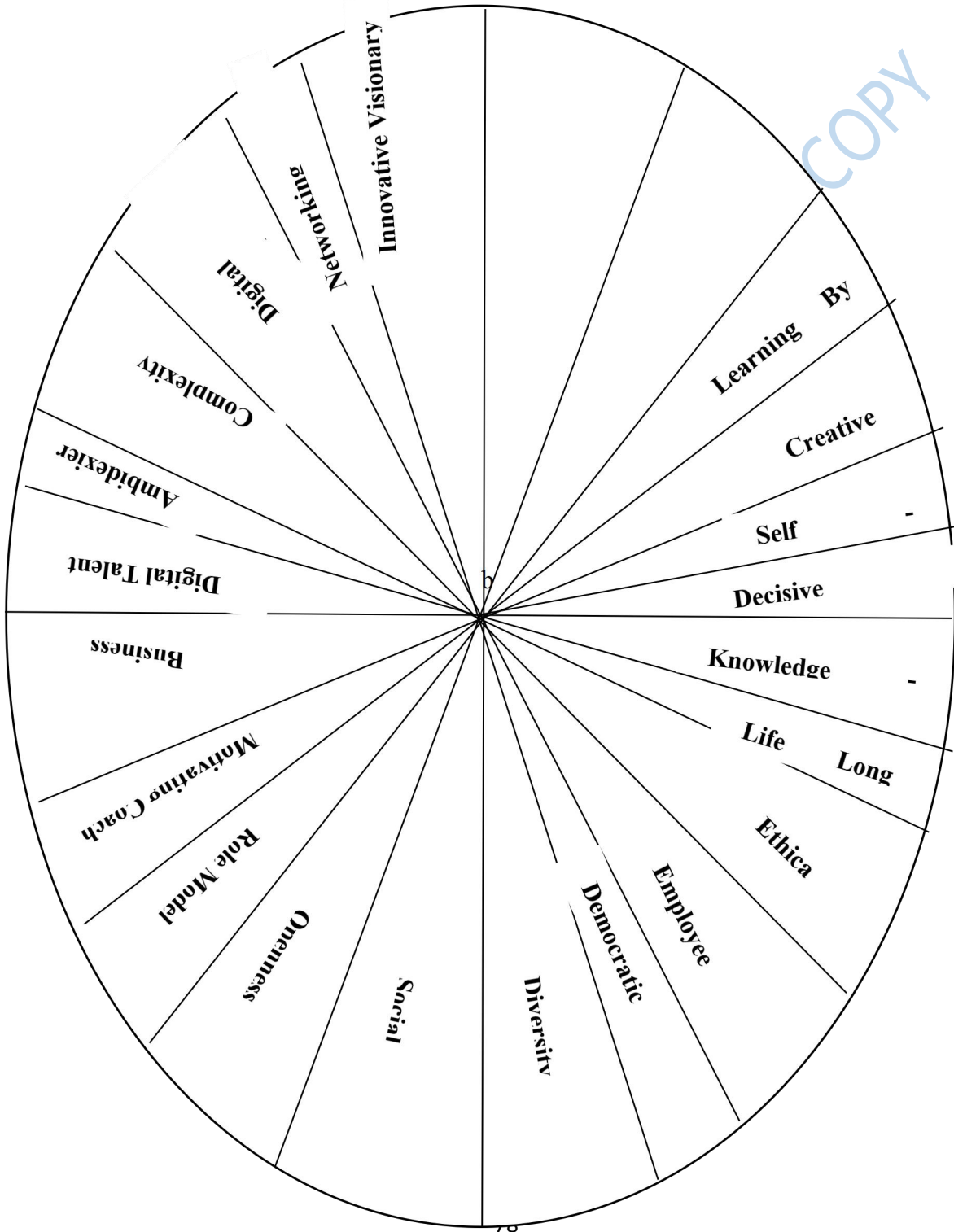


Fig 2.7 Digital Leadership Characteristics

Source¹²⁸

The study suggested digital leadership characteristics using three components such as digital business, social attitudes, and the general mind-set of a digital leader. Where;

1. Social attitudes include motivating coach, role model, openness, social intelligence, diversity champion, democratic delegation, employee-oriented, ethical;
2. General mind-set includes life-long learner, knowledge-oriented, decisive courageous, self-awareness, creative, learning by errors, agile, adaptable; and
3. Digital business includes innovative visionary, networking intelligence, digital intelligence, complexity master, ambidexterity, business intelligence, and digital talent scot¹²⁸. A digital leader has a direct influence on his subordinates in any organisation which will be proportional to the growth of the organisation.

A study was carried out on sustainability and organisational performance in South Korea¹²⁹. According to the study, in the era of digital transformation, organisations are making efforts towards sustainability. In particular, leadership is transforming into digital leadership according to changes in management environments, which are deeply related to organisational performance. The study focused on organisational performance and sustainability management and clarified the role of digital culture and employees' digital capabilities in perspectives on digital leadership. Data was collected from hundred and forty-nine (149) employees who worked in South Korean organisations using a survey based on digital leadership, digital culture, employees' digital capabilities, and organisational performance, and the hypotheses were tested using structural equation modelling. The results show that digital leadership has a positive direct and indirect effect on organisational

performance¹²⁹. This implied that digital leadership in any organisation will influence his subordinates which will invariably improve the organisational performance. Moreover, digital culture and employees' digital capabilities partially mediate the relationship between digital leadership and sustainable organisational performance in South Korea. The study contributed to leadership and resource-based view (RBV) research by providing evidence for the role of digital leadership in sustainable organisational performance. As leadership continues to extend alongside the verification of the RBV theory, the crucial role of digital leadership is changing, and the role of employees' digital capabilities in organisational performance in South Korea needs to be considered¹²⁹.

Interestingly, digital leadership using a bibliometric analysis was carried out. According to the study, digital disruption has changed organisations in an unprecedented way¹³⁰. The thriving field of digital leadership is expanding fast and few retrospective studies on this evolution have been made so far. The study presented a bibliometric and network analysis combining both Scopus and Web of Science databases to provide fresh insights into the evolution of the digital leadership research field. The study was based on a review of seventy- nine (79) publications from fifty-seven (57) journals, published between the year 2000 and year 2020. The newness of the topic and the range of journals in which it was published confirmed that digital leadership has gained interest from several different areas. The bibliometric analysis provided a description of the research field identifying the leading publishing journals, affiliation statistics, and most influential authors and expressive publications in the research field. Network analyses identify keyword evolution over time, co-citation relationships, and research clusters. Content analysis was used to identify key topics in the field with attention paid to interrelations among them. A brief description of

each paper in the dataset and its methodological approach was provided. The results suggested that the topic will continue to attract more research, as it has not yet entered its maturity stage. The study contributes to the literature by analysing the relationship between digital leadership and e-leadership. The study also identifies the leading digital leadership capabilities for a fast-changing world¹³⁰.

Digital leadership role in developing business strategy suitable for digital transformation was carried out¹³¹. It suggested that businesses must respond to the ecology in which they operate. Especially the rapid transformation of technology which has increased the degree of dependency on the system. The main reason for this is perceived only as the technology costs brought by digital transformation. The study looked at it from the perspective of leadership, which is an important skill for businesses. It focused on leadership roles needed to adapt to digital transformation. At this point, the roles of digital leadership and its contribution to businesses were investigated. It revealed the role of digital leadership with two different qualitative analyses. In the research, semi-structured interviews were conducted with senior managers, phenomenological and content analyses were performed using Nvivo and MAXQDA qualitative analysis programs, and relevant confidential information was revealed. As a result of the research, it was been determined that there is an important link between time management and productivity while supporting system efficiency and transformation adaptation. In other words, a positive relationship was determined between the success of digital transformation and digital leadership roles. In digital transformation, digital leadership has a role in the positive development of the relationship between the digital transformation process and business strategies. As a result, a

perspective on how digital leadership can contribute to businesses that want to develop strategies suitable for the digital transformation process was presented¹³¹.

Digital leadership and sustainable school improvement was investigated¹³². The study believed that humans live in the age of digital transformation, and our lives are fundamentally shaped by the influence of digital technologies. This transformation is calling for profound changes in the education of new generations, and forcing schools to realize structural and pedagogical transformation to equip learners with the knowledge and skills necessary for life in the 21st century. Under these circumstances, the study states that digital leadership has become significant in sustaining digitally-driven school improvement. Digital leadership is used as an umbrella term to refer to technology-referenced leadership models such as e-leadership, technology leadership, virtual leadership, or leadership 4.0, which are aimed at integrating digital technologies into the functioning and improvement of organisations and leveraging their sustainability in the digital era. The study discussed the potential contribution of digital leadership to sustainable school improvement efforts in the digital era and suggested implications for future studies. It argued that digital leadership has much to offer to enhance school improvement by the requirements of this age. It analysed the digital leadership and school improvement literature to identify potential research gaps and suggest implications for the future investigation of digital leadership with a particular focus on school improvement. An overview of digital leadership and school improvement literature suggested that future research should particularly address digital leadership from a distributed and social justice perspective, and provide further evidence on the mechanisms and means of enacting effective digital leadership in enabling schools to respond properly to their fast-changing digital environment¹³².

Digital leadership enactment in the construction industry was examined¹³³. In the past decade, transforming key processes and activities towards a more digital nature has been the focus of most industries to exploit the associated advantages. Despite that, organisations in the construction sector are lagging behind the list of early adopters. The slow rate of fundamental digital transformation is being linked to the challenges facing effective leadership. The study shed light on the barriers to digital leadership enactment in the construction industry. It empirically investigated the perspectives of construction industry professionals acquiring various roles in the industry. It captured the views of thirty-eight (38) participants, and adopted a qualitative methodological approach to detail the barriers and explain the slow digital transformation rate. In its findings, leadership characteristics, management and organisational issues, resource constraints, technological issues and risk perceptions were grouped into five themes. Its findings are helpful to business leaders, researchers, trainers and educators to develop measures to encourage leaders in the industry to be at the forefront of digital transformation in their organisations. It provided insights into the variables that may be undermining wider digital adoption across the construction sector's organisations¹³³.

2.3.2. Digital Leadership and Teachers' Job Performance

A study was recently conducted on digital leadership and public primary school teachers' job performance for sustainable education in Oyo State, Nigeria¹⁶. The study was designed to determine public primary school teachers' job performance for sustainable education in Oyo State, Nigeria. To choose the respondents, a multi-stage sampling procedure employing Stratified and Simple Random Sampling techniques were used. A total of six hundred and forty-three (643) (89%) copies of the questionnaire were retrieved out of

seven hundred and twenty-three (723) from the three senatorial districts. Structured Teachers' Questionnaire (TQ) was validated and the reliability of Cronbach's Alpha was 0.79. Frequency counts, percentages, and Pearson Product Moment Correlation were employed to analyse the research questions and hypothesis respectively. 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. Also, the public school leaders were moderately digitalised (weighted mean = 2.50) in Oyo State, Nigeria. Test of Hypothesis revealed that there exists a high relationship between digital leadership and public primary school teachers' job performance for sustainable education in Oyo State, Nigeria ($r = 0.85$). The study unveiled that digital leadership has a strong relationship with public primary school teachers' job performance for sustainable education in the State. It was recommended that public primary school leaders should be trained and retrained on digitalisation to improve teachers' job performance and teachers to be encouraged to make use of appropriate instructional materials at all times during teaching-learning activities to foster learning in the learners¹⁶.

Another study was carried out on the effect of digital transformational leadership, work environment, and motivation on reinforcing job satisfaction: evidence from vocational schools¹²⁶. The purpose of the study was to analyse the effect of job satisfaction, motivation, digital transformational leadership, and work on jobs, and teachers' performance in vocational schools. The study used a quantitative method to test and prove the hypotheses. The hypotheses testing were carried out by using the Structural Equation Model (SEM) approach based on Partial Least Square (PLS). The respondents used were vocational school teachers in Pati Central Java, Indonesia. The number of respondents in this study was one hundred and ten (110) respondents of vocational teachers who have worked at least one (1)

year in their schools and data was obtained from the distribution of online questionnaires with a snowball sampling method. Based on the results of the hypotheses testing data processing using SmartPLS software, the results obtained that job satisfaction had a positive and significant effect on teachers' performance at vocational schools, motivation had a positive and significant effect on job satisfaction at vocational schools, motivation had a positive and significant effect on teachers' performance of vocational schools. Digital Transformational Leadership also had a positive and significant effect on job satisfaction in vocational schools. Digital Transformational Leadership had a positive and significant effect on teachers' performance in vocational schools, the work environment had a positive and not significant effect on job satisfaction in vocational schools, and the work environment had a positive and significant effect on teachers' performance in vocational schools. The novelty of this research is the relationship model of the role of digital transformational leadership, work environment, motivation on job satisfaction, and teachers' performance in vocational schools¹²⁶.

The teleworking experience of education professionals vs. management staff was searched¹²⁷. The study dealt with the problem of teleworking. It was observed that due to the constraints of the pandemic, the education sector has undergone a dramatic change, with teachers and learners moved to work from home. In the past, digital solutions gradually penetrated the education sector, but the pandemic has turned the process into social innovation in the broad sense and performance innovation in the narrow sense. The latter aspect that was addressed was considered in this study. It aimed to reveal the effect of the transition to teleworking on employees in the education sector. Based on the survey results, the study reported the experiences of higher education and college professors, secondary

schools, vocational school teachers, and managerial staff in terms of personal well-being, management quality, and performance. The study analysed the teleworking issue in different educational institutions.

In addition, the study compared the experiences of education staff and managers. It was reported that there was a lack of such research in the scientific literature in the education sector. The research confirmed that telecommuting managers experienced less shock and fatigue than professors and teachers. In addition, university professors proved to be the best prepared to work in innovative ways, but they also rated the performance of their managers' management work the worst among all educational institutions. Meanwhile, while teachers in secondary schools rated telework the most negatively, they rated the ability of their leaders to lead the team in extraordinary conditions the best. The study recommended that the research results can be useful for education leaders and policymakers as well as for researchers dealing with the topics of teleworking, teachers' job performance, employee fatigue, and leadership competencies¹²⁷.

2.3.3 Digital Leadership Skills

A study was carried out on digital transformation (DT)¹³⁴. It aimed to encourage discussion of 'Leadership in a digital world: embracing transparency and adaptive capacity'. This research study discussed the relationship between digital transformation and the development of leadership skills. Becoming digital is a requisite for survival today. However, while waves of technology — automation, additive manufacturing, AI — are washing over the corporate world, redefining the nature of work and productivity, there are no playbooks and few best practices for manufacturers' digital transformation. The U.S. military coined the acronym VUCA (volatility, uncertainty, complexity, and ambiguity) in the late 1990s, and it

has become general shorthand for conditions leaders may encounter especially in a digital transformation context and leaders need to be prepared for many types of turbulence or upheaval. The study highlighted that to face the digital revolution, it is necessary to lead with the capacity to understand the use of digital opportunities, tools, and instruments from this era. It was also noted that the most successful digital transformations begin with a change in the mentality of leaders, who need to develop for this challenge. It is worth noting that the search for the improvement of leadership skills is not something simple, as it requires a constant rethinking of the paths and methods to be adopted in the challenge of enhancing the skills of leaders. This study believed that digital leaders have to lead the DT so they can bring the organisation through Industry 4.0 by managing the disruptive changes and motivating the employees¹³⁴.

The Role of digital leadership mediated by digital skills was reviewed¹³⁵. The main objective was to examine the role of digital leadership mediated by digital skill in improving organisational performance in line with digital transformation efforts within the General Election Commission of North Sulawesi. The sample used in this study amounted to seventy-eight (78) respondents who were elements of the commissioner and secretariat of the General Election Commission of North Sulawesi Province. Testing the relationship between variables and hypotheses were carried out using the Structural Equation Modelling (SEM) technique. Based on the results of hypothesis testing, the study concluded that digital leadership has a significant effect on organisation performance and digital skills. Meanwhile, digital skill has a positive effect on organisational performance but does not have a significant effect. The indirect relationship between digital leadership and organisational performance through digital skills does not have a significant effect. This study concludes that the role of digital

leadership has a major influence on improving organisational performance in the era of digital transformation. The era of technology 4.0 requires leaders to develop their digital skills in utilizing technology to face the development of information technology in organisations¹³⁵.

Leadership digital skills during COVID-19 was explored¹³⁶. The inequality of digital skills is an organisational challenge experienced by public and private organisations to ensure work productivity in work-from-home arrangements during COVID-19. The study aimed to elaborate on digital skill development and examine the effects of digital leadership and digital collaboration on digital skill development. The study was based on a cross-sectional study which involved eight hundred and twenty-four (824) office workers from thirty-two (32) provinces in Indonesia. The combined convenience and snowballing approach were used as the sampling methods. The collected data were structured in the first-order constructs by PLS Structural Equation Modelling. The results revealed that digital skills are significantly influenced directly by digital collaboration and indirectly by digital leadership. The study suggested that to accelerate digital skill development, superior office workers should facilitate their team members to collaborate intensively by using digital technology. Further study was recommended to examine the effects of other factors such as work motivation, family support, and availability of digital facilities at home, performance management, and perceived organisational support¹³⁶.

Again, a study was conducted on the future of leadership¹³⁷. It states that business leaders are facing a change of role as digitalisation continues to intensify in organisations. As technological change is bringing back supposedly old virtues of leadership, the study aimed to explain the impact digital transformation has on leadership due to organisational size.

Cross-border studies with experts from multinational enterprises (MNEs) in Austria and small and medium companies (SMEs) in Italy were incorporated. Findings revealed that with increasing digitalisation, leadership is becoming more important. In times of social distance, it is essential that leaders actively foster the management of relationships with their employees, manage social processes in their teams and shape change processes. This requires a bundle of skills consisting of effective leadership skills, strong change management skills and conceptual digitisation skills. Digital transformation is not mainly about implementing new technologies; it is about developing an appropriate strategy in which people are key. Organisations regardless of size need to recognize that digital transformation requires not less, but even more active shaping of the relationships between leaders and their team members. Consequently, they need active leaders who drive, communicate and implement technological change. As leadership and change require time, resources and, above all, attention, executive selection and qualification are critical for the broad integration of digitalisation ideas into an organisation. People, not technology, drive digital transformation, and organisations require leaders, not necessarily technological specialists, to manage the complex changes that comprise an organisation's digital transformation. Technical and methodological skills can be substituted with the use of new technologies, but leaders' interactional, social, strategic and conceptual skills are gaining importance¹³⁷.

Interestingly, digital leadership added value in the digital smart organisations was studied¹³⁸. The study explores, analyses and synthesizes the main types of manifestation of digital leadership added value in digital smart organisations. The study upheld the thesis that leadership in a digital environment requires the combination of the leader competence model with the organisation's systems for planning, organizing and controlling business processes'

activities and management. After bringing forward the major characteristics of digital smart organisations, a conclusion is drawn in the study that the leaders of the future will need skills in three areas: - strategic leadership; - business entrepreneurship; - digital technologies. These three areas form leadership in a digital smart organisation and enable it to develop as a highly technological entity, employing optimally the capacities of digital technologies. Digital leadership skills lead to establishing an efficient business organisation, which represents a network-based organisational structure, while the digital smart organisation is defined as an economic entity operating in a digital environment and using cloud technologies, artificial intelligence and robotics, the Internet of things, virtual and augmented reality, large bulks of data, various additive types of production and smart planning systems, process organisation and control. By reviewing the digital leadership main skills there is the added value for a digital smart organisation outlined, which also has its specificity and impact on the characteristics of digital leadership¹³⁸.

Aside from that, a study titled identifying leadership skills was conducted¹³⁹. Is leadership changing in an increasingly digitalised work environment? This question aroused in corporate practice, societal debates, and in business management research. The evolution of digital technologies changes working environments considerably and creates new challenges for executives. So far, however, only little research has been conducted on how these challenges and technology-driven changes are associated with altered requirements for the skill set needed by executives. The researchers bridged that gap by applying a three-stage research design. First, develop a novel conceptual framework in which they categorise leadership skills and associate them with tasks, management level, and leadership experience. Building on this, they conduct semi-structured interviews with executives and systematically

investigate job advertisements at the management level. The interview results show that communication skills, subject-specific knowledge, self-organisation skills, and self-reflection skills were considered particularly relevant in times of rapid technology-driven change. Furthermore, many interview participants identify empathy and open-mindedness towards the new as crucial personal traits. Their job advertisement analysis further revealed that executives need to be able to speak English, have IT skills, and be flexible, motivated, and stress tolerant¹³⁹.

2.3.4 Digital Leadership Skills and Teachers' Job Performance

Much work has not been carried out on digital leadership skills and teachers' job performance. However, fewer studies identify digital leadership skills and teachers' job performance.

A study examining teachers' perspectives on school principals' leadership role was accessed¹⁰⁹. The study investigated the perspectives and experiences of teachers regarding their school principal's digital leadership roles and technology capabilities during the COVID-19 pandemic. The study was conducted using a case study-based qualitative approach and with a study group consisting of eighty-nine (89) teachers holding a Master's degree. Maximum diversity sampling, one of the purposive sampling methods, was preferred in the determination of the study group, and the data obtained from the study were analysed through content analysis. The five main themes determined based on the perceptions and experiences of the participants were listed as: "Digital technology usage, support for the digital transformation, support for technology-based professional development, support for digital learning culture, and digital leadership skills". The results of the study revealed that the level of use of digital technologies by school principals during the COVID-19 pandemic

was perceived as adequate by teachers. In addition, it was determined that school principals support digital transformation and technology-based professional development in schools. Furthermore, within the scope of the research, it was determined that school principals contribute to the construction of a digital learning culture in schools. The results of the study revealed that school principals' digital leadership skills were clustered under three categories: technology use, managerial skills, and individual skills. As a result, to realize digital transformation within the context of K-12 education, school principals must first demonstrate their digital leadership and actively support the establishment of a digital learning culture in their schools¹⁰⁹.

A study on leadership types and digital leadership in higher education was carried out¹⁴⁰. The effective leadership of digital transformation in higher education has become an emerging issue that is needed to also integrate the board of directors in University departments. The main purpose of the study was to investigate the leading skills of heads of university departments, analyse their point of view in digital leadership, analyse the leadership types that they adopt and the associations with leadership outcomes and also describe profoundly the views of participants as far as the basic components of leadership types such as transformational and transactional. For the implementation of the study, twenty-eight (28) heads of departments from the University of Patras participated in replying to the Multi-factor Leadership Questionnaire (MLQ) and data were collected and then analysed using SPSS statistical software. The findings of the study among others, indicated that the leadership outcome has a strong positive correlation with transformational leadership and a large negative correlation with passive - to avoid leadership, it was confirmed that a higher degree of transformational leadership implies greater efficiency and satisfaction for

workers, and the high degree of transformational leadership co-exists with the great degree of implementation of digital leadership¹⁴⁰.

2.3.5 Digital Leadership and Innovation Skills on Teachers' Job Performance

There is a lack of study on digital leadership and innovation skills on teachers' job performance. However, related studies were looked into. A study on skills for disruptive digital business was conducted¹⁴¹. The study analysed the concept of skills and also investigated the skills needed to create and manage disruptive digital business which is emerging from the Industrial Technology (IT) evolution. The primary purpose was to identify skills which need to be developed to manage a disruptive digital business. The technologies, disruptive business and skills needed by managers were identified through content analysis of semi-structured interviews with seven IT specialists. To analyse, the development of the level of skills needed was conducted an online survey with managers and the final output of the research is a proposal of a model of skills development for managers of the disruptive business. Ultimately, the result of this research was the lessons uncovered and the proposal made for a model of skills development for disruptive business managers, which identifies three types/categories of skills needing development – innovation, leadership, and management¹⁴¹.

Research on inspiring digital transformation was assessed¹⁴². It observed that leadership inspires digital transformation. Values, skills, and behaviours of leaders are key in driving and leading organisational development processes. The study aimed to examine the existing scientific research and develop an integrative framework focused specifically on leadership competencies for digital transformation. For this purpose, a systematic literature review based on Web of Science and Scopus databases was conducted. To analyse and

synthesize the qualitative data, the method of content analysis was used. The identified leadership dimensions (competencies) are: why (vision, innovation, flexibility); what (understanding digital technologies, empowerment, and collaboration); and how (multiple intelligences, experimentation, and continuous learning). The resulting competency framework can be used in the field of business management by leadership and organisational development specialists, educators, as well as current and aspiring leaders of digital transformation. By implementing a proposed future research agenda, the presented results can be further validated, compared and contextualized¹⁴².

Another study was assessed with a different view on “leadership in conditions of industry 4.0”¹⁴³. Nowadays, technological development and innovation play an important role in every enterprise. This is particularly reflected in the increase in competitiveness of any enterprise. It is Industry 4.0 that wants to lead to possible profound changes in several areas that go beyond the industrial sector. Leadership is essential for the successful promotion of a culture of innovation. Therefore, leaders and leadership styles play a key role in the paradigm shift towards Industry 4.0. The theoretical research aim to present the key characteristics of Leadership 4.0, the necessary skills of Leaders 4.0 and to introduce appropriate leadership styles in the context of Industry 4.0. Through the available domestic and foreign literature, the researchers provided a theoretical reality of what leadership in Industry 4.0 conditions should look like. It also reached conclusion that the core attributes of Leadership 4.0 include communication, knowledge and understanding, well-set standards and methods, coaching, expectations, openness and transparency, trust, employee orientation, and a culture of mistakes. It also pointed out that within the presented leadership matrix, the digital leader represents the most appropriate style within Industry 4.0, and among other

things, should dispose of cognitive skills, business skills, interpersonal skills, and strategic skills¹⁴³.

A study was conducted on a systematic literature review exploring the impact of digitalisation on leadership¹⁴⁴. The literature shows that leadership and digitalisation have been mostly examined by consultancy firms and institutions pragmatically and revealed that exploring the impact of digitalisation on leadership actions and behaviours is an important endeavour. This research took the form of a systematic literature review that contextualises the continuing discussion on the impacts of digitalisation on leadership style and behaviour. It aimed to establish how employees should be led in an increasingly digitalised business environment and to ascertain what skills and competencies are needed to succeed. By systematically synthesising previous related literature, the study design consists of recognising relevant publications. It was found that technological developments have changed our social life in many ways, including leadership style and behaviour. It was suggested that the next generation of leaders will need to develop strategic and conceptual thinking, will have to demonstrate high intellectual integrity and openness, and also find new ways to influence and generate loyalty among employees. Given the dominance of digital technologies, leadership has become a process of social influence, which is enhanced through the use of advanced information technology managerial innovation and leadership transformation. Nevertheless, the new capabilities of digital leaders do not displace traditional leadership traits and skills. Leadership in the future must combine traditional leadership competencies with new competencies that allow leaders to lead their organisations into the digital era¹⁴⁴.

Digital needs diversity was conducted from female managers' perspectives¹⁴⁵. Managers were increasingly facing various challenges associated with digital transformation and innovation. Organisations have to exploit businesses and explore new innovative ideas. They strive for digital leadership. However, literature demonstrated that there is a lack of definition of the concept of digital leadership and its characteristics. At the same time, innovation theories demonstrated that, next to cognitive diversity, gender diversity in the management team provides assets that are needed for an impactful innovation and digitalisation process. The research focused on how to explore the concept of digital leadership from the perspective of female managers. Based on a qualitative study and a quantitative online survey with ninety (90) female managers. Findings revealed skills and characteristics that digital leadership is composed of. The researchers contributed to the literature by expanding the knowledge of the concept of digital leadership and by exploring it from the viewpoint of female managers¹⁴⁵.

The role of leadership in digital transformation was researched¹⁴⁶. Digital transformation (DT) through the advancement and use of diverse digital technologies (e.g. big data, business analytics, mobile applications, internet of things, digital platforms) has assumed great importance for organisations. Digitalisation efforts by organisations in different industries have become even more prominent by recent crises and disruptions such as the COVID-19 pandemic. Simultaneously, digitalisation also increases complexity for managers regarding the initiation of multiple changes in and around organisations including work processes, working arrangements and stakeholder alignment. Despite these developments, the researchers have only limited knowledge about what role leaders' play in these processes in generating positive impact including sustainable organisational

performance, enhanced innovation and creativity, or industrial and social improvements. Although certain leadership concepts and approaches have been associated with DT, so far, no research has discussed these leadership orientations thoroughly or argued how they can be adopted by managers to connect digital capabilities to organisational value creation and strategic outcomes. Furthermore, only a small number of studies have attempted to assess the leadership challenges relevant to DT processes and how these challenges can be managed or eliminated. To address these gaps, through a review of the existing literature, a study built on an overall understanding of the impact of leadership on the success of complex digital transformations. A set of suggestions were made as possible avenues for future research, clarifying the emergence of multiple and nuanced roles leaders play in DT and what new skills and responsibilities managers should assume in guiding the organisation towards desired digitalisation goals¹⁴⁶.

2.3.6 Leadership and Innovation Skills on Teachers' Job Performance

Principals' transformational leadership skills and their teacher's job satisfaction was examined¹⁵². The study investigated the relationship between teachers' perceptions of principals' transformational leadership skills and teachers' job satisfaction. It also revealed the relationship between principals' demographic characteristics and their perceptions of their ability to be transformational in their leadership styles. Participants were five hundred and eighteen (518) secondary school teachers and forty-eight (48) principals from two large Local Government Areas in South-eastern Nigeria. Multiple linear regression was used to

analyse data. It was found that principals' transformational leadership skills significantly impacted teachers' job satisfaction. Some demographic variables of teachers were also studied to determine their relationship with job satisfaction.

The results revealed that principals who spent more years in the same school perceived their leadership as transformational while principals with less number of years in the same school did not. Principals' years of professional experience and gender did not account for a significant variance in their perceptions of their ability to be transformative in their leadership styles. It was recommended that education ministries and boards should establish and implement programs that help foster transformational leadership skills among school principals. Programs such as seminars, workshops and updates on school administration might be of great help. It was also recommended that secondary school principals demonstrate fundamental respect for teachers' ingenuity, ideas, decisions, knowledge and growth, and develop skills for building and maintaining friendship and collegiality. Finally, it recommended that education ministries and boards integrate demographic characteristics of school principals/teachers with continuous assessment and evaluation of their performance¹⁵¹.

The role of job satisfaction in the relationship between transformational leadership, knowledge management, work environment and performance was examined¹⁵³. To measure the effect of transformational leadership was the aim of the study, knowledge management and work environment on the performance of the employees of a packaging industry in Tangerang which are mediated by job satisfaction. A simple random sampling technique was used among three hundred fifty-one (351) population of employees for data collection. Two hundred and twenty-one (221) samples of the questionnaire results were returned and valid.

The SEM method with SmartPLS 3.0 software was used in data processing. Transformational leadership and knowledge management do not significantly influence employee performance, both directly and indirectly through job satisfaction mediation results in conclusion of the study. Meanwhile, the work environment had a significant effect on employee performance, both directly and indirectly through mediating job satisfaction. Job satisfaction has a significant effect on employee performance. A model for building employee performance among the packaging industry employees was proposed by this study in Tangerang through enhancing a positive work environment and managing the implementation of transformational leadership practice and knowledge management with job satisfaction as a mediator¹⁵².

2.3.7 Digital Leadership and Strategic Skills

An exploratory literature study into digital transformation and leadership was carried out¹⁴⁷. This study aimed to obtain insight into the influence digital transformation has on future leadership behaviours and management. Up to now, most literature solely focused on the need for strong strategic leadership to build and lead the transformation. The study was directed at future leadership behaviours and skills needed during and after the digital transformation of management below the senior level. An exploratory approach to review literature on digital transformation and leadership was used, inspired by the PRISMA protocol. The findings show that digital transformation is a disruptive process that impacts the whole organisation and results in new forms of working. This calls for altro-centric leadership, another-centered leadership style. Specifically, soft skills such as empathy, humility, integrity and compassion are becoming increasingly important, as is understanding the power of digital technology. The emergence of artificial intelligence offers interesting

opportunities. It can be used to handle quantifiable managerial tasks and evaluate the quantifiable part of performance, while managers focus on the soft skills side of management such as coaching, motivating and empowering employees. The study demonstrated the necessity to redefine leadership requirements in an increasingly digitalised world¹⁴⁷.

Managerial capabilities as facilitators of digital transformation was examined¹⁴⁸. Digital Business Model Transformation (DBMT) necessitates new managerial capabilities, yet the existing literature lacks an empirical understanding of managerial capabilities as antecedents to strategic change and firm performance. This study builds on dynamic managerial capabilities theory to argue that managerial human capital—composed of leadership and entrepreneurial skills—is a critical facilitator of DBMT and resultant firm performance. Further, the research model proposes that managers' social capital and cognition positively moderate the relationship between human capital and DBMT. The study's findings from a sample of German Industry 4.0 firms provide new insights into the significance of managerial capabilities in a digital economy. The study advances management literature by demonstrating that the benefits of managers' human capital for DBMT are contingent on its form: entrepreneurial skills facilitate digital transformation integral for firm performance, while leadership skills have no impact on firm performance—neither directly nor indirectly through DBMT. Thus, the study provided strong evidence of the importance of entrepreneurial skills in driving DBMT to increase firm performance. Further, the findings offered a nuance account of the interrelationships between dynamic managerial capabilities, revealing that higher levels of social capital and lower levels of cognition increase the positive effect of entrepreneurial skills on DBMT. This study altogether reaffirmed the significance of managers' dynamic capabilities for strategic change

enabled by DBMT and their performance benefits, yet it revealed that the effect mechanisms differ from those found in non-digital research settings¹⁴⁸.

The future of leadership was conducted¹³⁷. As technological change is bringing back supposedly old virtues of leadership, this study aimed to explain the impact digital transformation has on leadership due to organisational size. Cross-border study with experts from multinational enterprises (MNEs) in Austria and small and medium companies (SMEs) in Italy. With increasing digitalisation, findings revealed that leadership is becoming more important. In times of social distance, it is essential that leaders actively foster the management of relationships with their employees, manage social processes in their teams and shape change processes. This requires a bundle of skills consisting of effective leadership skills, strong change management skills and conceptual digitization skills. Practical implications: Digital transformation is not mainly about implementing new technologies; it is about developing an appropriate strategy in which people are key. Organisations regardless of size need to recognize that digital transformation requires not less, but even more active shaping of the relationships between leaders and their team members. Consequently, they need active leaders who drive, communicate and implement technological change. As leadership and change require time, resources and, above all, attention, executive selection and qualification are critical for the broad integration of digitalisation ideas into an organisation¹³⁷.

Leadership in conditions of Industry 4.0 was assessed¹⁴³. Nowadays, technological development and innovation play an important role in every enterprise. This is particularly reflected in the increase in competitiveness of any enterprise. It is Industry 4.0 that wants to lead to possible profound changes in several areas that go beyond the industrial sector.

Leadership is essential for the successful promotion of a culture of innovation. Therefore, leaders and leadership styles play a key role in the paradigm shift towards Industry 4.0. This theoretical research aimed to present the key characteristics of Leadership 4.0, the necessary skills of Leaders 4.0 and to introduce appropriate leadership styles in the context of Industry 4.0. Through the available domestic and foreign literature, the study has provided a theoretical reality of what leadership in Industry 4.0 conditions should look like. The study reached conclusions that the core attributes of Leadership 4.0 include communication, knowledge and understanding, well-set standards and methods, coaching, expectations, openness and transparency, trust, employee orientation, and a culture of mistakes. It also pointed out that within the presented leadership matrix, the digital leader represents the most appropriate style within Industry 4.0, and among other things, leaders' should dispose of cognitive skills, business skills, interpersonal skills, and strategic skills¹⁴³.

Leadership competencies for digital transformation was carried out¹⁴⁹. Harnessing the opportunities of emerging information technologies is one of the great challenges companies are facing today. To successfully master digital transformation, organisations need leaders who can grasp the opportunities of digitalisation for their businesses and transform them into new business models. Aiming at providing empirical evidence regarding competencies sought by practitioners for managing digital transformation, the study analysed two hundred and thirty-nine (239) job advertisements targeting digital transformation experts and examined the skills and traits explicitly called for. The results reveal that technical skills and in-depth expertise in information technologies play only a secondary role in job requirement profiles. Like in earlier strategic change processes, digital transformation experts should primarily possess collaboration, strategic thinking, leadership, customer orientation, and

communication skills. Moreover, in contrast to purely conceptual studies limited to skills and abilities, the study's analyses emphasize the importance of specific personality traits, such as proactivity and creativity¹⁴⁹.

Leaders skills interpreted in the lens of education 4.0 was conducted¹⁵⁰. The main objective of the study was to raise and highlight the skills of the leaders of Higher Education Institutions (HEIs) interpreted through the lens of Education 4.0 through published and systematized studies. The study follows a systematic literature review process. The findings indicated that the most outstanding skills for HEI leaders in the context of Education 4.0 are: adaptation, strategic planning, learning, digital-analytical, social responsibility, problem-solving, vision and emotional intelligence, stakeholder management, institutional-legal, process management, and finally, systemic knowledge management. This study threw light on the important aspect of the emerging educational revolution, and leadership competencies/skills. It is an interdisciplinary study that brings together a modern educational term and a social approach. This study made the following significant contributions: a) it provides an overview of this topic in recent years, and b) presents propositions of six gaps in the literature to direct future investigations on competencies/abilities in the field of education 4.0¹⁵⁰.

2.3.8 Leadership and Teachers Job Performance

A study was conducted on the Perceived influence of principals' distributed leadership skills on teachers' job performance in Imo state, Nigeria¹⁵³. The study examined principals' distributed leadership skills and their influence on teachers' job performance in Imo State secondary schools. It was a descriptive survey. A sample size of 300 teachers was selected out of the total population of 6845 using stratified random sampling techniques. The

instrument used for data collection was titled “Principals’ Distributed Leadership Skill Scale” (PDLSS). A reliability coefficient value of 0.84 was determined using the Cronbach Alpha technique. Mean scores and standard deviations were used to answer the research questions while Analysis of Variance (ANOVA) was used to test the null hypothesis at 0.05 level of significance. Findings of the study among others include; fairness, creativity, spirit of teamwork, intelligence, resourcefulness, good communication skills, consistency, reliability, interactiveness, discipline and task task-orientedness among others were essential features of distributed leadership skills. Also, these features had a great positive influence on teachers’ job performance. However, the researcher recommended among others, that principals of secondary schools in Imo State should adopt this new dimension of leadership and that the stakeholders (Ministry of Education, Secondary Education Management Board, Supervisors and Inspectors of Education, just to mention a few) should visit schools regularly to ascertain the extent of progress and its effects on achieving stipulated education goals¹⁵³.

Another paper was assessed in Laguna on secondary school heads' technology leadership skills¹⁵⁴. Techno-pedagogical competency is the hybrid method of educating wherein ICT is applied to teaching-learning situations. It is one of the skills of the teachers to effectively integrate technology and pedagogy in the classroom. The goal of this study was to ascertain the secondary school heads' technology leadership skills, educational motivation, and teachers’ techno-pedagogical competence in the Schools Division of Laguna. Likewise, it explored the relationship between the respondents’ level of secondary school heads’ technology leadership skills and level of educational motivation, level of secondary school heads’ technology leadership skills and level of teachers’ techno-pedagogical competency, and level of secondary school heads’ educational motivation and level of teachers’ techno-

pedagogical competency as well as the predictive ability of the level of secondary school heads' technology leadership skills, and level of educational motivation taken singly or in combination, of level of techno-pedagogical competence. Findings revealed that there was a multiple correlation between the level of secondary school heads' technology leadership skills, and the level of educational motivation taken singly or in combination, with the level of techno-pedagogical competency. A value of 0.000 indicated a high level of prediction of the dependent variable (Techno-Pedagogical Competency). The obtained R square of 0.443 showed that independent variables (level of secondary school heads' technology leadership skills and level of educational motivation) explained the variability of the dependent variable (Techno-Pedagogical Competency)¹⁵⁴.

Influence of school principal's attributes and twenty-first-century leadership skills on teachers' performance was carried out¹⁵⁵. This study aimed to determine the influence of school principals' attributes and 21st Century Leadership skills on teachers' performance. The study is as follows: The teachers in the northern part of the National Capital Region are female, teacher I position, have rendered 5-14 years of service and pursued higher studies after college. The teacher's attribute that influences the teacher's job performance is openness. The School Head always comes up with new ideas. They have an active imagination; creative deep thinkers and value artistic experiences. He is dependable, organised, and persevering, which means they will accomplish their professional goals. The 21st Century Leadership Skills of the school principal that dominantly influence the teacher's job performance is the communication skills. The school head is approachable, gives clear and accurate information and instructions both in oral and written communication, discusses issues and feedback in school, listens to and appreciates teachers' ideas and suggestions, and

communicates with his/her staff regularly. The teachers' performance is very satisfactory as perceived by their school heads during 2019 – 2020. There was a significant difference in the attributes, 21st-century leadership skills of school heads and teachers, job performance when grouped according to school division office, and years in service. Significant relationships exist between the principals' attributes, 21st-century leadership skills, and teachers' job performance. Personal attributes and 21st-century leadership skills of the school principals significantly influence the teachers' job performance¹⁵⁵.

Another study was conducted on principals' managerial skills and teachers' job performance in Delta State, Nigeria¹⁵⁶. Employing a correlational survey research design, the study examined principals' managerial skills and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria. Two research questions and three hypotheses guided the investigation. The population of the study comprised all the secondary schools in Owa communities of North Senatorial District of Delta State, Nigeria. A sample of ten (10) principals and seventy-eight (78) teachers were selected through a random sampling technique. A questionnaire which comprised of two sections was used to collect data for the study. The first part was tagged 'Principals' Managerial Skills Questionnaire, PMSQ' and the second part contained fourteen (14) items tagged Teachers' Job Performance Questionnaire, TJPQ'. The instruments were face and content validated by two professors of educational management. Through the split-half technique, reliability coefficients of 0.78 and 0.82 were computed for PMSQ and TJPQ respectively, using the Cronbach Alpha formula. The mean and standard deviation scores were used to answer the research questions. The hypotheses were tested using Pearson Product Moment Correlation (r) statistics, and the level of significance was 0.05. The findings revealed that the managerial skills possessed by public

secondary school principals for influencing teachers' job performance are communication, human relations and technical. The level of teachers' job performance is moderate. There was a significant relationship between principals' communication skills, human relations skills and technical skills and teachers' job performance in secondary schools in Owa communities in Delta State, Nigeria. The study recommends capacity building of principals, especially in technical skills on the use of modern techniques and innovative methods in school administration for better teachers' job performance¹⁵⁶.

Another study was conducted at Putrajaya on leadership skills and their relation to employees' job performance¹⁵⁷. This study aimed to examine the influence of leadership skills on employees' job performance. The study employed a quantitative research approach through a cross-sectional survey study using Google form questionnaires. Data were analysed using Statistical Package for Social Sciences (SPSS). The study found that leadership communication skills on employee job performance have a high positive and significant relationship of 0.713 at $p < 0.01$. In addition, communication skills are the most influential factors in an employee's job performance particularly at the level of independent communication skills (i.e., interpersonal skills). Hence, the study finding suggested that, if the practices of leaders' are efficient, then leadership skills are likely to be the most important factor¹⁵⁷.

2.3.9 Leadership and Strategic Skills

Examinations of school principals was conducted¹⁵⁸. The study aimed to examine the relationship between school principals' 21st-century skills and their strategic leadership according to teachers' opinions. In this quantitative research approach, a descriptive model that describes the situation was used. The study was conducted in Ankara, and four hundred

and twenty- four (424) teachers joined the study. To get data from teachers, two scales were used: the 21st Century Educational Administrators' Skills Scale and the Strategic Leadership Scale. To determine the level of school principals' 21st-century skills and their strategic leadership, descriptive analysis was used as well as Pearson Correlation Analysis and Regression analysis. There were significant positive relationships between all dimensions of educational administrators' 21st-century skills and strategic leadership behaviours. Besides, education managers' 21st-century skills were found to be a significant predictor of their strategic leadership behaviours. As a result of the research, it was revealed that information literacy, technology literacy, accountability, leadership and responsibility were significant predictors of managerial leadership behaviour. School administrators need to increase their levels of knowledge literacy, technological literacy, accountability, leadership, and responsibility skills to improve their managerial leadership behaviours¹⁵⁸.

The skill set of a successful collaborator was examined¹⁵⁹. The researchers focused on members of the U.S. Senior Executive Service who choose collaboration as a management strategy to increase performance and, in particular, their views of the skill set of a successful collaborator. Based on the current literature on collaboration and networks, these executives might be expected to identify strategic thinking and strategic management as the most important skills. Contrary to expectations, the federal executives most frequently mentioned individual attributes and interpersonal skills as essential for successful collaboration, followed by group process skills, strategic leadership skills, and substantive/technical expertise. The study provided empirical substantiation of the previous literature, with one major difference: the strong reporting of the importance of individual attributes by federal executives (much more than previously reported by other scholars in the field). Strategic

leadership skills, strategic management skills, and technical skills matter, but they are not the most important factors behind successful collaborations, according to federal executives¹⁵⁹.

Strategic leadership skills as a moderator of the impact of environmental challenges on effective management was investigated¹⁶⁰. The main purpose of the study was to highlight the main role of strategic leadership skills for top management in accessing effective management by the (VUCA Prime) methodology in (VUCA) environment as Miniature virtual environment, which refers to (Volatility), (Uncertainty), (Complexity), and (Ambiguity). To achieve the study objective, the study selected the quantitative approach and descriptive research design, The Questionnaire was used as the main instrument for data collection, and the sample comprised the opinion poll of one hundred and six (106) individuals who function as a head department. Structural equation modelling by Smart Pls3 was used for data analysis. Findings revealed that leaders in top management possess high skills and expertise, but the leaders have not used their skills rightly, with extreme dealing caution against risk. This was reflected in the diversity of services provided by Iraqi private banks. The researcher suffered many difficulties, including the lack of transparency the country's turbulent circumstances, and the shortage of the number of Collaborating banks, which affected the adequacy of the statistical sample because most of the top management of those banks feared the result of the assessment, which led to inaccurate answers avoided with using appropriate statistical methods. The study discussed the skills of strategic leadership skills and how they contribute to changing the impact of environmental challenges, which face the top management of banks, contributing to the development of a clear method, leading the top management to effective management diagnosis of failure points and trying to avoid them. The top Management's access to the effectiveness will lead to the prosperity of

the Iraqi private banks and increase the banks' ability to adapt to the environment, which will lead to the results of economic prosperity in the country through the skills that the management possesses and achieving the goals of communicating with all stakeholders to follow the best ways to achieve the social goals of the skills. The scientific value of the research is research in three important variables for modern organisations which are environmental skills, challenges skills and Effective management. Especially for their association with an important phenomenon which is leadership, assuming positive responses in motivating top management to use their skills in managing those challenges, to contribute to the development of an integrated system of adaptation, considering the Iraqi environment that embodies (VUCA) environment ¹⁶⁰.

An exploratory literature study into digital transformation and leadership was investigated¹⁴⁷. The study aimed to obtain insight into the influence digital transformation has on future leadership behaviours and management. Up to now, most literature solely focuses on the need for strong strategic leadership to build and lead the transformation. This study was directed at future leadership behaviours and skills needed during and after the digital transformation of management below the senior level. An exploratory approach to review literature on digital transformation and leadership was used, inspired by the PRISMA protocol. Findings showed that digital transformation is a disruptive process that impacts the whole organisation and results in new forms of working. This calls for altro-centric leadership, another-centred leadership style. Specifically, soft skills such as empathy, humility, integrity and compassion are becoming increasingly important, as is understanding the power of digital technology. The emergence of artificial intelligence offers interesting opportunities. It can be used to handle quantifiable managerial tasks and evaluate the

quantifiable part of performance, while managers focus on the soft skills side of management such as coaching, motivating and empowering employees. This study demonstrates the necessity to redefine leadership requirements in an increasingly digitalised world¹⁴⁷.

2.4 Conceptual Model

Teachers' job performance is germane in the educational sector and in the nation. This is because one of the major roles of a teacher is the inculcation or transfer of knowledge to their learners which will invariably improve pupils' academic performance in the state as well as in the country at large. Effective digital leadership fosters an innovative culture and encourages teachers to experiment with new teaching methods and technologies. Innovative practices among public primary school administrators necessitate strategic planning and implementation, which demands that school administrators develop and apply their strategic skills effectively. Public primary school administrators' strategic skills enable the establishment of clear goals, appropriate allocation of educational resources, and targeted professional development, which directly improves teacher job performance. While innovation and strategic skills are the primary paths to improved teacher job performance, strong digital leadership can also directly improve teacher job performance by providing the necessary tools and resources. The quality and competencies of school administrators determine the job performance of teachers at public primary schools in Oyo State, Nigeria. This model exploits the influence of the independence variables (digital leadership, innovation and strategic skills) on the dependent variable (teachers' job performance). This is viewed as:

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Independent Variables

| Digital Skills | Leadership |
|---|-------------------|
| <ul style="list-style-type: none">• Keen Eye for Right Digital Tools• Communication in whole team Mindset• Ability to Inspire | |

Dependent Variable

| Teachers' Performance | Job |
|--|------------|
| <ul style="list-style-type: none">• Designing Learning | |

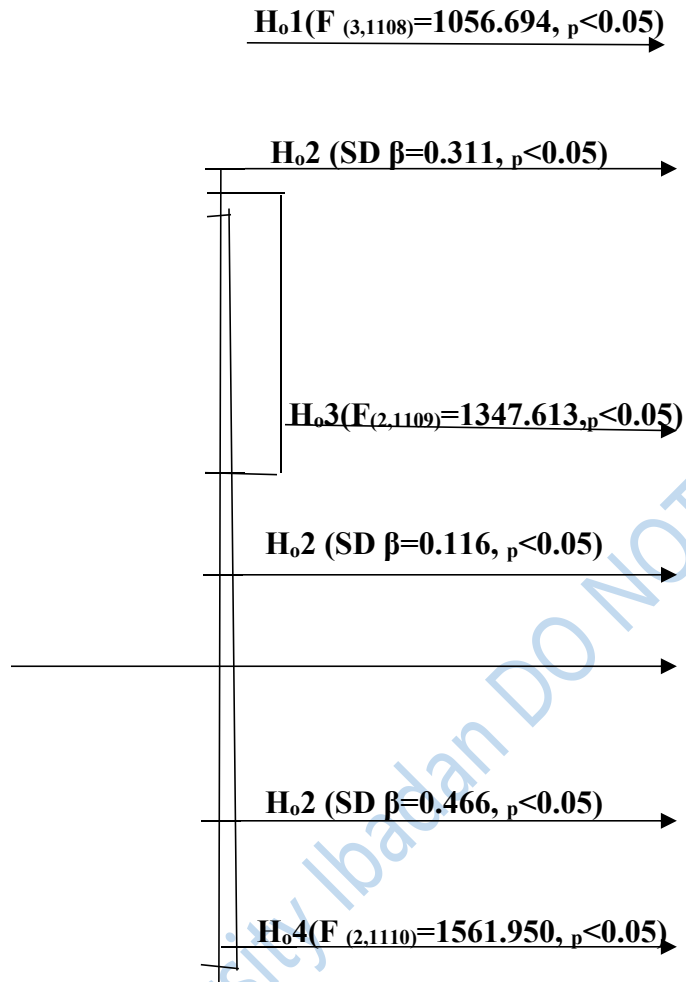


Fig 2.8 Digital Leadership, Innovation and Strategic Skills as Determinants of Public Primary School Teachers’ Job Performance Model

Source: The Researcher, 2023

2.5 Summary of Gap in Literature Reviewed

Digitalisation is the use of technology. For instance, the use of computers. It is used to deliver products to clients from one location to another. It is the transition of modern business over the traditional method. Digital leadership in an educational setting is the ability of school administrators being digital leaders to generate ideas and influence subordinates (teachers) promptly towards achieving the goals of education as stated in the National Policy

on Education (NPE). In this era, being a digital leader is not sufficient for improving teachers' job performance in the public primary school. Hence, the need to develop digital leadership skills. Various authors have given different definitions of digital leadership skills but in the context of this research, digital leadership skills will be characterised as the ability of the school administrator to develop; a keen eye for the right digital tools, communication in whole team mindset and ability to inspire team members. Innovation is dynamic and change is the only constant factor. Some studies on innovation skills and their essence have been carefully looked into. School administrators can develop innovative skills such as imagination, problem-solving, critical thinking and flexibility.

Every organisation has a plan or a blueprint which serves as a guide to all stakeholders in the organisation. In the educational sector, the National Policy on Education (NPE) is seen as the guide for all stakeholders in the sector. To help achieve these goals, the school administrator can identify strategic skills that can be useful in improving public primary school teachers' job performance alongside his managerial functions. Such strategic skills in this context include leadership ability to anticipate, interprets and aligns' subordinates goals with the organisational goals. It is expected that when school administrator develops their digital leadership, innovation and strategic skills towards improving teachers' job performance, this will not only improve teachers' job performance in government primary schools, but it will among others improve public primary school pupils' academic performance.

Despite growing recognition of the importance of digital leadership, innovation and strategic skills in education, there is a significant gap in the literature regarding the specific effects on public primary school teachers' job performance in Oyo State, Nigeria. Most

existing literature focuses on secondary education, tertiary education, and the industry, leaving public primary education largely unexplored.

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Chapter Three

Methodology

This chapter gives an outline of the research method which includes the research design, population of the study, sample and sampling techniques, instruments for data collection, validity of the research instruments, reliability of the research instruments, administration of the research instruments, methods of data collection, methods of data analysis, and ethical approval of this study.

3.1 Research Design

This study used a descriptive research design survey type, aimed at collecting data and describing systematically, the characteristics, features or facts about public primary school teachers' job performance in Oyo State. It is interested in describing digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State. This design is used among other research design to avoid manipulation of variables.

3.2 Population of the Study

Oyo State has thirty-three (33) Local Governments and two thousand four hundred and fifty-four (2,454) Public Primary Schools. The population of this study comprises all public primary school administrators and teachers in Oyo State. This research concentrates on Government Primary Schools in the state based on the fact that the foundation of education is at the primary school level. Below is the summary of the characteristics;

Table 3.1 Number of Schools in each Senatorial District in Oyo State

Lead City University Ibadan DO NOT COPY

Source¹

| S/N | Senatorial District | Local Government Area | Number of School |
|-----|---------------------|-----------------------|------------------|
| A | Oyo Central | | |
| 1. | | Afijio | 69 |
| 2. | | Akinyele | 125 |
| 3. | | Atiba | 79 |
| 4. | | Egbeda | 76 |
| 5. | | Lagelu | 83 |
| 6. | | Ogo-Oluwa | 59 |
| 7. | | Oluyole | 113 |
| 8. | | Ona Ara | 102 |
| 9. | | Oyo East | 28 |
| 10. | | Oyo West | 38 |
| 11. | | Surulere | 112 |
| | | Sub-total | 884 |
| B | Oyo North | | |
| 1. | | Atisbo | 57 |
| 2. | | Irepo | 68 |
| 3. | | Iseyin | 137 |
| 4. | | Itesiwaju | 74 |
| 5. | | Iwajowa | 68 |
| 6. | | Kajola | 70 |
| 7. | | Ogbomosho North | 29 |
| 8. | | Ogbomosho South | 28 |
| 9. | | Olurunsogo | 50 |
| 10. | | Oorelope | 66 |
| 11. | | Oriire | 135 |
| 12. | | Saki East | 71 |
| 13. | | Saki West | 106 |
| | | Sub-total | 959 |
| C. | Oyo South | | |
| 1. | | Ibadan North | 74 |
| 2. | | Ibadan North East | 73 |
| 3. | | Ibadan North West | 41 |
| 4. | | Ibadan South East | 62 |
| 5. | | Ibadan South West | 86 |
| 6. | | Ibarapa Central | 63 |
| 7. | | Ibarapa East | 62 |
| 8. | | Ibarapa North | 73 |
| 9. | | Ido | 77 |
| | | Sub-total | 611 |
| | | Grand Total | 2,454 |

3.3 Sample and Sampling Techniques

The population of public primary school administrators is two thousand four hundred and fifty-four (2,454) and nineteen thousand and twenty-nine qualified teachers (19,029)¹. For the quantitative method, a multi-stage sampling procedure consisting of purposive and proportionate sampling techniques were used to select the sample from the selected Local Government Areas in each Senatorial District of the State. Oyo State has three Senatorial Districts among which seven Local Government Areas created in 1991 during the regime of the former Military President, were purposively selected at the first stage of sampling. The selected Local Government Areas 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 ^{1,2,3,4,5,6,7,8}.

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 Local Government Areas of 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.

Table 3.2 Selected Local Government, Number of Schools, Teachers' Population and the Sample Size

| S/N | Local Government Area | No of Schools | Teachers' Population Number | Sampling 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 |

Source¹

However, for the qualitative method, a multistage procedure which includes a purposive and systematic sampling techniques were incorporated. Twenty-eighth (28th) interval was used as a baseline in each selected Local Government Areas to determine the sample size of the public primary school administrators to avoid repetition of statements by the school administrators, and having a total of fifteen (15) public primary school administrators for this study.

Table 3.3 Schools, LGA and Sample Size of School Administrators

| S/N | LGA | Names of Schools | Popul |
|------------|----------------------|--|--------------|
| | | ation | |
| A. | Ibadan North | Immanueal Coll. Pry School, 1 C & S New Eden Pry School, 1 St. John's, Agodi | 3 |
| B. | Ibadan North East | I.M.G School 1, Beyerunka C&S Basic School 1 Adelagun School 1 | 3 |
| C. | Ibadan North West | St. Josephs School 2 Baptist School 3, Idikan | 2 |
| D. | Ibadan South East | I.M.G School 6 Eleta St. Luke Demonstration School 1 | 2 |
| E. | Ibadan South West | Ibadan Municipal Government Pry School 2 Idi Iroko St. Therasas Catholic school Oke Ado | 2 |
| G. | Ogo-Oluwa | Methodist School, Mosunmaje C.P.S Pontela Akinola | 2 |
| H. | Ogbomosho North | School for the Blind | 1 |
| | | Total =7 | |

15

Source¹**3.4 Instruments for Data Collection**

A mixed-method research approach was used for data collection. For effective data collection, a one-on-one semi-structured interview guide and questionnaire survey method were used to elicit information from the respondents. Every scientific research involves the

collection of pertinent data. In the quantitative research approach, 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. This section gathered data for the public primary teachers' job performance (dependent variable), digital leadership, innovation and strategic skills (independent variables).

Section C contained items of fixed response type. Here, respondents ticked appropriately from the items of fixed response type. This section determined the acceptance or rejection of hypotheses. It gathered data for the combined influence of public primary school administrator's digital leadership, innovation and strategic skills on teachers' job performance, the relative influence of public primary school administrator's digital leadership, innovation and strategic skills on teachers' job performance, the significant influence of public primary school administrator's digital leadership and innovation skills on teachers' job performance, and the significant influence of public primary school administrator's digital leadership and strategic skills on teachers' job performance. In this section, answers to hypotheses poised were determined. In the qualitative research approach, a semi-structured (Open-ended) interview guide titled School Administrators' Interview Guide (SAIG) alongside an audio recorder were used to elicit and record information from the public primary school administrators.

3.5 Validity of the Research Instruments

In the course of this research, both content and face validity were used to indicate the extent to which items adequately measure or represent the content of the traits that the researcher wished to measure. The researcher gave the instruments to an expert on question construction, who ensured that the survey did not contain common errors such as leading, confusing or double-barreled questions as face validity. The researcher also gave the instruments to a group familiar with the topic to evaluate if the questions captured the topic successfully.

3.6 Reliability of the Research Instruments

The researcher surveyed twenty-six (26) teachers and two (2) school administrators from a randomly selected ten (10) public primary schools which were not selected in the sampled Local Government Areas of the State (pilot survey). Her intention was to determine the reliability of the instruments. In the course of the quantitative research approach, Cronbach's alpha (internal consistency reliability) was used to determine the score of individual items on the instrument. The Alpha coefficient for fifty-six (56) items is 0.985, suggesting that the items have an excellent internal consistency. In the case of qualitative research, comparison of data was used to determine the reliability of the instrument titled School Administrator's Interview Guide (SAIG). The results obtained from the respondents in different public primary schools (school administrators) were compared for consistency.

3.7 Administration of the Instruments

The researcher alongside with her two trained research assistants adopted a physical method in administering the research instruments to the respondents. They ensured that each of the instruments were administered to the respondents on a one-on-one basis. SAIG was

administered to the selected public primary school administrators and TQ was administered to the public primary school teachers.

3.8 Methods of Data Collection

This involves the methods used to collect data from the respondents. Both open-ended interview guide and questionnaire were used in this study. The researcher engaged herself alongside her research assistants in the semi-structured interview: defined her objectives as stated, choose her appropriate respondents, decided how to conduct the interview, decided how to recruit her respondents, made a list of questions (semi-structured questions where a list of questions would be raised in line with the study's objectives) and finally decided who to carry out the semi-structured interview (researcher and her assistant). In the case of the structured questionnaire, the researcher alongside her research assistants, administered and retrieved the copies of the instrument to/from the sample population from the selected schools in the seven Local Government Areas of the three senatorial districts in Oyo State.

3.9 Methods of Data Analysis

Since this study used a mixed method approach, each of the approaches also used different data analyses. For the quantitative research, descriptive statistics such as frequency, mean, standard deviation, graph and percentage were employed to measure sections A and B of the structured questionnaire. An inferential statistical tool known as Multiple Linear

Regression Analysis was employed to determine the acceptance or rejection of each of the hypothesis at 5% level of significance. For the qualitative research, content analysis method took the form of interviewing, recording and transcribing the information using a converter known as TurboScibe.ai to give details of the respondents based on the study's research objectives.

3.10 Ethical Approval

The researcher requested for a letter of research consent from the head of the department (Arts & Social Science Education) to the Executive Chairman of State Universal Basic Education Board, Agodi, Ibadan, to retrieve data from the sampled schools and approval of respondents' participation in the seven (7) selected Local Government Areas which is in line with the research conduct of Lead City University, Ibadan. The letter consist of the researcher's details, purpose of the study and seek for the respondents' cooperation.

Endnotes

1. C. C. Obadimeji. *Digital Leadership, Communication and Decision-making Styles as Determinants of Public Primary School Teachers' Job Performance in Oyo State*, Lead City University (Ibadan) Master's Thesis, 2021
2. Ibadan North Educational School Board, *List of Schools and Teachers Population*, Agodi, Ibadan, 2024
3. Ibadan North West Educational School Board, *List of Schools and Teachers Population*, LG Secretariat, Onireke, Dugbe, Ibadan, 2024
4. Ibadan North East Educational School Board, *List of Schools and Teachers Population*, LG Secretariat, Iwo Road, Ibadan, 2024
5. Ibadan South East Educational School Board, *List of Schools and Teachers Population*, LG Secretariat, Mapo Hill, Ibadan, 2024
6. Ibadan South West Educational School Board, *List of Schools and Teachers Population*, LG Secretariat, Iyagankun , Ibadan, 2024
7. Ogbomosho North Educational School Board, *Teachers Population*, LG Secretariat, Ogbomosho, Oyo State, 2024
8. Ogo Oluwa Educational School Board, *List of Schools and Teachers Population*, LG Secretariat, Ajawa, Oyo State, 2024

Chapter Four

Results and Discussion of Findings

This chapter shows the results and discusses the findings of the research questions raised and the hypotheses poised. The copies of the questionnaire administered were one thousand three hundred and thirty-six (1,336), and one thousand one hundred and fifteen (1115) retrieved (83%). The analysis is based on the one thousand one hundred and fifteen (1115) with some filled copies of the questionnaire for the quantitative approach.

In the qualitative approach, content analysis took the form of interviewing, recording and transcribing the information using a converter known as TurboScribe.ai to give details of the respondents based on the study's research objectives. This tool was used among fifteen (15) public primary school administrators to identify the relationship of certain words, themes, and concepts in the interview guide. This chapter shall be discussed under the following headings: presentation of demographic data, presentation of research questions, presentation of hypotheses, analysis of qualitative findings (public primary school administrators), and the discussion of findings.

4.1.1 Presentation of Demographic Data

This section represents the demographic information of the respondents which includes respondents' Local Government Area, gender, highest qualification, teaching class, years of experience, and digital tools used by public primary school administrators.

Table 4.1 Demographic Data of Respondents

| S/N | Category | Items | Freq | Per(%) |
|-----|------------------------------|-----------------------|-------------|--------------|
| 1. | Local Government Area | Ibadan South West | 193 | 17.3 |
| | | Ibadan South East | 183 | 16.4 |
| | | Ibadan North East | 194 | 17.4 |
| | | Ibadan North West | 142 | 12.7 |
| | | Ibadan North | 78 | 7.0 |
| | | Ogo-Oluwa | 169 | 15.2 |
| | | Ogbomosho North | 156 | 14.0 |
| | | Total | 1115 | 100.0 |
| 2. | Gender | Male | 213 | 19.1 |
| | | Female | 695 | 62.3 |
| | | Not indicated | 207 | 18.6 |
| | | Total | 111 | 100.0 |
| 3. | Highest Qualification | NCE | 620 | 55.6 |
| | | BEd | 397 | 35.6 |
| | | MEd/ MSc/ M.A | 47 | 4.2 |
| | | Not indicated | 51 | 4.6 |
| | | Total | 1115 | 100.0 |
| 4. | Teaching Class | Basic One | 96 | 8.6 |
| | | Basic Two | 100 | 9.0 |
| | | Basic Three | 93 | 8.3 |
| | | Basic Four | 116 | 10.4 |
| | | Basic Five | 128 | 11.5 |
| | | Basic Six | 135 | 12.1 |
| | | Assistant Head Master | 1 | 0.1 |
| | | Head Master | 14 | 1.3 |

| | | | |
|----|--|-------------|--------------|
| | Yes | 311 | 27.9 |
| | None | 100 | 9.0 |
| | Pre class | 6 | 0.5 |
| | All | 13 | 1.2 |
| | Upper class | 2 | 0.2 |
| | Total | 1115 | 100.0 |
| 5. | Years of Experiences | | |
| | 0-10yrs of Experience | 347 | 31.1 |
| | 11-20yrs of Experience | 176 | 15.8 |
| | 21-30yrs of Experience | 344 | 30.9 |
| | 31-40yrs of Experience | 123 | 11.0 |
| | None | 125 | 11.2 |
| | Total | 1115 | 100.0 |
| 6 | Digital Tool (s) Used by the School Administrator | | |
| | Google Analytic | 71 | 6.4 |
| | Tableau | 143 | 12.8 |
| | Asana | 0 | 0.0 |
| | Google Hangout | 0 | 0.0 |
| | Slack | 0 | 0.0 |
| | Class dojo | 0 | 0.0 |
| | Evernote | 0 | 0.0 |
| | Padlet | 0 | 0.0 |
| | None | 901 | 80.8 |
| | Total | 1115 | 100.0 |

Source: Fieldwork, 2024

The table above depicts the demographic data of respondents. It comprises the Local Government Area, gender, and highest qualification, among others. The first category in table 4.1 is the Local Government Areas used in this study. It shows that Ibadan North East Local Government Area with the highest percentage of 17.4% has the largest number of participants among the selected sample of respondents whose questionnaire were filled and returned. This is followed by Ibadan South West with 17.3% and the least is Ibadan North with the lowest percentage of 7%. This result implies the willingness and readiness of the public primary school teachers in the selected Local Government Area. It implies the importance public primary school teachers attached to the improvement of their job

performance in each selected Local Government Area. This is as a result of the relationship between the public primary school teachers and her Education School (ES) board representatives in each selected Local Government Area.

The second category in table 4.1 is the gender of the respondents used in this study. It indicates that the female gender has the highest percentage than the male counterparts. The female gender has the percentage of 62.3% over the male counterpart with 19.1%. The table also indicates that 18.6% of the respondents did not include their gender. This might be out of sight of the respondents when filling the questionnaire. Gender as a parameter provides a deeper understanding of the roles of each respondent in the school setting. From the same table, the female gender has the highest percentage over the male counterpart. It implies that in Oyo State public primary school, there are more female gendered teachers than the male counterpart. This implies that at the primary school level, pupils still need tender care from their mothers, especially at the first three classes in public primary school (primary one to primary three). This care can be gotten from a female gender, who can stand in the place of a mother in the school setting.

Same table shows the highest qualification of respondents. It indicates that Nigeria Certificate in Education (NCE) has the highest percentage of 55.6%. This is followed by Bachelor in Education (BEd) with the percentage of 35.6% and the least is Master in Education degree (MEd)/Master in Science degree (MSc) or Master of Art degree (MA) with the percentage of 4.2%. This implies that the most qualification obtained by the public primary school teachers is Nigeria Certificate in Education (NCE). It implies that NCE is the minimum qualification requirement needed by the state government in the recruitment

process of qualified teachers in the government primary schools, and as such most public primary school teachers has the minimum qualification requirement.

The table also illustrates the teaching class of the public primary school teachers. It shows that basic six class has the highest percentage of 12.1%, followed by basic five with a percentage of 11.5% and the least is basic three with the percentage of 8.3%. The table indicates that 1.3% of headmasters/mistresses and 0.1% of assistant headmasters/mistresses are also in the classroom as class teachers. This means that the headmasters/mistresses and the assistants headmasters/mistress combines both administrative task and teaching. It implies that there is fewer number of qualified teachers in the selected Local Government Area. 27.9% and 9% of the respondents responded “yes” and “none” to the class column. This could be a way of the respondents making the instrument (questionnaire) more confidential.

Although, classes in public primary schools ranges from nursery one through basic six. Where the nursery section is known as pre-primary classes and the basic section is known as primary school classes. The same table depicts 0.5% of the respondents are in pre-class. Some of the teachers in the pre-class are also teaching at the primary school section. This is the possibility of shortage of public primary school teachers in the public primary schools. 1.2% and 0.2% of the respondents are in all the classes and upper class, respectively. This implies that 1.2% and 0.2% of the public primary school teachers are not in a specific class of theirs. The results shows that that there is a high shortage of qualified teachers in Oyo State public primary schools. The result above indicates that among all the basic classes in Oyo State public primary schools, the basic six class has a class teacher assigned to them. This implies the availability of teachers at the terminal class (Basic six) to impact knowledge

to the pupils. This is as a result of the importance the state government attached to the performance of pupils at the terminal class. It translates the importance of teachers in the teaching class basic six which could invariably dictates the academic performance of pupils in the state.

The years of individual teacher differ. Table 4.1 also depicts the years of experience of individual teachers in the selected Local Government Area. It indicates that 0–10 years of experience has the highest percentage of 31.1%, followed by 21–30 years of experience with the rate of 30.9% and the least is 31–40 years of experience with the rate of 11.0%. From the above, this implies that as of the collection of data for this study, the highest number of experiences of public primary school teachers is between 0–10 years of experience. This is as a result of the recruitment process into the public primary school by the sitting government in Oyo State as at when the data of public primary school teachers was received.

Table 4.1 also depicts the digital tool (s) used by public primary school administrators. It shows that 6.4% of the public primary school administrators uses Google analytic, 12.8% of the public primary school administrators uses tableau. With 80.8%, none of the public primary school administrators uses neither Asana, Google Hangout, Slack, Class dojo, Evernote, nor Padlet digital tools. It implies that with a high percentage of 80.8%, most of the public primary school administrators do not use digital tools in the school setting. This is followed by 12.8% of public primary school administrators who use tableau and the least is Google Analytic with the percentage of 6.4%. This implies that there is the tendency that some public primary school administrators are not digitally inclined in the aspect of usage of digital tools for productivity which can help improve teachers' job performance in the state.

It can be that the school administrators are not aware of some digital tools that can be used to enhance their leadership skills among their subordinates in the school settings.

4.1.2 Presentation of Research Questions

4.1.2.1 **Research Question One:** What is the level of public primary school teachers' job performance in Oyo State?

Table 4.2 Level of Public Primary School Teachers' Job Performance

| 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

Decision Rule: Weighted mean <2.50 means **Low**; 2.50 to 3.00 means **Moderate**; > 3.00 means **High**

Table 4.2 represents the level of public primary school teachers' job performance in Oyo State. It shows that at all times, 57.5% of public primary school teachers completes each task as stated in the curriculum for each subject, 43.6% of public primary school teachers design pupils' learning experiences in subgroups from the curriculum. 54.1% of public primary school teachers improves their knowledge on each subject, 52.9% of public primary school teachers increases their knowledge through additional qualification. 36.8% of public primary school teachers' accesses technology on current issues, 62.8% of public primary school teachers gives personal attention to slow learners in the classroom, 62.7% of public primary school teachers identifies the needs of their pupils and 73.7% of public primary school teachers prepares lesson plans and lesson notes on a particular subject. It implies that, with a percentage of 73.7%, most public primary school teachers prepares lesson plans and lesson notes on a particular subject, followed by public primary school teachers ability to give

personal attention to slow learners in the classroom with a percentage of 62.8% and the least is public primary school teachers ability to access technology on current issues with a percentage of 36.8%.

The outcome also shows some consistency on the mean of the most and least items used on the level of public primary school teachers job performance. With a high mean of 3.63 (S.D=0.7), public primary school teachers prepares lesson plans and lesson notes on a particular subject. This can be that lesson plans and notes are essential tools to teachers for effective teaching-learning activities, which helps the teachers to create a sense of purpose and progress in the classroom. The ability of public primary school teachers to prepare lesson plans and notes on a particular subject enables the teachers to identify the needs of their pupils, with the mean of 3.54 (S.D=0.671) and the least is public primary school teachers' ability to access technology on current issues, having the lowest mean of 3.15 (S.D=0.769). It can be that public primary school teachers are not well paid to get digital devices for their personal use.

From the above, the calculated weighted mean of public primary school teachers' job performance is 3.42 greater than the mean of the Likert scale of 2.50. In other words, calculated weighted mean > Likert scale mean. From the aforementioned, the level of public primary school teachers' job performance in Oyo State is high except for teachers' ability to access technology on current issues which has the lowest percentage of 36.8%. Hence, the level of public primary school teachers' job performance is high.

4.1.2.2 Research Question Two: What is the most used digital leadership skill by public primary school administrators in Oyo State?

Table 4.3.1 Items to Measure the Indices for Digital Leadership Skills by the Public Primary School Administrators in Oyo State

| S/ N | Items ‘My School Administrator’ | AT | OF | ST | NA | Mean | Std |
|---------|--|-----------|-----------|-----------|-----------|------|-------|
| | | Freq(%) | Freq(%) | Freq(%) | Freq(%) | | |
| 1 | identifies digital tools for teaching-learning processes | 293(26.3) | 513(46.0) | 182(16.3) | 127(11.4) | 2.87 | 0.931 |
| 2 | incorporates the use of Norton antivirus on the desktop/ laptop during teaching-learning process | 286(25.7) | 340(30.5) | 190(17.0) | 299(26.8) | 2.55 | 1.139 |
| 3 | communicates with the subordinates to accomplish the goal | 366(32.8) | 531(47.6) | 151(13.5) | 67(6.0) | 3.07 | 0.836 |

| | | | | | | | |
|----------------------|--|-----------|-----------|-----------|---------|-------------|-------|
| 4 | is transparent, unbiased, and sympathetic when communicating with his/her subordinates | 530(47.5) | 376(33.7) | 178(16.0) | 31(2.8) | 3.26 | 0.824 |
| 5 | influences the behaviour of the subordinates in the organisation towards achieving the organisational goals. | 552(49.5) | 354(31.7) | 187(16.8) | 22(2.0) | 3.29 | 0.812 |
| 6 | appreciates the team members on the organisation's achieved goals | 404(36.2) | 578(51.8) | 118(10.6) | 15(1.3) | 3.23 | 0.685 |
| Weighted Mean | | | | | | 3.05 | |

Fieldwork, 2024

Table 4.3.2 Most Used Digital Leadership Skill by the Public Primary School Administrators in Oyo State

| S/N | Items | AT | OF | ST | NA | Mean | Std | Rank |
|-----|--------------------------------------|-----------|-----------|-----------|-----------|------|-------|-----------------|
| | | Freq(%) | Freq(%) | Freq(%) | Freq(%) | | | |
| 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 mind set | 286(25.7) | 340(30.5) | 190(17.0) | 299(26.8) | 3.17 | 0.830 | 3 rd |
| 3. | Ability to inspire team members | 366(32.8) | 531(47.6) | 151(13.5) | 67(6.0) | 3.26 | 0.749 | 1 st |

Fieldwork, 2024

Table 4.3.1 illustrates items to measure the indices for digital leadership skills by the public primary school administrators in Oyo State, and table 4.3.2 depicts the most used digital leadership skill by public primary school administrators in Oyo State. Items in table 4.3.1 are summed up in each indicator that comprises digital leadership skills (Keen eye for right digital tools, communication in whole team mindset, and ability to inspire team members) which results having table 4.3.2. Table 4.3.2 shows clearly the most used digital leadership skill by public primary school administrators in Oyo State.

Table 4.3.2 shows that at all times 25.9% of public primary school administrators' uses keen eye for right digital tools, 25.7% of public primary school administrators' communicates in whole team mindset, 32.8% of public primary school administrators inspires team members towards achieving the organisational goals. This implies that public primary school administrators' have the highest percentage to inspire team members. This implies that most public primary school administrators are self-aware of the importance of achieving the organisational goals, especially the educational goals, as stated in the National Policy of Education (NPE). Hence, the need to inspire every team member arises. This is followed by school administrators' ability to have a keen eye for the right digital tools to use and in managing or improving teachers' job performance. Recall that, from table 4.1, which illustrates that the majority of public primary school administrators do not use digital tools, has affected public primary school administrators' ability to have a keen eye for the right digital tools to use in the school. This has also reflected to the public primary school administrators' ability to communicate in whole team mindset. It means that some school administrators do not carry all the teachers along in communication.

From the table (table 4.3.2), public primary school administrators who use keen eye for right digital tools have the mean of 2.71 (S.D=1.035), followed by public primary school administrators who communicate in whole team mindset with the mean of 3.17 (S.D=0.830) and public primary school administrators who inspire team members with the mean of 3.26 (S.D=0.749). This implies that public primary school administrators who inspire team members have the highest mean with the lowest standard deviation (S.D) of 0.749. The standard deviation indicates how dispersed or clustered the data is around the mean. This is followed by public primary school administrators' ability to communicate in whole team mindset and the least is public primary school administrators who have keen eye for digital tools.

The same table shows consistency in the ability of school administrators to inspire team members, having the highest in percentage and in the mean values. It also depicts some disparities in some mean values and percentage values of responses from the respondents at all times. The mean values only measure the average values of the data of each index of digital leadership skills. The percentage values tells how much of the responses derived from the respondents, which is used as comparison among the responses from the respondents. From the above, the consistency in percentage and in the mean values shows that the most used digital leadership skill by public primary school administrators in Oyo State is the ability of public primary school administrators to inspire team members. Hence, the most used digital leadership skill by public primary school administrators in Oyo State is the ability of public primary school administrators to inspire team members.

4.1.2.3 Research Question Three: What is the most used innovation skill by public primary school administrators in Oyo State?

Table 4.4.1 Items to Measure the Indices for Leadership Innovation Skills by Public Primary School Administrators on Public Primary School Teachers' Job Performance in Oyo State

| S/N | Items school administrator' | 'My | AT | OF | ST | NA | Mean | Std |
|-----|---|---------|-----------|-----------|-----------|---------|------|-------|
| | | Freq(%) | Freq(%) | Freq(%) | Freq(%) | | | |
| 1 | predicts the outcome of his ideas towards achieving the organisational objectives | | 391(35.1) | 560(50.2) | 136(12.2) | 28(2.5) | 3.18 | 0.736 |

| | | | | | | | |
|------------------------|--|-----------|-----------|-----------|---------|-------------|-------|
| 2 | use his/her creativity to think of better ways to complete specific tasks | 357(32.0) | 529(47.4) | 204(18.3) | 25(2.2) | 3.09 | 0.765 |
| 3 | uses problem-solving skills to save money for the organisation | 376(33.7) | 518(46.5) | 192(17.2) | 29(2.6) | 3.11 | 0.775 |
| 4 | uses problem-solving skills to improve efficiency | 344(30.9) | 578(51.8) | 177(15.9) | 16(1.4) | 3.12 | 0.714 |
| 5 | assists his/her subordinates in challenging situations | 488(43.8) | 425(38.1) | 170(15.2) | 32(2.9) | 3.23 | 0.808 |
| 6 | applies his/her existing knowledge in novel situations | 454(40.7) | 462(41.4) | 175(15.7) | 24(2.2) | 3.21 | 0.78 |
| 7 | passionately communicates the organisational goal among his/her subordinates | 386(34.6) | 503(45.1) | 202(18.1) | 24(2.2) | 3.12 | 0.774 |
| 8 | offers a sense of purpose of organisational goals to his/her subordinates | 403(36.1) | 486(43.6) | 187(16.8) | 39(3.5) | 3.12 | 0.809 |
| Weighted Mean | | | | | | 3.15 | |
| Fieldwork, 2024 | | | | | | | |

Table 4.4.2 Most Used Innovation Skill by Public Primary School Administrators on Public Primary School Teachers' Job Performance in Oyo State

| S/ N | Items | AT Freq(%) | OF Freq(%) | ST Freq(%) | NA Freq(%) | Mean | Std | Rank |
|---------|-------------------|---------------|---------------|---------------|---------------|------|-------|-----------------|
| 1. | Imagination | 374(33.5) | 544(48.8) | 170(15.3) | 27(2.4) | 3.14 | 0.751 | 3 rd |
| 2. | Problem-solving | 360(32.3) | 548(49.1) | 184(16.5) | 23(2.0) | 3.12 | 0.745 | 4 th |
| 3. | Critical Thinking | 471(42.2) | 443(39.7) | 173(15.5) | 28(2.5) | 3.22 | 0.794 | 1 st |
| 4 | Flexibility | 395(35.4) | 494(44.3) | 194(17.4) | 32(2.9) | 3.12 | 0.792 | 2 nd |

Fieldwork, 2024

Table 4.4.1 illustrates items to measure the indices for the leadership innovation skills by public primary school administrators on public primary school teachers' job performance in Oyo State. Table 4.4.2 depicts the most used leadership innovation skill by public primary school administrators in Oyo State. Items in table 4.4.1 are summed up in each indicator that comprises leadership innovation skills (imagination, problem-solving, critical thinking, and flexibility) which results having table 4.4.2. Table 4.4.2 shows clearly the most used leadership innovation skill by public primary school administrators in Oyo State.

Table 4.4.2 shows that at all times, public primary school administrators use innovation skills such as imagination with a percentage of 33.5%, problem-solving with a percentage of 32.3%, critical thinking with the percentage of 42.2% and flexibility with a percentage of 35.4%. It also depicts the mean of each leadership innovation skill used by public primary school administrators. It shows that public primary school administrators who use imagination skill have a mean of 3.14 (S.D= 0.751), public primary school administrators who use problem-solving skill have a mean of 3.12 (S.D=0.745), public primary school

administrators who use critical thinking skill have a mean of 3.22 (S.D=0.794) and public primary school administrators who use flexibility skill have a mean of 3.12 (S.D=0.792). This implies that public primary school administrators who use innovation skill such as critical thinking among team members have the highest mean of 3.22, followed by public primary school administrator's ability to use imagination with the mean of 3.14. The least has a tie with problem-solving and flexibility, having a mean of 3.12. This means that most public primary school administrators' use critical thinking to enhance their leadership functions such as in decision-making, and gives them the ability to evaluate information critically. Hence, they are critical thinkers.

The same table shows consistency in the ability of school administrators to use critical thinking among subordinates, having the highest in percentage and in the mean values. It also depicts disparities in some mean values and percentage values of responses from the respondents at all times. The mean values of leadership innovation skills among public primary school administrators' only measures the average value of the data of each index. The percentage values represent the numerator value of a fraction, which tells how much of the responses derived from the respondents. Thus, it provides a clear and concise way to express proportions and making it easier to make comparison among the responses from the respondents. From the above (table 4.4.2), the consistency in percentage and in the mean values of the critical thinking of school administrators shows that the most used leadership innovation skill by public primary school administrators in Oyo State is the critical thinking skill. Although, its standard deviation value (S.D=0.794) is the high among all the indicators used to measure digital leadership strategic skills. However, its S.D value is less than 1. The value of the standard deviation (S.D) shows how clustered the data is to the mean. Hence, the

most used leadership innovation skill by public primary school administrators in Oyo State is the critical thinking skill.

4.1.2.4 Research Question Four: What is the most used strategic skill by public primary school administrators in Oyo State?

Table 4.5.1: Items to Measure the Indices for Leadership Strategic Skills Used by Public Primary School Administrators on Public Primary School Teachers' Job Performance in Oyo State

| S/ N | Items school administrator' | 'My | AT | OF | ST | NA | Mea n | Std |
|---------|---|-----|---------------|---------------|---------------|--------------|----------|-----------|
| | | | Freq(%) | Freq(%) | Freq(%) | Freq(%) | | |
| 1 | takes some preparatory action towards the realisation of the organisational | | 323(29.0) | 600(53.8) | 164(14.7) | 28(2.5) | 3.09 | 0.72 7 |

| | | | | | | | |
|----------------------|--|------------|------------|------------|---------|-------------|-----------|
| | goals | | | | | | |
| 2 | embraces uncertainty, thus he is a risk taker | 309(27.7) | 492(44.2) | 217(19.5) | 96(8.6) | 2.91 | 0.9 |
| 3 | gives possible explanations on the results and findings of his/her research among his subordinates | 430(38.6) | 506(45.4) | 162(14.5) | 17(1.5) | 3.21 | 0.74 1 |
| 4 | makes some recommendations based on the results of his/her findings | 513(46.0) | 456(40.9) | 132(11.8) | 14(1.3) | 3.32 | 0.72 7 |
| 5 | identifies any area where the interests of the subordinates are not aligned with the organisational goal | 444(39.8) | 429(38.5) | 223(20.0) | 19(1.7) | 3.16 | 0.8 |
| 6 | clearly communicates the goals of the organisation to the subordinates | 491(44.0) | 470(42.2) | 138(12.4) | 16(1.4) | 3.29 | 0.73 4 |
| Weighted Mean | | | | | | 3.16 | |

Fieldwork, 2024

Table 4.5.2: Most Strategic Skill Used by Public Primary School Administrators on Public Primary School Teachers' Job Performance in Oyo State

| S / N | Items | AT | OF | ST | NA | Mean | Std | Rank |
|-------------|---|-----------|-----------|-----------|----------|------|-------|------|
| | | Freq(%) | Freq(%) | Freq(%) | Freq(%) | | | |
| 1 | Anticipating | 316(28.3) | 546(49.0) | 190(17.0) | 63(5.6) | 3.00 | 0.814 | 3rd |
| 2 | Interpreting | 472(42.3) | 481(43.1) | 147(13.2) | 15(1.3) | 3.27 | 0.734 | 1st |
| 3 | Aligning vision with subordinates goals | 467(41.9) | 450(40.4) | 180(16.1) | 18(1.6) | 3.23 | 0.767 | 2nd |

Fieldwork, 2024

Table 4.5.1 displays items to measure the indices for leadership strategic skills used by public primary school administrators on public primary school teachers' job performance in Oyo State. Table 4.5.2 depicts the most used leadership strategic skill by public primary school administrators in Oyo State. Items in table 4.5.1 are summed up in each indicator that comprises leadership strategic skills (anticipating, interpreting, and aligning vision with subordinates' goals) which results having table 4.5.2.

Table 4.5.2 shows clearly the most used leadership strategic skill by public primary school administrators in Oyo State. Table 4.5.2 shows that at all times 28.3% of public primary school administrators anticipates the outcomes of their ideas, thus are seen as risk-takers. 42.3% of public primary school administrators interpret the outcome of their findings and possibly gives explanation on the results of their findings among the subordinates. 41.9% of public primary school administrators align vision with the subordinates' goals. This implies that public primary school administrators who interpret and make recommendations of their findings have the highest percentage of 42.3%. They are followed by public primary school administrators that align vision with the subordinates' goals with a percentage of

41.9%. And the least is public primary school administrators who anticipate ideals with the subordinates towards achieving the organisational goals with a percentage of 28.3%.

Table 4.5.2 also reveals that public primary school administrators who anticipate ideas among the subordinates towards achieving the organisational goals have the mean of 3.00 (S.D=0.814), followed by public primary school administrators who interpret results and findings or possibly makes recommendations based on the findings with the mean of 3.27 (S.D=0.734) and public primary school administrators who align vision with subordinates goals with the mean of 3.23 (S.D=0.767). Interestingly, the placement position (ranks) of the percentage values of the most used public primary school administrators' strategic skill at all times and its mean values are the same and its S.D is the lowest among all the indicators used to measure digital leadership strategic skills. Low value of standard deviation (S.D) shows how clustered the data is to the mean. Hence, the most used strategic skill by public primary school administrators on public primary school teachers' job performance in Oyo State is interpreting of information among the subordinates.

4.1.3 Presentation of Test of Hypotheses

The five null hypotheses were formulated in this study and tested at a 0.05 level of significance. Multiple linear regression was the statistical tool used to test the null hypotheses.

H₀₁: There will be no combined significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State.

Table 4.6: Summary of Regression Model Showing the Combined Significant Influence of Public Primary School Administrators' Digital Leadership,

Innovation, and Strategic Skills on Public Primary School Teachers' Job Performance in Oyo State

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .861 ^a | .741 | .740 | 2.50896 |

a. Predictors: (Constant), Strategic Skill, Digital Leadership Skill, Innovation Skill

ANOVA^a

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|------|-------------|----------|-------------------|
| 1 | Regression | 19955.367 | 3 | 6651.789 | 1056.694 | .000 ^b |
| | Residual | 6974.754 | 1108 | 6.295 | | |
| | Total | 26930.121 | 1111 | | | |

a. Dependent Variable: Public primary school teachers' job performance in Oyo State

b. Predictors: (Constant), Strategic Skill, Digital Leadership Skill, Innovation Skill

Source: Fieldwork, 2024

Where "R" is the correlation coefficient value of 0.861

R² is the coefficient of determination of 0.741

Adjusted R square (Adj R²) is the adjusted version of R² of 0.740

Std. Error of the Estimate of 2.50896

Table 4.6 reveals that the F test value of 1056.694 is significant ($p < 0.05$), thus, the null hypothesis is rejected. In other words, the table above shows that there is a combined significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State.

From the table 4.6 above, the correlation coefficient value (R) = 0.861. Where R is the correlation, which measures the direction and strength of a relationship between two or more variables (dependent and independent variables) whose value is between +1 and -1. The

correlation coefficient value of 0.861 implies that there exist a positive, strong relationship between the dependent and the independent variables. R^2 is the coefficient of determination of the statistical measure in a regression model that determines the proportion of variance in the dependent variable that can be explained by the independent variables. The value of R^2 either increase or remain the same when new predictors such as the independent variables are added to the model. In other words, the proportion of variance of the dependent variable (teachers' job performance) that can be explained by the independent variables (digital leadership, innovation and strategic skills) (R^2) = 0.741.

Adjusted R^2 is a modified version of R^2 that accounts for predictors such as the independent variables that are not significant in the regression model. It shows whether adding additional predictors improves a regression model. It tells how well the regression model fits the observed model. From the table, the adjusted R^2 =0.740. This implies that approximately 74% of the data fits the regression model. This implies that 74% of the public primary school teachers' job performance in Oyo State is determined by the combination of digital leadership, innovation and strategic skills. But from the findings in this study, school administrators who carry out thorough examination to decide on the type of digital tool to incorporate in the teaching-learning process and connects with subordinates through technology will improve public primary school teachers' job performance in Oyo State. This also implies that school administrators who adapt to changing industry trends and achieving success regardless of the circumstances and use innovative ways to lead and develop subordinates will improve public primary school teachers' job performance in Oyo State. Oyo State public primary school administrators who interpret circumstances of the organisation and reaches a common ground and buy-in of the subordinates will improve public primary school teachers' job performance in Oyo State. This can be that public

primary school administrators' take time and regularly interpret the national goals of education as stated in the National Policy of Education (NPE) to their subordinates. The table shows that the t-value of each variable is higher than the critical values from a confidence level of 95%. This indicates that the coefficient is statistically significant. Hence, there is a combined significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State.

H₀2: There will be no relative significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State.

Table 4.7: Summary of Regression Model Showing the Relative Significant Influence of Public Primary School Administrators' Digital Leadership, Innovation, and Strategic Skills on Public Primary School Teachers' Job Performance in Oyo State

| Model | Coefficients ^a | | | | |
|--------------------------|-----------------------------|------------|---------------------------|--------|------|
| | Unstandardised Coefficients | | Standardised Coefficients | | Sig. |
| | B | Std. Error | Beta | T | |
| 1 (Constant) | 2.157 | .441 | | 4.888 | .000 |
| Digital Leadership Skill | .440 | .050 | .311 | 8.826 | .000 |
| Innovation Skill | .161 | .046 | .116 | 3.494 | .000 |
| Strategic Skill | .505 | .043 | .466 | 11.796 | .000 |

a. Dependent Variable: Public primary school teachers' job performance in Oyo State

Fieldwork, 2024

Table 4.7 analyses the relative significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job

performance in Oyo State. It reveals that the values of all the independent variables (digital leadership, innovation and strategic skills) are significant ($p < 0.05$). It also shows the unstandardised and the standardised coefficients of the variables.

From the unstandardised coefficients, where the dependent variable Y (public primary school teachers' job performance) is being influenced by the independent variables X (digital leadership, innovation and strategic skills), beta (β) in each of the independent variables reveals the effect unit change of the independent variables of X (digital leadership skill=0.440, innovation skill=0.161, and strategic skill =0.505). This implies that a change in digital leadership skill on the dependent variable gives the result as 0.440 and so on.

However, the standardised coefficient reveals that the three independent variables (digital leadership, innovation and strategic skills) have a very low measure of strength and direction on the dependent variable (public primary school teachers' job performance). It shows that the leadership strategic skill, with $\beta = 0.466$ is the most important independent variable of public primary school administrators on public primary school teachers job performance in Oyo State. This explains the effect of each of the independent variable (digital leadership, innovation and strategic skills) on the dependent variable (public primary school teachers' job performance in Oyo State). It explains that digital leadership, innovation and strategic skills could be germane towards public primary school teachers' job performance.

More so, the table indicates that the three independent variables are significant on the dependent variable. Nevertheless, among each of the independent variables, only leadership strategic skill is predominant. Table 4.7 shows that the t-value of each variable is higher than the critical values from a confidence level of 95%. This indicates that the coefficient is

statistically significant. Hence, the null hypothesis which states that there will be no relative significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State is rejected. In other words, there is a relative significant influence of public primary school administrators' digital leadership, innovation and strategic skills on public primary school teachers' job performance in Oyo State.

H₀₃: There will be no combined significant influence of public primary school administrators' digital leadership and innovation skills on public primary school teachers' job performance in Oyo State.

Table 4.8: Summary of Regression Model Showing the Combined Significant Influence of Public Primary School Administrators' Digital Leadership and Innovation Skills on Public Primary School Teachers' Job Performance in Oyo State

| Model Summary | | | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|--|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
| 1 | .842 ^a | .708 | .708 | 2.66064 | | |

| ANOVA^a | | | | | | |
|--------------------------|------------|----------------|------|-------------|----------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 19079.508 | 2 | 9539.754 | 1347.613 | .000 ^b |
| | Residual | 7850.613 | 1109 | 7.079 | | |
| | Total | 26930.121 | 1111 | | | |

a. Dependent Variable: Public primary school teachers' job performance in Oyo State

b. Predictors: (Constant), Innovation Skill, Digital Leadership Skill

Source: Fieldwork, 2024

Where "R" is the correlation coefficient value of 0.842

R² is the coefficient of determination of 0.708

Adjusted R square (Adj R²) is the adjusted version of R² of 0.708

Std. Error of the Estimate of 2.66064

Table 4.8 specifies that the F test value of 1347.613 is significant ($p < 0.05$), thus, the null hypothesis is rejected. In other words, the table above shows that there is a combined significant influence of public primary school administrators' digital leadership, and innovation skills on public primary school teachers' job performance in Oyo State.

From table 4.8 above, the correlation coefficient value (R) = 0.842 implies that there exist a positive, strong relationship between the dependent and independent variables. The proportion of variance of the dependent variable (public primary school teachers' job performance) that can be explained by the independent variables (digital leadership, and innovation skills) (R^2) = 0.708.

Interestingly, the same table reveals that $R^2 = \text{adjusted } R^2 = 0.708$. It implies that when new predictors such as the independent variables (digital leadership, and innovation skills) are added to the model, the coefficient of determination (R^2) of the statistical measure in a regression model remains the same with the adjusted R^2 . That is, the proportion of variance of the dependent variable that can be explained by the independent variables fits the model observed. It means that the predictors such as the independent variables (digital leadership, and innovation skills) are significant on the dependent variable. It implies that approximately 71% of the data fits the regression model. This implies that 71% of the public primary school teachers' job performance in Oyo State is determined by the combination of digital leadership, and innovation skills. The study reveals that school administrators who determine when to incorporate the use of digital tool in the teaching-learning process and revises his/her plans to incorporate new innovations in the school settings will improve public primary school teachers' job performance in the state. The table shows that the t-value of each variable is higher than the critical values from a confidence level of 95%. This

indicates that the coefficient is statistically significant. Hence, there is a combined significant influence of public primary school administrators’ digital leadership, and innovation skills on public primary school teachers’ job performance in Oyo State.

H₀₄: There will be no combined significant influence of public primary school administrators’ digital leadership and strategic skills on public primary school teachers’ job performance in Oyo State.

Table 4.9: Summary of Regression Model Showing the Combined Significant Influence of Public Primary School Administrators’ Digital Leadership and Strategic Skills on Public Primary School Teachers’ Job Performance in Oyo State

| Model Summary | | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| 1 | .859 ^a | .738 | .737 | 2.52255 | |

| ANOVA^a | | | | | | |
|--------------------------|------------|----------------|------|-------------|----------|-------------------|
| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
| 1 | Regression | 19878.250 | 2 | 9939.125 | 1561.950 | .000 ^b |
| | Residual | 7063.240 | 1110 | 6.363 | | |
| | Total | 26941.490 | 1112 | | | |

a. Dependent Variable: Public primary school teachers’ job performance in Oyo State

b. Predictors: (Constant), Strategic Skill, Digital Leadership Skill

Fieldwork, 2024

Where “R” is the correlation coefficient value of 0.859

R² is the coefficient of determination of 0.738

Adjusted R square (Adj R²) is the adjusted version of R² of 0.737

Std. Error of the Estimate of 2.52255

Table 4.9 clarifies that the F test value of 1561.950 is significant (p <0.05), thus, the null hypothesis is rejected. In other words, the table above shows that there is a combined

significant influence of public primary school administrators' digital leadership, and strategic skills on public primary school teachers' job performance in Oyo State.

The same table reveals the correlation coefficient value (R) as 0.859. Where R is the correlation, which measures the direction and strength of a relationship between two or more variables (dependent and independent variables) whose value is between +1 and -1. The correlation reveals the existence of a positive, strong relationship between the variables.

Table 4.9 reveals that $R^2 > \text{adj } R^2$. The proportion of variance of the dependent variable (public primary school teachers' job performance) that can be explained by the independent variables (digital leadership, and strategic skills) (R^2) = 0.738. Same table reveals that the adjusted R^2 value=0.737. This implies that approximately 74% of the data fits the regression model. This implies that 74% of the public primary school teachers' job performance in Oyo State is determined by the combination of digital leadership, and strategic skills. The study reveals that school administrators who provide subordinates with a supportive environment that inspires them to work and communicates the organisational goals with the subordinates early will improve public primary school teachers' job performance in Oyo State. The table shows that the t-value of each variable is higher than the critical values from a confidence level of 95%. This indicates that the coefficient is statistically significant. Hence, there is a combined significant influence of public primary school administrators' digital leadership, and strategic skills on public primary school teachers' job performance in Oyo State.

H₀₅: There will be no combined significant influence of public primary school administrators' innovation skill and strategic skill on public primary school teachers' job performance in Oyo State.

Table 4.10: Summary of Regression Model Showing the Combined Significant Influence of Public Primary School Administrators' Innovation Skills and Strategic Skills on Public Primary School Teachers' Job Performance in Oyo State

| Model Summary | | | | | | |
|----------------------|-------------------|----------|-------------------|----------------------------|--|--|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | | |
| 1 | .850 ^a | .723 | .722 | 2.59449 | | |

a. Predictors: (Constant), Strategic Skill, Innovation Skill

| ANOVA^a | | | | | | |
|--------------------------|------------|----------------|------|-------------|----------|-------------------|
| Model | | Sum of Squares | df | Mean Square | F | Sig. |
| 1 | Regression | 19465.001 | 2 | 9732.501 | 1445.836 | .000 ^b |
| | Residual | 7465.120 | 1109 | 6.731 | | |
| | Total | 26930.121 | 1111 | | | |

a. Dependent Variable: Public primary school teachers' job performance in Oyo State

b. Predictors: (Constant), Strategic Skill, Innovation Skill

Fieldwork, 2024

Where "R" is the correlation coefficient value of 0.850

R² is the coefficient of determination of 0.723

Adjusted R square (Adj R²) is the adjusted version of R² of 0.722

Std. Error of the Estimate of 2.59449

Table 4.10 reveals that the F test value of 1445.836 is significant ($p < 0.05$), thus, the null hypothesis is rejected. In other words, the table above shows that there is a combined significant influence of public primary school administrators' innovation, and strategic skills on public primary school teachers' job performance in Oyo State.

Table 4.10 reveals the correlation coefficient value (R) as 0.850. Where R is the correlation, which measures the direction and strength of a relationship between two or more variables (dependent and independent variables) whose value is between +1 and -1. The correlation coefficient reveals the existence of a positive, strong relationship between the variables. The table reveals that $R^2 > \text{adj } R^2$. The proportion of variance of the dependent variable (public primary school teachers' job performance) that can be explained by the independent variables (leadership innovation, and strategic skills) (R^2) = 0.723. Same table reveals the adjusted R^2 value=0.722. This implies that approximately 72% of the data fits the regression model. It implies that 72% of the public primary school teachers' job performance in Oyo State is determined by the combination of digital leadership, and strategic skills.

This study reveals that school administrators who exercise the patience to step back and see the problem at hand through broaden observation and elicits information from a given data will improve public primary school teachers' job performance in Oyo State. The table shows that the t-value of each variable is higher than the critical values from a confidence level of 95%. This indicates that the coefficient is statistically significant. Hence, there is a combined significant influence of public primary school administrators' leadership innovation, and strategic skills on public primary school teachers' job performance in Oyo State.

4.1.4 Analysis of Qualitative Findings (Public Primary School Administrators)

The qualitative findings is based on research questions two, three and four respectively which can be used to describe the public primary school administrators.

Research Question Two: What is the most used digital leadership skill by public primary school administrators in Oyo State? Below were the summary of responses from the fifteen respondents on each item:

Item One

What type of digital tool(s) do you mostly use in communicating among the teachers in the school?

Respondents

Some respondents state that they use WhatsApp group chat with the aid of their phones, most of the school administrators do not use any digital tool because the government does not give them. However, they mostly use physical communication.

Item Two

How often do you communicate with the teachers to accomplish the set goals?

Respondents

Few school administrators communicates regularly with the teachers to accomplish the set goals, some communicates three times a week while other communicates when the need arises especially if there is an information from the government.

Item Three

How frequently do you influence the behaviour of the teachers in the school towards achieving the stated objectives of the National Policy of Education?

Respondents

“Anytime we have any teacher that performs well, we give them appraisal among others. Normally, if any teachers misbehave in the school or have an issue, we normally sit them down in the office and talk to them. After that, we advise them to follow the normal school setting. Some school administrators said most times, we move around the classes. We do not sit down in the office alone. We move around, we check them. Because we even went for one seminar which has influenced us on how to influence our teachers. So we move around to see how the technique of that seminar could influence the behaviour of the teachers. Other school administrators says, we move around and check the lesson notes of the teachers if it is well-prepared. Then we check whether the lesson notes are prepared according to the school plans”.

Research Question Three

Item One

How often do you predict the outcome of your ideas toward achieving the organisational objectives?

Respondents

“Most of the public primary school administrators said, “at times, the predicted outcome of their ideas is done every day. In that area, it depends on the stated objectives we are to achieve at the end. So, we have to follow some steps by manipulating those stated objectives. By giving them some experiences that we have been teaching them. Normally, it should be on a daily basis. Everybody will know their own rights in the school setting. An anonymous among the school administrator said that in most cases, our ideas help in achieving the organisational goals. What I can say is that, you know, we cannot even depend on that curriculum alone. We go out, and search. Even with our phone, we can search on this. So any useful information that can help the teacher, we pass it to them. It helps. Because when we bring the ideas together, and we make use of it, we have better results”.

Item Two

How habitually do you use problem-solving skill to improve efficiency among the teachers in the school?

Respondents

“We use problem-solving skill frequently to improve efficiency among the teachers in the school. We normally have a morning devotional briefing among the teachers. So if we have anyone that is not doing as expected, we discuss it generally among ourselves. We may even talk about it that we will not go into personality by mentioning the teacher's name among others. So that they will not be looking at themselves. Who are they talking about? Who is the person that we are not mentioning?”. In most cases, problem-solving skill is used when

the need arises. Very few school administrators reports that there is no instrument for problem-solving. “We normally call the teachers and talk to them together in the office or in the standing meeting. After that, we make sure that everybody takes note of everything we have discussed with them”. Some school administrators agree that the use of problem-solving skill pertains to the nature of their work. “Because we cannot be looking at them doing another thing that will affect us. We call their attention, this is the right thing, let's do this. We may shout, too. At the end of the day, we come back, we agree together and everything will be settled”.

Item Three

How frequently do you apply your existing knowledge in novel situations?

Respondents

“Nearly every day. “We have moved around the classroom this morning. After talking to the teachers in the standing meeting, they have now realised how the work is being done in the class. Since we have the previous knowledge about the situation, we have to apply it. We have to apply it by following the steps and renovating and re-creating and forming other steps”. Take for example now, a classroom teacher who later becomes a school administrator will have gathered some experiences in the classroom settings and applies such experiences where necessary. So, if you want them to work well, you have to be friendly with the teachers. Knowledge is not static, you can get experience from other classroom teachers and apply where necessary”.

Item Four

How regularly do you offer a sense of purpose of the organisational goals to the teachers' sense of purpose of the organisational goals to the teachers?

Respondents

Most of the public primary school administrators reports that they regularly offer a sense of purpose of the organisational goals to the teachers. For instance, a school administrator explains that “anytime we have set objectives, we have to disseminate it to the teachers. As we are sitting there, if we have any information, like the meeting we are having online, we have some things that concern them. Maybe immediately after this meeting, I have to call them. We meet in the office, like 5–10 minutes to disseminate information to them”. Other school administrators reports that sense of purpose of the organisational goals is being disseminated to the teachers when the need arises. For instance, if “we” receive any information from the government, “we” disseminate the information to the teachers.

Research Question Four: What is the most innovation skill used by public primary school administrators on public primary school teachers' job performance in Oyo State?

Item One

How often do you embrace uncertainty towards the smooth running of the organisation?

Respondents

“We always embrace uncertainty towards the smooth running of the organisation. God has being helping us, and He will continue to help us. We are just embracing each other towards individual characters”.

Item Two

How habitually do you recommend your teachers for promotion based on their job performance?

Respondents

Promotion, teachers' promotion, is mostly done by the government. Promotion is not for head teachers in the office here. We have it at the local government level, the SUBEB, and the UBEB. So, we normally have interviews or written work on promotion basis for the teachers.

Item Three

How often do you identify area (s) of interest of the teachers in the school?

Respondents

“We regularly identify their areas of interest of our teachers and give them the platform to display it. In most cases, we study the teachers' ability in the school settings. An anonymous among the public primary school administrators cites an example, like in our school here, we have two or three teachers that have more interest in morning devotion. Anytime they are attending to the pupils during the morning devotion on the assembly, the pupils will be very happy. Even the teachers will be dancing together with them. We have a cultural group. Those people are in sets of that group. They are taking care of the pupils. Some teachers are good at reading novels. So, we have a literary and creative society among the learners. And those people are in the charge. So, it is what you discover in the teacher that will let you know which office to put them”. That's very good.

4.2 Discussion of Findings

Recall that this study used a mixed method (qualitative and quantitative) approach to elicit information from the respondents. In the quantitative research approach, copies of the questionnaire were administered to the respondents (public primary school teachers in Oyo State) to elicit information and establish facts and answers to both research questions and hypotheses. The structured interview guide was administered to the public primary school administrators in Oyo State to validate responses derived from the copies of the filled questionnaire. Findings reveal some comparison between the structured interview guide by the public primary school administrators in Oyo State and the filled-out public primary school teachers' questionnaire from each sampled school.

Table 4.1 illustrates the local government area that participated the most from the sampled local government area. It reveals that with the rate of 17.4%, Ibadan North East has the highest population of public primary school teachers in Oyo State who participated in filling out the questionnaire. It indicates the importance public primary school teachers attach to the improvement of their job performance. Likewise, it also reflects the relationship that exists between the Educational School (ES) board administrator and the teachers in Ibadan North-East. Furthermore, it implies that there is a relative positive relationship between the ES administrator and the public primary school teachers in Ibadan, North East of the state.

The same table depicts the gender among the public primary school teachers in Oyo State that participated the most in the exercise. It reveals that with a rate of 62.3%, the female-gendered participated the most over the male counterpart. This means that the female-gendered public primary school teachers are more populated than their male counterparts. It may be that the female-gendered stands as locus parentis to the pupils. It implies that the

teaching profession at the public primary school gives some female gender the opportunity to combine their job and home.

Table 4.1 also shows the highest qualification of respondents. The table reveals that NCE, with a rate of 55.6% over other qualifications, is mostly used. This means that 55.6% of Oyo State public primary school teachers have NCE. This implies that a teacher is a professional who has acquired some qualifications in the teaching field. It relates to the findings that teachers are also competent and knowledgeable professionals who have obtained certification in the Nigeria Certificate in Education (NCE), a bachelor's degree in education (BEd), and a master's degree in education (MEd), among others¹. This negates the previous findings that state that the Bachelor of Education (B.Ed.) is mostly used among the public primary school teachers in the state⁸. This can be as a result of how the instrument was administered and retrieved from the respondents during the previous study. The change in the current findings of public primary school teachers mostly using qualifications can be as a result of the directives the researcher received from the executive chairman of the State Universal Basic Education Board (SUBEB), the Educational State (ES) board administrators, school administrators, and the teachers in giving their support to the research.

In addition, table 4.1 also illustrates the teaching class of the public primary school teachers. It shows that the basic six-class has the highest number of trained teachers. Despite that, the same table depicts that some school administrators, such as the school headmasters/mistresses, are still involved in classroom teaching-learning activities. This means that there is the possibility of an insufficient supply of trained public primary school teachers in the state. It implies that the state government knows the consequence of not

having trained teachers in the terminal class (Basic Six). Hence, the possibility of deploying more teachers in handling the terminal class as against other classes.

The same table depicts the years of experience of individual teachers in the selected local government area. It shows that most public primary school teachers in the state have 0–10 years of experience. It tells of the possibility of the recruitment of Oyo State public primary school teachers in the state by the state government as at when the data of the teachers was received.

Aside from that, it depicts the digital tool(s) used by public primary school administrators. It reveals that very few school administrators use digital tools with their subordinates, and most school administrators do not use any digital tools at all. It may be that some school administrators are not aware of some digital tools that can be used to enhance their leadership skills among their subordinates in the school settings. This finding is in tandem with the qualitative finding of this study, which holds that most of the school administrators do not use any digital tools because “they are not given by the government.” They mostly use physical communication with the teachers. Although this finding negates the study on digital leadership and public primary school teachers’ jobs, which affirms that public primary school administrators are moderately digitalised in the use of computer technology in communication and decision-making among their subordinates and the internet to access information relating to educational issues⁸. However, in the usage of digital tools such as Slack, Padlet, and Class Dojo, just to name a few, public primary school administrators are not digitalised at all.

Public primary school teachers are professionals who take teaching as an occupation. Teaching is the transfer of knowledge from the experienced to the inexperienced. A teacher

is a professional who has undergone the rudiments and practices of teaching and learning. A teacher not just impacts knowledge to the learners but has some other specific roles towards teaching-learning activities, such as preparing lesson plans and lesson notes on a particular subject, giving personal attention to slow learners in the classroom, identifying the needs of his/her pupils, completing each task as stated in the curriculum for each subject, improving his/her knowledge on each subject, increasing his/her subject knowledge through additional qualification, designing pupils' learning experiences in subgroups from the curriculum, and accessing technology on current issues, just to mention a few.

Table 4.2 indicates that among all the roles carried out by teachers in the school, teachers' lesson notes and lesson plans on a specific subject are germane. This is in support of the findings that a teacher is an individual who engages in planned and structured teaching-learning activities in a supportive environment². Designing learning experiences gives the teachers the step-by-step activities of both the teachers and the pupils on a specific subject. The learning experience is further broken down into lesson plans and notes. Lesson notes and lesson plans are blueprints that help teachers navigate teaching and learning activities. It is a written document that describes the activities of the teacher and pupils during the teaching and learning process. Lesson notes assist teachers in planning classroom instruction. A teacher should keep notes to help them keep track of what they're teaching. A lesson note is a daily note from a teacher. It provides an idea of what was taught by the teacher in the classroom. For instance, a teacher may be unavoidably absent from a school due to ill health and any unforeseen circumstances. The lesson notes will serve as a guide for any other teacher to use during teaching-learning activities. Thus, both the lesson notes and lesson plan in teaching are irreplaceable. The daily writing of the lesson notes by the teachers

also helps the teacher to identify the needs of his/her pupils. This is in support of the findings, which suggest that "a teacher is an individual who strives to educate, learn, inspire, and influence positive change in the learners"³. The lesson note preparation also gives room for the teacher to give personal attention to slow learners in the classroom. In other words, the teacher assists slow learners in the classroom.

Every pupil has the capability to learn. In the classroom settings, there are various kinds of learners, such as the gifted, average, and slow learners. It is the duty of the teacher as a professional to guide and motivate learners to arouse new desire and interest. It is also the duty of a teacher to provide motivation for effective teaching-learning activities. Teachers can achieve this goal through the repetition of the same topic differently. Teachers can also achieve this goal through the creation of a friendly environment for the pupil, giving special attention to the pupils, and provision of instructional material to aid retention, among others. This is in line with the study that a teacher is a person who assists learners in acquiring knowledge, abilities, and virtues⁴.

Learning is a relative change in behaviour due to experience. For a teacher to create and influence a positive change in learners, it implies that such a teacher must identify the needs of the pupils. This change will only be effective through the daily writing of the lesson notes. For example, writing a lesson note every day will assist the teacher in identifying pupils who are not well-versed in a particular subject, such as maths. The daily lesson notes, which serve as a guide for the teachers, will assist the teacher in identifying the needs of the pupils and using a specific methodology to meet their needs. Teachers are expected to complete all tasks as specified in the curriculum for each subject. A curriculum is the planned experiences that take place in a classroom setting. It encompasses an individual's entire learning experience. It

outlines what will be taught (from basic to advanced, from well-known to unknown), how teachers and pupils will participate in being taught, and what resources will be used to support the teaching-learning process.

A well-designed curriculum breaks down each topic that the teacher will cover each week for a given term. Teachers are expected to meet all curriculum requirements by selecting the exact subject to teach, executing the lesson, and monitoring the teaching-learning activities through evaluation procedures. This finding supports the idea that a teacher is a flexible person who has given himself a certain amount of competence to help him deal with the task of teaching and learning⁵. Additionally, it supports the idea that a teacher is a qualified person who teaches pupils skills or knowledge⁶.

A teacher who imparts knowledge to the pupils is seen as a role model and will improve his/her knowledge on each subject through feedback from pupil evaluation, additional qualification, workshops, seminars, and collaboration with other teachers in the same field. It can also be the collaboration with teachers in other fields. This is in support of the findings that, among other things, teachers may entail attending seminars and conferences, staying up to date on the latest research in their field of expertise, and collaborating with other educators to exchange best practices and learn from one another⁷.

The least is teachers' ability to access technology on current issues, with a rate of 36.8%. It was observed that some teachers do not have access to technology on current issues. In this context, technology is the digital device and tools that would aid teaching-learning activities. This means that some teachers are not financially buoyant to get these technologies. As a leader, you cannot give what you do not have. School administrators' inability to identify suitable digital tools can affect teachers' ability to access some current issues or

information. It can also be that teachers are not well paid to cater for their basic needs, which may have led to the overreliance of the teachers on the government to meet their needs. In this era of digitalisation, the use of technology is a necessity and important for effective teaching-learning activities. Change is inevitable and is constant. Teachers' ability to access technology will abreast the teachers on current issues affecting education; it will allow the teacher to acquire knowledge on how to solve a specific issue in education. It will make teachers more efficient and productive during teaching-learning activities. But from the table, it was revealed that the weighted mean of teachers' job performance is 3.42 as against the Likert scale mean (known as the summative scale) of 2.50. It implies that public primary school teachers' job performance in Oyo State is high. This also reflected on a study "digital leadership and public primary school teachers' job performance for sustainable education in Oyo State, Nigeria" with different indicators from this study⁸. Except for their lack of access to technology, Oyo State's public primary school teachers do an excellent job, according to the table. The study summarises the standards of teachers' job performance, such as their ability to create learning experiences for pupils, subject-matter expertise, teaching-learning development, and strategies or methodologies⁹.

Digital leadership skills are techniques or special abilities used by digital leaders to enhance organisational growth. They are skills needed to make a digital leader succeed in performing his role in the organisation, especially on the use of technology. Table 4.3.2 represents the most digital leadership skill used by public primary school administrators in Oyo State. It reveals that the most digital leadership skill by the public primary school administrator is the school administrator's ability to inspire team members, with a rate of 32.8%. Public primary school administrators' ability to inspire team members implies the

ability of school administrators to share the goals of education with the team as stated in the National Policy of Education (NPE) and motivate team members towards achieving the goals. For example, a simple word such as well-done or thank you can be used by the public primary school administrators to inspire and motivate team members even without the use of a digital tool. School administrators' ability to inspire team members can be characterised by school administrators ability to influence the behaviour of the subordinates in the organisation towards achieving the organisational goals and school administrators' ability to appreciate the team members on the organisation's achieved goals. This can be achieved through open communication with the team members, school administrators' ability to lead by example, and fostering a good work environment, among others.

Nonetheless, this result supports a theory of transformational leadership, which is predicated on a leader's ability to motivate subordinates¹⁰. The ability of public primary administrators in schools to motivate those on their team simply means that they are able to set an example for others to follow¹⁰. The school administrators encourage the public primary school teachers to do the same. There are few studies of digital leadership skills on teachers' job performance. Nevertheless, the finding is in line with a study on the future of leadership¹¹. It states that business leaders are facing a change of role as digitalisation continues to intensify in organisations. The study suggests that people, not technology, drive digital transformation, and organisations require leaders, not necessarily technological specialists, to manage the complex changes that comprise an organisation's digital transformation. This complex change makes the leader inspire the subordinates towards achieving the organisational goals.

Interestingly, with a rate of 25.7%, the ability of school administrators to have a keen eye for the right digital tools among their subordinates comes in second to their ability to motivate team members. Because processes, productivity, efficiency, and competitiveness are, of course, at the core of any digital transformation. A leader with a keen eye for the right digital tools must find the right digital tool or tools and solutions. Like Classroom Dojo, Tableau, and Google Analytics, to name a few¹². For example, some school administrators who are leaders in the digital age demonstrated during the COVID-19 lockdown that they have an excellent sense of which digital tools are best for teaching-learning processes, particularly in private primary schools. This was not the case at the public primary schools, though. Some public primary school administrators were left powerless because they were unable to change the situation and refrain from discussing reaching the objectives outlined in the NPE. Consequently, the COVID-19 lockdown caused a setback in the educational sector, particularly in public primary schools.

School administrators' ability to have a keen eye for the right digital tool(s) is characterised by school administrators' ability to identify digital tools for teaching-learning processes. The study on "Digital Transformation" (DT), which sought to promote conversation about "Leadership in a digital world: embracing transparency and adaptive capacity," is refuted by this finding¹³. According to the study, it was emphasised that in order to effectively navigate the digital revolution, leaders must possess the ability to comprehend how to use the digital tools and opportunities of this era. In this instance, some Oyo State public primary school administrators are ignorant of certain digital tools that could be useful in the classroom. The finding of this study also rejects the outcome of the study "The role of digital leadership mediated by digital skills," which looked at how digital skills can improve

organisational performance in accordance with the General Election Commission of North Sulawesi's efforts to undergo digital transformation¹⁴. According to the study, in order to deal with the advancement of information technology in organisations, leaders need to develop their digital skills in the age of technology 4.0.

The least used digital leadership skill is school administrators' ability to communicate with a whole team mindset. Communication in the whole team mindset is the ability of school administrators to communicate effectively with the subordinates or the teams with the same mindset. Every organisation needs communication, which is why leaders must use communication tools to their full potential in order to achieve the organisation's objectives. The ability of school administrators to communicate with their subordinates in order to achieve the goal and to be open, objective, and understanding when speaking with the teachers are characteristics of communication in the whole mindset. Oral and written communication as well as non-verbal communication can be used for this. Written communication works well in any organisation and is useful for documentation. Effective communication in a whole team mindset enhances productivity, helps build trust, and solves problems, among others. This finding is in tandem with the qualitative finding, which suggests that most school administrators' use WhatsApp group chat with the aid of their phones in communicating with their subordinates and do not use any digital tool because they are not given by the government". This implies that public primary school administrators mostly use physical or traditional communication. It negates the study on "Is leadership changing in an increasingly digitalised work environment?"¹⁵. According to the study, the interview results show that communication skills as an indicator are considered relevant in times of rapid technology-driven change.

Furthermore, school administrators' capacity to communicate with a whole team mindset is negatively impacted by their incapacity to develop a keen eye for the appropriate digital tool or tools among their subordinates to help them achieve the goals. School administrators' leadership ability to communicate in a whole team mindset has been impacted by their incapacity to recognise the appropriate digital tool, which has forced them to think critically about how to accomplish organisational goals.

Table 4.4.2 reveals the most used digital leadership innovation skill by public primary school administrators in Oyo State. The table reveals that critical thinking has the highest rate of 42.2%. The ability of a school administrator to analyse a situation and pinpoint areas where the organisation needs to improve is known as critical thinking. This is typified by the capacity of school administrators to support the teachers in difficult circumstances and to use their prior knowledge in new contexts. It suggests that when it comes to public primary school teachers' job performance, administrators are the ones who employ critical thinking the most. This implies that the majority of school administrators exercise critical thinking without entrusting their subordinates (public primary school teachers) with the responsibility.

It's excellent that school administrators are encouraging critical thinking, but it may also help public primary school teachers perform better on the job and foster more critical thinking. Effective leaders are able to involve their subordinates in decision-making, which encourages critical thinking in public primary school teachers. The Nigerian Federal Government's plan to enforce the minimum age requirement for taking the National Examination Council (NECO) and West African Examination Council (WAEC) at the conclusion of secondary school is a prime example. Among other things, identifying the issue, obtaining pertinent data, evaluating the data, taking into account potential solutions,

and coming to firm conclusions are ways to cultivate critical thinking. With a rate of 35.4%, flexibility comes next.

The ability of school administrators to be digital leaders and adjust to new developments is known as flexibility. As an illustration, consider the use of digital tools and devices in teaching-learning activities. The use of digital devices and tools can be used to improve public primary school teachers' job performance. Flexibility allows school administrators to express creativity in their work and find new ways to solve specific problems. A flexible leader earns the respect and support of the subordinates and gains a wealth of experience from his subordinates within the same organisation and leaders of his kind in a different organisation. The least is problem-solving skill, with a rate of 32.3%.

One skill that a school leader can employ to recognise an issue and suggest the most efficient solution is problem-solving. This is typified by a leader's ability to inspire a sense of purpose and effectively communicate the organisation's goal to the teachers. Problem-solving skills are essential in any organisation. The growth of the organisation depends on the leadership's ability to solve problems effectively. School administrators can use their problem-solving abilities to identify and look into opportunities for the organisation's growth. For instance, the COVID-19 case has opened up new possibilities for using digital tools and devices in teaching and learning activities. It suggests that school administrators ought to be able to pinpoint a particular need and investigate the organisation's potential. This was not the case with COVID-19, though. Despite the lockdown, the majority of public primary school administrators continued to handle situations traditionally, particularly among the state's public primary school teachers.

It should come as no surprise that this behaviour also had an impact on digital leadership skills, particularly the ability to recognise the appropriate digital tool or tools, which affects communication throughout the entire mindset. Some Oyo State public primary school administrators' incapacity to identify a keen eye for the right digital tool or tools has a ripple effect on teachers' job performance in terms of leadership and innovation. The qualitative analysis also reflects the summary of this outcome. According to the qualitative analysis, some school administrators employ conventional techniques to help their teachers to be more creative, flexible, critical thinkers, and problem solvers. Consider the fact that the majority of Oyo State's public primary school administrators continue to solve problems with their subordinates using the conventional approach. It was found that while some school administrators indicate that "they normally call the teachers and talk to them together in the office or in the standing meeting," very few report that "there is no instrument for problem-solving." After that, they make sure that everybody takes note of everything they (school administrators) have discussed with them." Such a method might not be effective towards improving public primary school teachers' job performance in this era. Rather, public primary school administrators can use a specific digital tool and take the following steps in problem-solving: identify the problem, identify possible solutions to the problem, and evaluate the identified possible solutions to the problem. Additionally, they can put the best possible solution to the identified problem into practice and, at the end, keep an eye on how the solution is affecting their subordinates. In other words, critical thinking is the most innovative skill that Oyo State public primary school administrators use on the teachers.

The most strategic skill employed by Oyo State public primary school administrators is shown in Table 4.5.2. Table 4.5.2 clearly shows that the ability of leaders to interpret

information for subordinates is primarily utilised, with a rate of 42.3%. This suggests that the majority of Oyo State's public primary school administrators are digital leaders who can interpret situations and elicit information from provided data. This is characterised by school administrators acting as digital leaders who can explain to their subordinates the results and conclusions of their research and offer suggestions based on those conclusions. It is implied that school administrators who possess the skills of digital leadership and information interpretation must first recognise an issue and look for potential solutions.

Additionally, they will gather information about the issue, draw conclusions from it, offer some suggestions based on it, and then convey or share the results with their subordinates. This index (42.3%) is high because the government is typically conducting practical research on educational issues. As a result, the government analyses the data and provides the school heads with recommendations based on the data. It also includes how well school administrators are able to convey the same information to their subordinates. The finding that "teachers' promotion is mostly done by the government" is also consistent with the qualitative analysis. School administrators are not eligible for promotions in this office. Instead, promotion is done at the SUBEB and local government levels. Therefore, in order to promote the teachers, the government typically conducts interviews or assigns written assignments.”

With a rate of 41.9%, the ability of the leader to align the organisation's vision with the goals of the subordinates comes in second. A school administrator's unique skill as a digital leader is the ability to align the organisation's objectives with those of its subordinates. This allows the subordinates' goals to be in harmony with the organisation's objectives. This is revealed by school administrators' ability to recognise any situation in which their

subordinates' interests diverge from the organisation's goals and successfully communicate those goals to them. School administrators can align the organisation's goals with those of their subordinates by effectively communicating the organisation's goals, setting clear examples, leading by example, encouraging open communication among subordinates, involving subordinates in decision-making, promoting healthy collaboration, holding purposeful regular meetings, and celebrating the organisation's or subordinates' accomplishments. This supports one of the skills that enable the leader to apply their current knowledge to generate novel ideas that may benefit the organisation¹⁶.

The qualitative findings provide additional support for the findings. The majority of Oyo State's public primary school administrators, according to the report, "frequently identify their teachers' areas of interest and give them the platform to display it." The ability of teachers in the classroom is occasionally evaluated by school administrators. For example, in a school with two or three teachers who conducts morning devotion. According to the school administrator, pupils will be overjoyed when the teachers lead the morning devotion at assembly. The pupils can even be seen dancing with the teachers. The school administrators concluded that what they discover about the teachers will determine where the teachers should be placed in the school.

The least used strategic skill among the public primary school administrators in Oyo State is anticipation, with a low rate of 28.3%. The findings in the respondents' demographic data prompt a critical examination of this finding. Where the digital tools used by public primary school administrators are highlighted. The use of digital tools by public primary school administrators has resulted in the most commonly used leadership, innovation, and strategic skills. For example, public primary school administrators' ability to recognise and

use a specific digital tool or tools will improve their ability to anticipate ideas for resolving educational challenges in the school using digital tools such as Asana. School administrators can use Asana to organise their subordinates' work and school projects. This allows school administrators to anticipate his solutions to educational problems. Leadership anticipation refers to the school administrator's ability to function as a digital leader by anticipating the organisation's future expansion. It is distinguished by school administrators' ability to accept uncertainty and take proactive steps towards achieving organisational objectives. Public primary school administrators, for example, can improve this skill by assessing their current situation, looking ahead, establishing a vision, and monitoring trends.

However, little or no research has been conducted on the impact of leadership strategic skills on the job performance of public primary school teachers using the indicators used in this study. This implies that the impact of leadership strategic skills on the job performance of public primary school teachers can be measured using indicators such as leadership anticipation, information interpretation, and the ability to align organisational goals with subordinate goals within the same organisation.

The first null hypothesis, which states that digital leadership, innovation, and strategic skills will have no significant combined influence on the job performance of public primary teachers in Oyo State, has been rejected. There is a significant combined influence of digital leadership, innovation, and strategic skills on public primary teachers' job performance in Oyo State. Table 4.6 reflects that with $p < 0.005$, all the independent variables such as digital leadership, innovation and strategic skills have a significant effect on public primary school teachers' job performance. This implies that school administrators who become digital leaders can use both innovation and strategic skills to improve teacher job performance

across the state. It agrees with the study, which reveals that school administrators who are digital leaders have strong innovation skills at school. It shows that the school administrators possess the technical know-how, interpersonal intelligence, and personality qualities needed to enhance the organisation¹⁶. These characteristics include imagination, problem-solving, critical thinking, and flexibility—indicators used to assess innovation skills as the independent variable on the dependent variable.

As digital leaders, school administrators can use imagination to predict the outcomes of their ideas and devise novel ways to achieve organisational goals. For creative school administrators, problems and challenges can be viewed as opportunities to improve procedures or create new products. Innovation entails understanding common issues and the best ways to address them. School administrators, being digital leaders, can use problem-solving skills to improve efficiency among other educational stakeholders. School administrators can accomplish this by actively listening, conducting research on the identified problem, analysing the current issue, making decisions, communicating effectively, and being reliable. As digital leaders, school administrators can use critical thinking to analyse the situation and identify areas for improvement.

As digital leaders, school administrators can use critical thinking to maintain a growth mindset and implement proactive changes. They can make decisions by interpreting, evaluating, and analysing readily available facts and information. When the school administrator becomes a digital leader and adapts to his environment, he/she can find new applications for his/her skills. School administrators, being digital leaders, can use flexibility to improve teachers' job performance, which can be through the ability to focus on his or her core values, be open-minded, optimistic, stay calm, plan ahead, and have a strong network.

Flexibility allows school administrators to push themselves, help others, and apply existing knowledge to new situations. It can also help school administrators adapt to changing industry trends and achieve success regardless of the circumstances. It is also in support that a school administrator, being a digital leader, can use innovation skills to bring about change in an organisation. This enables leaders to use what they know to develop new ideas that can benefit the organisation¹⁶.

Similarly, school administrators being digital leaders can use strategic skills (anticipating, interpreting data, and aligning the organisation's vision with the objectives of their subordinates) to improve the performance of public primary school teachers in the state. School administrators can anticipate a situation or circumstance, create a scenario, and carry out actions based on the organisation's goals and expectations. School administrators can learn to analyse, comprehend, and communicate findings or information to their subordinates as they progress towards digital leadership. Interpreting the National Policy of Education to subordinates is one example. School administrators becoming digital leaders can align subordinate goals with the goals of the organisation by writing and making the organisational goals visible to the subordinates, discussing the organisational goals with the subordinates, creating space and time for meaningful conversation, providing consistent individual follow-up, creating a record of progress, and provide meaningful incentives to the subordinates.

According to the study's findings, school administrators collaborate with their subordinates to develop strategic skills in order to meet organisational goals¹⁷. The collaboration of Oyo State's public primary school teachers and administrators in achieving the goals outlined in the National Policy of Education is a prime example. This study supports the idea that in order to help organisations achieve their goals, school administrators

must be strategic digital leaders, capable of planning for long-term success, organising opportunities, and evaluating risks¹⁸.

The second null hypothesis that states that there will be no relative significant influence of public primary school administrators' digital leadership, innovation, and strategic skills on public primary school teachers' job performance in Oyo State was rejected. This implies that there is a relative significant influence of public primary school administrators' digital leadership, innovation, and strategic skills on public primary school teachers' job performance in Oyo State. This simply means that there exists a relationship between school administrator digital leadership skills and public primary school teachers' job performance. It implies that there is a relationship between school administrators' innovation skills and public primary school teachers' job performance. It also implies that there exists a relationship between school administrators' strategic skills and public primary school teachers' job performance in Oyo State. School administrators' performance as digital leaders within an organisation requires a set of specialised skills, such as flexibility¹⁹. It focuses on the strategic application of digital technologies to achieve organisational goals. Using digital tools as the primary driver promotes innovation, transformation, and growth²⁰.

Digital leadership skills are the abilities required for school administrators to be digital leaders and fulfil their roles in the organisation, particularly in the use of technology and digital tools. Examples include effective communication and decision-making, among others. Digital leaders require these skills for organisational development, which benefits the organisation by improving solution quality, customer experience (pupil learning experience), reducing market time, and providing meaning to data-driven insights²¹. This study backs up the finding that leaders must acknowledge that their work environment and expectations are

changing as a result of digitalisation²². This implies that, in this digital age, school administrators can use digital leadership skills to improve the job performance of public primary school teachers across the state. It also supports the Laguna study on secondary school principals' technological leadership skills²³. It reveals the multiple correlation between the level of secondary school heads' technology leadership skills and the level of educational motivation taken singly or in combination with the level of techno-pedagogical competency. However, the aforementioned study was conducted at a secondary school.

Nonetheless, the same result suggests that digital leadership skills (a keen eye for the right digital tools, communication in a team mindset, and the ability to inspire team members) can be used to improve teacher job performance in Oyo State public primary schools. A school administrator can use a keen eye for the right digital tools among his subordinates, such as Google Analytic, Tableau, and Slack, just to name a few¹². The use of a specific digital tool by public primary school administrators can improve public primary school teachers' job performance in the state. School administrators can identify and promote a goal for collaboration by communicating a clear vision, providing constructive feedback, accommodating remote workers, and matching tasks to subordinates' interests²⁴. School administrators can influence and inspire their subordinates to help the organisation achieve its goals. It can, however, be accomplished by setting clear goals, supporting team members or subordinates, demonstrating appreciation and value to team members, and becoming acquainted with subordinates or team members within the organization²⁵.

Innovation skill is the ability of an ideal to effect positive change in an organisation. School administrators' innovative skills can be applied to improve the job performance of public primary school teachers. Table 4.7 shows that school administrators' innovation skills

have a 0.116 effect on the job performance of public primary school teachers. Among the independent variables (digital leadership, innovation, and strategic skills), innovation skill has the lowest β -standardised coefficient. It's no surprise that the school administrator's inability to spot the right digital tools to use in the organisation among his or her subordinates has been reflected in their innovation skills. This has encouraged some school administrators to think more critically. Which has affected the innovation skills of the school administrators towards improving public primary school teachers' job performance.

Table 4.7 shows that strategic skill has a β -standardised coefficient of 0.466. It implies that the predictor's direction and strength with respect to the dependent variable are positive and good. This implies that school administrators' strategic ability on public primary school teachers' job performance is good. Strategic skills refer to the abilities needed to achieve the blueprints set aside by an organisation. It refers to the skills that school administrators must possess in order to meet the organisation's objectives. This implies that school administrators must have strategic abilities to organise opportunities, develop long-term success plans, and assess risks in order to contribute to the achievement of organisational goals¹⁸. This lends support to the strategic leadership theory, which emphasises the roles of top-level management or leaders in establishing an organisation's long-term success through effective integration of its resources, abilities, and external opportunities²⁶.

The third hypothesis that states that there will be no combined significant influence of public primary school administrators' digital leadership and innovation skills on public primary school teachers' job performance in Oyo State was rejected. It implies that there is a combined significant influence of public primary school administrators' digital leadership and innovation skills on public primary school teachers' job performance in Oyo State. Table

4.8 represents the combined significant influence of public primary school administrators' digital leadership and innovation skills on public primary school teachers' job performance in Oyo State. This implies that the combined effect of school administrators' digital leadership and innovation skills will improve teachers' job performance in Oyo State.

Studies on digital leadership and innovation skills do not appear to have been conducted on teachers' job performance. However, related studies were investigated. For example, a study on skills for disruptive digital business suggests that school administrators should consider the importance of understanding digital technologies and their impact on organisational development²⁷. It also aligns with a study on "leadership in conditions of industry 4.0," whose theoretical research aims to present the key characteristics of Leadership 4.0 and the necessary skills of Leaders 4.0, among other things²⁸.

Hypothesis four, which states that there will be no combined significant influence of public primary school administrators' digital leadership and strategic skills on public primary school teachers' job performance in Oyo State, is rejected. It implies that there is a combined significant influence of public primary school administrators' digital leadership and strategic skills on public primary school teachers' job performance in Oyo State. Table 4.9 shows the combined significant influence of public primary school administrators' digital leadership and strategic skills on public primary school teachers' job performance in Oyo State. The table shows a strong positive correlation coefficient of 0.859, indicating that the two independent variables (digital leadership and strategic skills) have a significant influence on the dependent variable ($F = 1561.950$, $p < 0.005$). This implies that school administrators can use specific digital leadership and strategic skills to improve teacher job performance. It implies that such a school administrator can use a combination of appropriate digital leadership skills (a keen

eye for the right digital tools, communication in a team mindset, and the ability to inspire team members) and strategic skills (anticipating, interpreting information, and aligning vision with subordinate goals). The findings supports the interrelationships between dynamic managerial capabilities by demonstrating that higher levels of social capital and lower levels of cognition enhance the positive impact of entrepreneurial skills on Digital Business Model Transformation (DBMT). This reaffirmed the importance of managers' dynamic capabilities for strategic change, which DBMT enables, as well as the performance benefits²⁹. It is also believed that the 21st-century skills of education managers (school administrators) are a significant predictor of their strategic leadership behaviors. As a result of the research, it was revealed that information literacy, technology literacy, accountability, leadership, and responsibility were significant predictors of managerial leadership behavior³⁰. It implies that other variables, such as information literacy and responsibility, can be used to assess school administrators' leadership abilities.

The fifth hypothesis that states that there will be no combined significant influence of public primary school administrators' innovation and strategic skills on public primary school teachers' job performance in Oyo State was rejected. There is a combined significant influence of public primary school administrators' innovation and strategic skills on public primary school teachers' job performance in Oyo State. Table 4.10 depicts the combined influence of public primary school administrators' innovation and strategic skills on public primary school teachers' job performance in Oyo States. It reveals that there exists a positive, strong correlation coefficient value of 0.850 at $p < 0.005$. This implies that school administrators can use a combination of innovation and strategic skills to improve the job performance of public primary school teachers across the state. Table 4.3.2 reveals that

leadership strategic skill ($\beta = 0.466$) has a low standardised coefficient value and is dominant among the independent variables (innovation and strategic skills) on the dependent variable. This implies that the government carries out the majority of strategic skills, while school administrators conduct very little research on how to improve teachers' job performance. Leadership is a constant process of behaviour influence of subordinates in the organisation³¹. School administrators should be willing to take chances and challenge established practices³². In other words, Oyo State school administrators can use both innovation skills and strategic skills to improve public primary school teachers' job performance.

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Chapter Five

Conclusion

This chapter shall be discussed in the following sub-headings: summary of findings, conclusion, recommendations, contribution to knowledge, and suggested areas of further study.

5.1 Summary of Findings

This study evaluated the digital leadership, innovation, strategic skills, and job performance of public primary school teachers in Oyo State. It employed a descriptive research design survey type and a mixed method approach. The results of the mixed method approach revealed that there was a comparison between the structured filled-out interview guide by public primary school administrators and some filled-out teachers' questionnaires from each sample school. It also displayed some completed demographic data of the respondents, such as the participants' local government area, gender, highest qualification, teaching class, years of experience, and digital tools used by public primary school administrators.

Table 4.1 shows that the Ibadan North East Local Government Area had the highest percentage of participation (17.4%) within the selected sample of respondents, with some filling out questionnaires and returning them. This claim reflected the willingness and readiness of public primary school teachers in the selected local government region to fill out the questionnaire. The same table revealed that the female gender has a higher percentage than male. This suggests that there are more female public primary school teachers in Oyo State. The table displayed that the Nigeria Certificate in Education (NCE) has the highest rate, 55.6%. According to this claim, the most common certification obtained by teachers in public primary schools is the Nigeria Certificate in Education (NCE). Aside from that, the same table revealed the teaching class for public primary school teachers. It revealed that the basic

six-class has the highest percentage (12.1%). It emphasises the availability of teachers in the terminal class (Basic Six) to impart knowledge to pupils. More so, the table illustrates the years of experience of individual teachers in the chosen local government area. It showed that 0–10 years of experience had the largest percentage (31.1%). It maintained that, at the time of data collection for this study, the majority of public primary school teachers had between 0 and 10 years of experience. In addition, the same table displayed the digital tool(s) used by public primary school administrators. It affirmed that the majority of public primary school administrators, 77.9%, do not employ digital tools among the subordinates in the school setting.

Table 4.2, which displayed indices such as teachers' designing learning experiences for pupils, teachers' knowledge and understanding of the subject matter, teachers' methodologies for facilitating learning, and teachers' teaching-learning development. It maintained that the level of teachers' job performance in public primary schools in Oyo State is high, except for teachers' ability to access technology for current issues.

Table 4.3 revealed that at all times, 32.8% of public primary school administrators inspire team members towards achieving the organisational goals. It maintained that the most commonly employed digital leadership skill among public primary school administrators was the ability to inspire team members to achieve the goals outlined in the National Policy of Education.

Table 4.4 revealed the most used leadership innovation skill by public primary school administrators in Oyo State. It confirmed that the most used leadership innovation skill by public primary school administrators in Oyo State was critical thinking.

Table 4.5 revealed that at all times 42.3% of public primary school administrators interpret (information and the outcome of their findings) and possibly give explanations on the results of their findings among the subordinates. It confirmed that the most used leadership strategic skill by public primary school administrators in Oyo State was the interpretation of findings and information. The null test of hypothesis one (H_{01}), which states that there will be no combined significant influence of public primary school administrators' digital leadership, innovation, and strategic skills on public primary school teachers' job performance in Oyo State, was rejected. It posited that there is a combined significant influence of public primary school administrators' digital leadership, innovation, and strategic skills on public primary school teachers' job performance in Oyo State. Simply put, the combination of the use of digital leadership skills, innovation skills, and strategic skills by school administrators strongly influences the public primary school teachers' job performance positively, which invariably improves pupils' academic performance.

In Hypothesis two (H_{02}), it posited that there is a relative significant influence of public primary school administrators' digital leadership, innovation, and strategic skills on public primary school teachers' job performance in Oyo State. However, among each of the independent variables, only leadership strategic skill was predominant on public primary school teachers' job performance in Oyo State.

Hypothesis three (H_{03}) was also rejected, implying that there is a relative combined significant influence of public primary school administrators' digital leadership and innovation skills on public primary school teachers' job performance in Oyo State. It implied that the combination of digital leadership and innovation skills of school administrators on public primary school teachers' job performance in Oyo State is significant and effective.

The null hypothesis four (H_{04}), which states there will be no combined significant influence of public primary school administrators' digital leadership and strategic skills on public primary school teachers' job performance in Oyo State, was rejected. It posited that there is a combined significant influence of public primary school administrators' digital leadership and strategic skills on public primary school teachers' job performance in Oyo State.

Lastly, the null hypothesis five (H_{05}), which states there will be no combined significant influence of public primary school administrators' innovation skills and strategic skills on public primary school teachers' job performance in Oyo State, was rejected. It posited that there is a combined significant influence of public primary school administrators' innovation skills and strategic skills on public primary school teachers' job performance in Oyo State.

5.2 Conclusion

The study on digital leadership, innovation, and strategic skills as determinants of public primary school teachers' job performance in Oyo State, Nigeria, attests that the Ibadan North East Local Government Area has the highest participants who returned copies of some filled questionnaires. This is due to the relationship between public primary school teachers and Education School (ES) board administrators in each local government area.

It attests that female public primary school teachers outnumbered male teachers in public primary schools. This is because pupils at the primary level still required gentle care from their mothers, particularly in the first three classes of public primary school (primary one through primary three). The majority of teachers in public primary schools held the

Nigeria Certificate in Education (NCE) as their highest educated qualification, with 0–10 years of teaching experience. It implies that NCE is the minimal qualification criteria set by the state government in the recruiting process for certified teachers in government primary schools, and as a result, the majority of public primary school teachers meet this standard. It claimed that the basic six classes in Oyo State public primary schools are given a class teacher. This is due to the importance the government placed on pupils' academic performance in the terminal class.

It affirms that public primary school teachers did well, except for their ability to access technology, on current concerns. It is possible that some teachers are reluctant to get this digital device and tools. Likewise, it is also possible that teachers are underpaid to satisfy their basic needs, causing them to depend too heavily on government assistance. Teachers' access to technology (digital devices and tools) will keep them informed about current issues in education while also assisting them in learning how to solve a specific educational issue.

The study confirms that the ability to inspire team members was the most commonly employed digital leadership skill among public primary school administrators in Oyo State. It asserts that some public primary school leaders were not digitally inclined. It is possible that administrators are unaware of some digital tools that can be used to improve their leadership skills among their subordinates in school settings.

It also affirms that the most used innovation skill by public primary school administrators in Oyo State was the use of critical thinking among their subordinates. It is due to the incapacity of some school administrators in Oyo State public primary schools to recognise a keen eye for the right digital tool, which has a negative impact on leadership

innovation skills and teacher job performance. This was also validated in the qualitative analysis of this study.

The study attests that the most used strategic skill by public primary school administrators in Oyo State was the ability to interpret information to their subordinates. This could mean that the government analyses and interprets the information and makes suggestions based on the information available to the school administrators, who then send the same information to their subordinates.

It also posits that public primary school administrators' digital leadership, innovation, and strategic skills had a substantial impact on the job performance of public primary school teachers in Oyo State. It means that, in the digital era, school administrators can use a combination of digital leadership, innovation, and strategic skills to improve the job performance of public primary school teachers throughout the state.

It confirms that there was a relative significant influence of public primary school administrators' digital leadership, innovation, and strategic skills on public primary school teachers' job performance in Oyo State. It means that, in this digital age, school administrators can employ the use of either digital leadership, innovation, or strategic skills to boost the job performance of public primary school teachers across the state.

It posits that there was a combined significant influence of public primary school administrators' digital leadership and innovation skills on public primary school teachers' job performance in Oyo State. It implies that school administrators can combine digital leadership and innovation skills towards improving public primary school teachers' job performance in the state.

It asserts that there was a combined significant influence of public primary school administrators' digital leadership and strategic skills on public primary school teachers' job performance in Oyo State. It implies that school administrators can combine digital leadership and strategic skills towards improving public primary school teachers' job performance in the state.

It posits that there was a combined significant influence of public primary school administrators' leadership innovation and strategic skills on public primary school teachers' job performance in Oyo State. It implies that public primary school administrators can combine innovation and strategic skills towards enhancing public primary school teachers' job performance in the state.

5.3 Recommendations

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

1. the government should upgrade teachers' remuneration to enable them to equip themselves with digital devices and tools. Recruitment exercise of qualified teachers at the primary school level should be carried out. School administrators and the public primary school teachers should abreast themselves of the current trends of digital tools suitable in the educational sector, and they should incorporate the use of digital tools to enhance learning and easy communication in the school;
2. school administrators should develop digital leadership skills such as a keen eye for the right digital tools, which will also have an effect on the communication skills among the subordinates;

3. school administrators should not completely rely on critical thinking but can improve their innovation skills using other indices such as imagination, problem-solving, and flexibility;
4. school administrators should be able to anticipate ideas among subordinates that could enhance collaboration towards improving public primary school teachers' job performance in the state;
5. school administrators can incorporate digital leadership, innovation, and strategic skills into public primary school teachers' job performance in Oyo State. The society is changing. Hence, public primary school administrators need to adapt to the changing industry trends to achieve the goals as stated in the National Policy of Education regardless of the circumstances, they should be willing to take chances and challenge established practices;
6. public primary school administrators can incorporate either digital leadership, innovation, or strategic skills towards improving public primary school teachers' job performance in Oyo State. Although digital leadership, innovation, and strategic skills of public primary school administrators are germane towards public primary school teachers' job performance. However, public primary school administrators do not necessarily have to combine all the independent variables (digital leadership, innovation, and strategic skills) towards improving public primary school teachers' job performance. They can use either of the independent variables (digital leadership, innovation, and strategic skills) to improve public primary school teachers' job performance in the state;

7. public primary school administrators should combine two independent variables, such as digital leadership and innovation skills, on public primary school teachers' job performance in Oyo State. This can be achieved if public primary school administrators combine indices from digital leadership (keen eye for the right digital tools, communication in the whole team mindset, and ability to inspire team members) and innovation skills (imagination, problem-solving, critical thinking, and flexibility) on public primary school teachers' job performance in Oyo State;
8. public primary school administrators can as well combine digital leadership and strategic skills on public primary school teachers' job performance in Oyo State. The combination of digital leadership and strategic skills by the public primary school administrators will not only improve public primary school teachers' job performance but will also make public primary school administrators in Oyo State compete with other public primary school administrators in the nation; and
9. public primary school administrators can combine innovation and strategic skills in improving public primary school teachers' job performance in Oyo State. This can be achieved if public primary school administrators combine indices from innovation skills (imagination, problem-solving, critical thinking, and flexibility) and strategic skills (anticipates, interpretation of information, and aligning subordinates vision with the organisational goals) on public primary school teachers' job performance in Oyo State. Oyo State school administrators should take advantage of opportunities to apply innovation and strategic skills to improve the job performance of public primary school teachers.

5.4 Contribution to Knowledge

This study seeks to investigate the influence of digital leadership, innovation and strategic skills on teacher job performance. The study provided the following contribution:

1. **Empirically.** This study provides empirical evidence on the specific ways that school administrators' competencies influence teachers' job performance in Oyo State public primary schools. By focusing on digital leadership, innovation and strategic skills, the study add depth to existing literature by identifying some other factors that influence teachers' job performance.
2. **Development of Programs.** This study emphasises on the relationship between school administrators' skills and teachers' job performance, the study informs the development of programs to train leaders and provides a framework for educational authorities to design initiatives that improve school leaders' skills, thereby promoting better educational practices.
3. **Educational Reform.** The study adds to the discussion about educational reform and the need for public primary schools to adapt to innovative educational changes by revealing how public primary school administrators can foster a supportive environment for innovative teaching practices.
4. **Effectiveness of Public Primary School Administrators Being Digital Leaders.** This study adds to knowledge by investigating how effective public primary school administrators being digital leaders can empower teachers to integrate technology into their classroom management, resulting in improved teaching-learning experiences.
5. **Development of Policies.** This study assists educational policymakers in developing policies that focus on effective school leadership as a means of improving teachers'

job performance in public primary schools and, consequently, their pupils' academic performance.

6. **Oyo State's Unique Challenges.** This study contributes localised knowledge that reflects the state's unique challenges and opportunities for public primary schools. It gives context-specific perspective that can be useful for other states in Nigeria dealing with comparable educational challenges.
7. **Conceptual Model.** It revealed that digital leadership, innovation, and strategic skills have a significant favourable impact on the job performance of public primary school teachers, particularly, with the conceptual model, which can be added to current theories and empirical studies. The study reached a groundbreaking discovery, determining that digital leadership is important but not sufficient in this era. In other words, as digital leaders in this digital age, public primary school administrators can combine innovation and strategic skills to improve the job performance of public primary school teachers across the state.

5.5 Suggested Areas for Further Studies

This study only concentrated on digital leadership, innovation, and strategic skills as determinants of public primary school teachers' job performance in Oyo State. However, it suggested that other indicators of digital leadership, innovation, and strategic skills that were not included in this study be examined. It is also suggested the following topics:

1. Digital leadership, innovation, and strategic skills as determinants of private primary school teachers' job performance in Oyo State
2. Digital leadership, innovation, strategic skills, and teachers' job performance: A comparative study of private and public primary schools in Oyo State.

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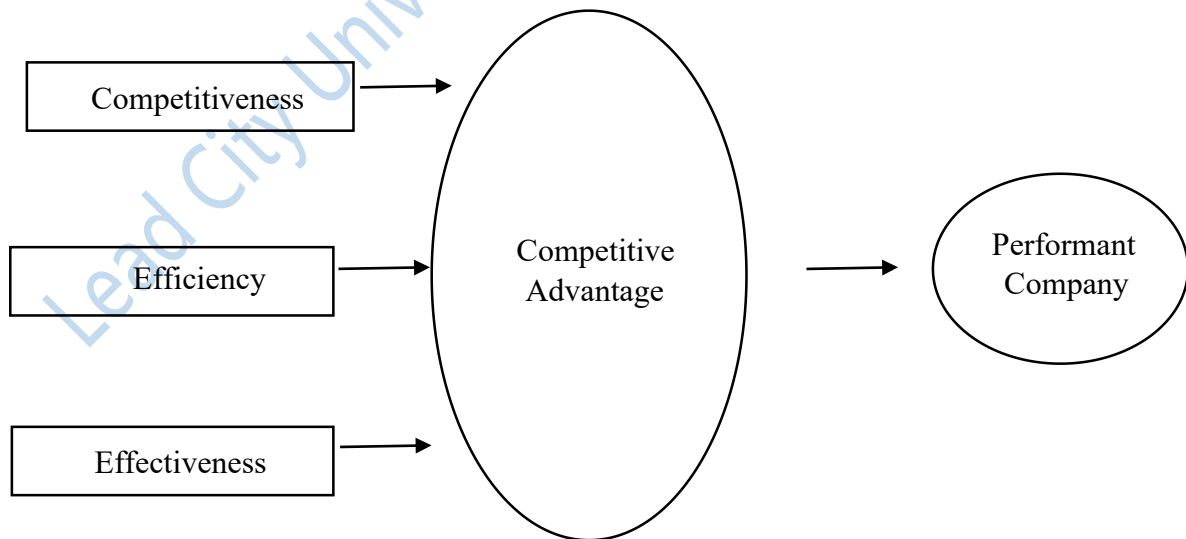
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Appendix I

Factors that Drive Performance



Appendix II
Teachers' Questionnaire (TQ)

Dear Respondent,

The questionnaire (TQ) is meant to elicit information on digital skills among educational stakeholders. Your utmost co-operation will be greatly appreciated as the response given will be for the purpose of this research only. Results will be made accessible through publication. Please, feel free to express yourself because all information supplied will be treated confidentially.

Thanks

The Researcher

Section A: Demographic Data

Please tick (✓) the appropriate boxes and fill the gaps in each question

1. Local Government Area: _____
2. Gender: (a) Male [] (b) Female []

3. Highest Qualification: (a) NCE [] (b) B.Ed [] (c) M.Ed [], M.A/M.Sc [] (d) PhD []
4. Teaching Class: _____
5. Years of Experience: (a) 0-10 [] (b) 11-20 [] (c) 21-30 [] (d) 31-40 []
6. Digital tool (s) used by the school administrator: (a) Google analytic (b) tableau (c) Norton Antivirus (d) last pass. If none, kindly specify _____

Section B

Instruction: Please tick (✓) in the appropriate column on each question provided. Below are the keys:

4-At all times (AT), 3- Often (OF), 2- Sometimes (ST), 1-Not at all (NA). Below are the questions:

| S/N | Items 'I' | AT 4 | OF 3 | ST 2 | NA 1 |
|-----|--|---------|---------|---------|---------|
| 1. | complete each task as stated in the curriculum for each subject | | | | |
| 2. | design pupils' learning experiences in subgroups from the curriculum | | | | |
| 3. | improve my knowledge on each subject | | | | |
| 4. | increase my subject knowledge through additional qualification | | | | |
| 5. | access technology on current issues | | | | |
| 6. | give personal attention to slow learners in the classroom | | | | |
| 7. | identify the needs of my pupils | | | | |
| 8. | prepare lesson plans and lesson notes on a particular subject | | | | |
| | | | | | |
| | 'My School Administrator' | | | | |
| 9. | identifies digital tools for teaching-learning processes | | | | |
| 10. | incorporates the use of Norton antivirus on the desktop/ laptop during teaching-learning process | | | | |
| 11. | communicates with the subordinates to accomplish the goal | | | | |
| 12. | is transparent, unbiased, and sympathetic when communicating with his/her subordinates | | | | |
| 13. | influences the behaviour of the subordinates in the organisation towards achieving the organisational goals. | | | | |
| 14. | appreciates the team members on the organisation's achieved goals | | | | |
| 15. | predicts the outcome of his ideas towards achieving the organisational objectives | | | | |

| | | | | | |
|-----|--|--|--|--|--|
| 16. | use his/her creativity to think of better ways to complete specific tasks | | | | |
| 17. | uses problem-solving skills to save money for the organisation | | | | |
| 18. | uses problem-solving skills to improve efficiency | | | | |
| 19. | assists his/her subordinates in challenging situations | | | | |
| 20. | applies his/her existing knowledge in novel situations | | | | |
| 21. | passionately communicates the organisational goal among his/her subordinates | | | | |
| 22. | offers a sense of purpose of organisational goals to his/her subordinates | | | | |
| 23. | takes some preparatory action towards the realisation of the organisational goals | | | | |
| 24. | embraces uncertainty, thus he is a risk taker | | | | |
| 25. | gives possible explanations on the results and findings of his/her research among his subordinates | | | | |
| 26. | makes some recommendations based on the results of his/her findings | | | | |
| 27. | identifies any area where the interests of the subordinates are not aligned with the organisational goal | | | | |
| 28. | clearly communicates the goals of the organisation to the subordinates | | | | |

Section C

Instruction: Please tick (✓) in the appropriate column on each section provided. Below is the key:

Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD)

| S/N | "My School Administrator" | SA | A | D | SD |
|-----|--|----|---|---|----|
| 1. | carries out thorough examination to decide on the type of digital tool to incorporate in the teaching-learning process | | | | |
| 2. | determines when to incorporate the use of digital tool in the teaching-learning process | | | | |
| 3. | connects with individuals or subordinates through technology | | | | |
| 4. | uses communication skills to manage subordinates in the organisation | | | | |
| 5. | encourages subordinates to carry out their task to the best of their abilities | | | | |
| 6. | provides subordinates with a supportive environment that inspires us to work | | | | |
| 7. | approaches unplanned problems with creative solution | | | | |
| 8. | uses innovative ways to lead and develop subordinates | | | | |
| 9. | never views problem as a distractor in an organisation | | | | |

| | | | | | |
|-----|---|--|--|--|--|
| 10. | exercises the patience to step back and see the problem at hand through broaden observation | | | | |
| 11. | is open minded in critical decision-making | | | | |
| 12. | never allows past experiences to be the sole view point in making decision | | | | |
| 13. | adapts to changing industry trends and achieving success regardless of the circumstances | | | | |
| 14. | revises his/her plans to incorporate new innovations | | | | |
| 15. | estimates his/her likely responses towards a new project | | | | |
| 16. | visualises multiple futures and be ready for the unexpected | | | | |
| 17. | interprets circumstances surrounding the organisation | | | | |
| 18. | elicits information from a given data | | | | |
| 19. | reaches a common ground and buy-in of the subordinates | | | | |
| 20. | communicates the organisational goals with the subordinates early | | | | |
| | | | | | |
| | I | | | | |
| 21. | plan the format of each lesson in the school | | | | |
| 22. | extract classroom learning experiences from the curriculum | | | | |
| 23. | attend organised workshops as planned by the minister of education | | | | |
| 24. | read on the research experiences of findings in my field | | | | |
| 25. | teach same topic in different ways | | | | |
| 26. | consider my pupils' sitting arrangement | | | | |
| 27. | incorporate participatory communication skills in the teaching-learning process | | | | |
| 28. | receive feedback from pupils and use for further improvement | | | | |

Appendix III

The Interview Guide

School Administrators Interview Guide (SAIG)

Kindly give sincere answers to the followings:

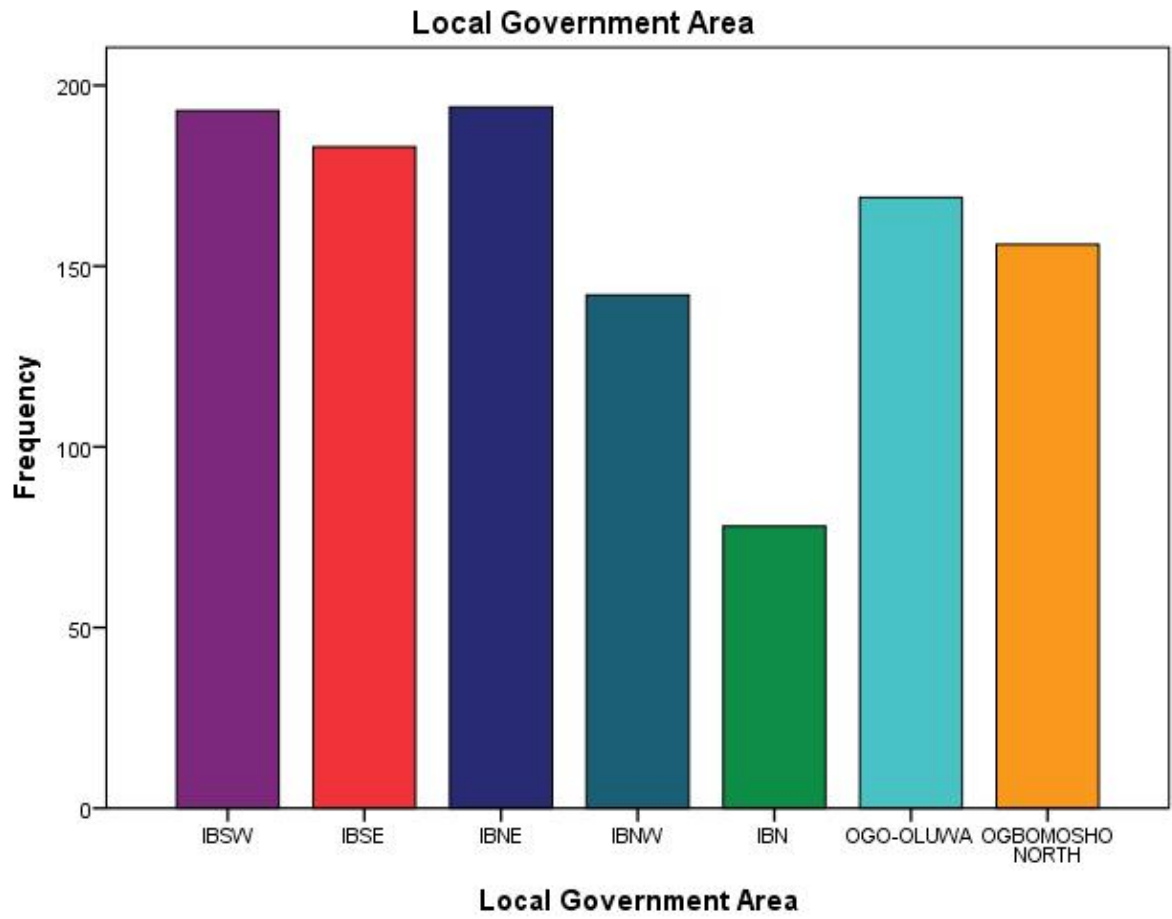
1. What type of digital tool(s) do you mostly use in communicating among the teachers in the school?
2. How often do you communicate with the teachers to accomplish the set goals?
3. How frequently do you influence the behaviour of the teachers in the school towards achieving the stated objectives of the National Policy of Education?
4. How often do you predict the outcome of your ideas toward achieving the organisational objectives?
5. How habitually do you use problem-solving skill to improve efficiency among the teachers in the school?
6. How frequently do you apply your existing knowledge in novel situations?
7. How regularly do you offer a sense of purpose of the organisational goals to the teachers?

8. How oftentimes do you embrace uncertainty towards the smooth running of organisation?
9. How habitually do you recommend your teachers for promotion based on their job performance?
10. How often do you identify area (s) of interest of the teachers in the school?

Appendix IV

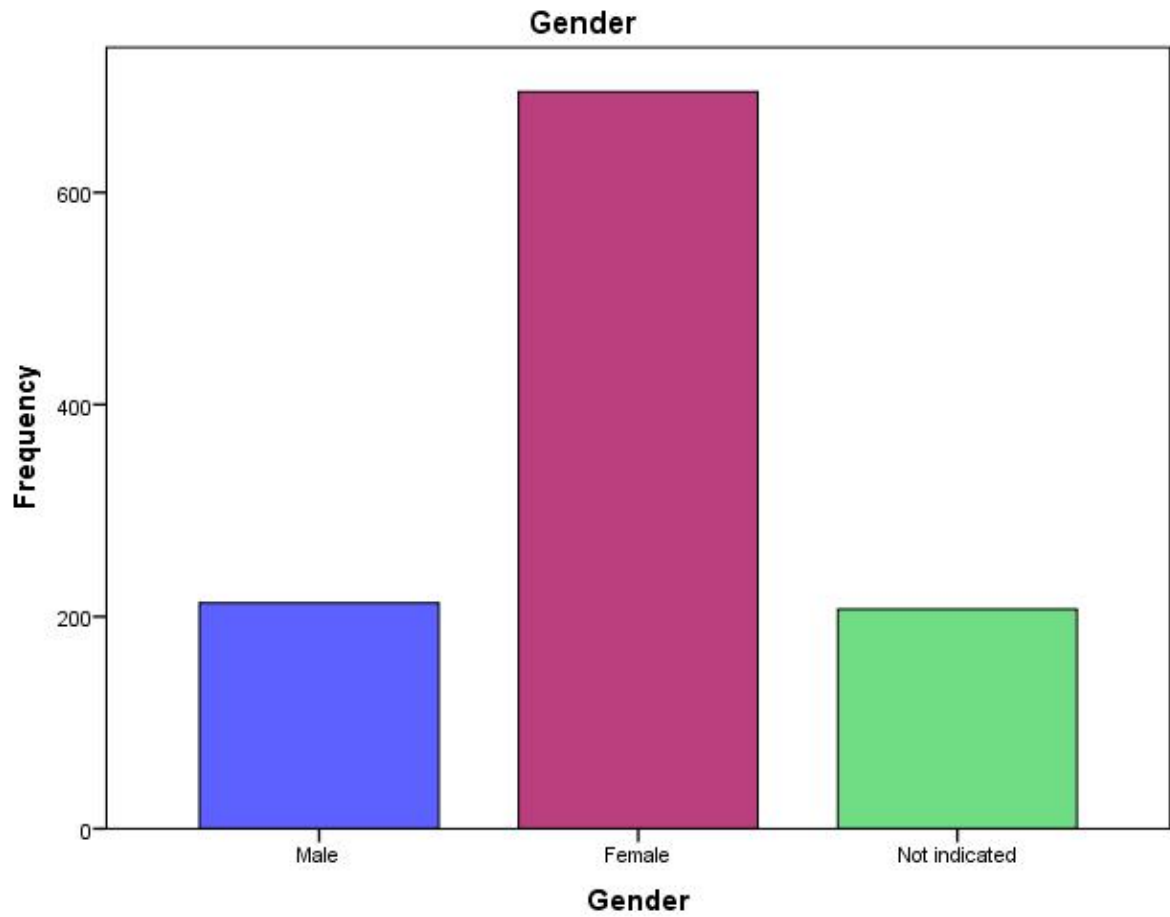
Respondents Local Government Areas

Lead City University Ibadan DO NOT COPY



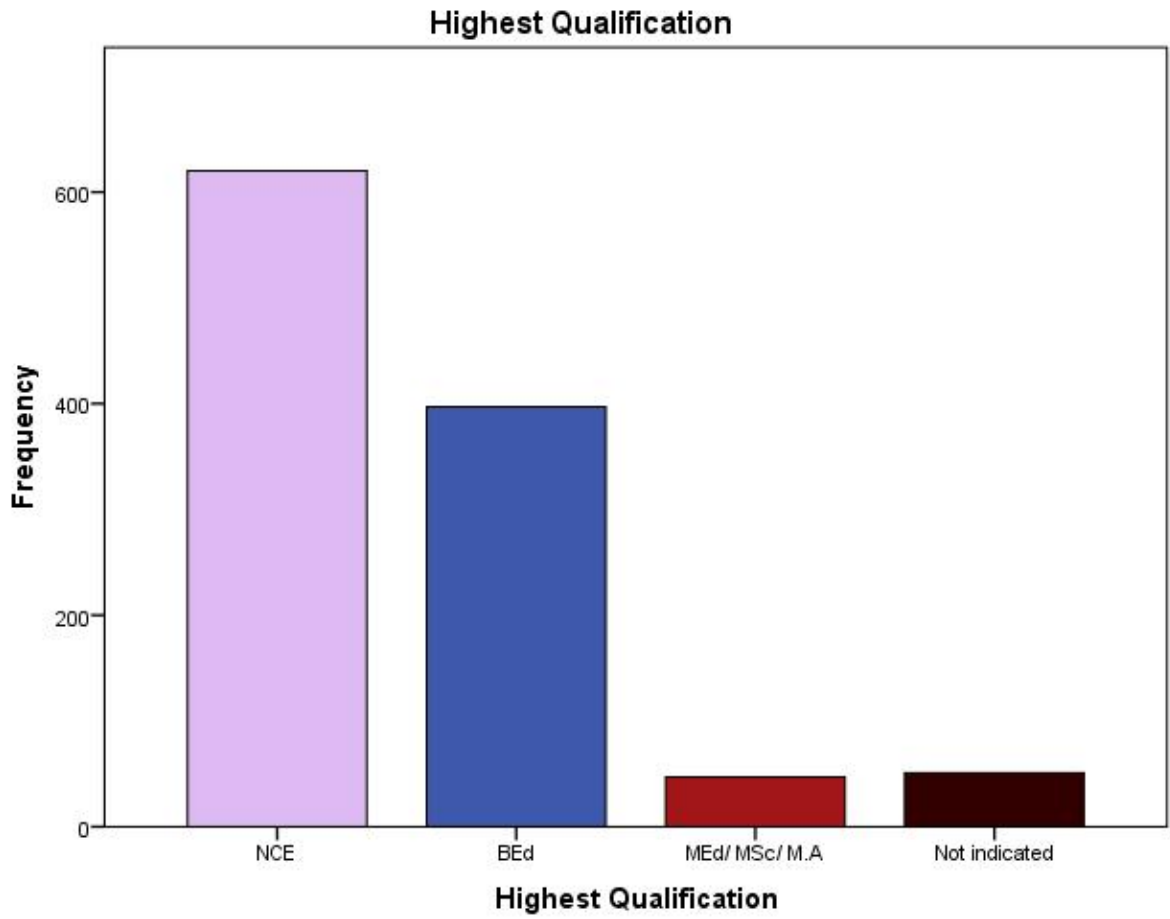
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Appendix V
Respondents' Gender



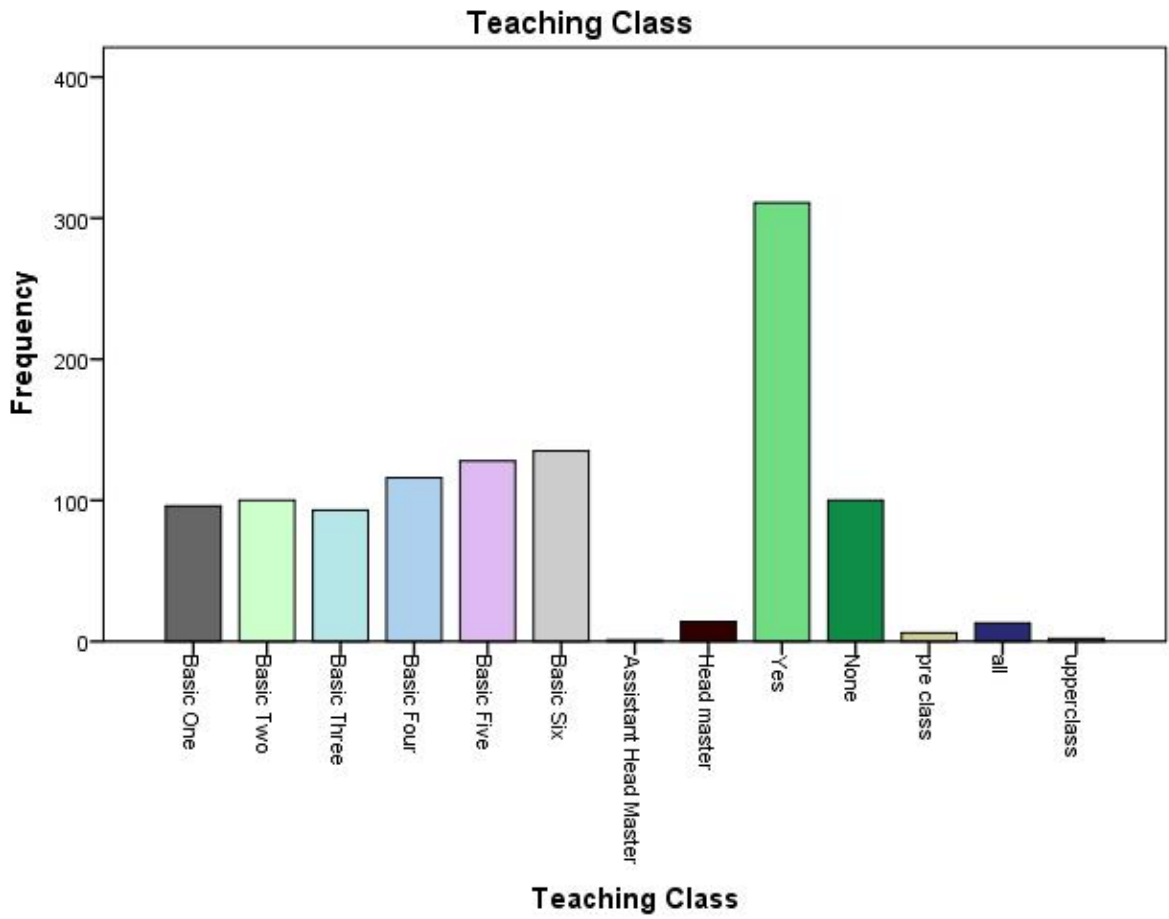
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Appendix VI
Respondents' Qualifications



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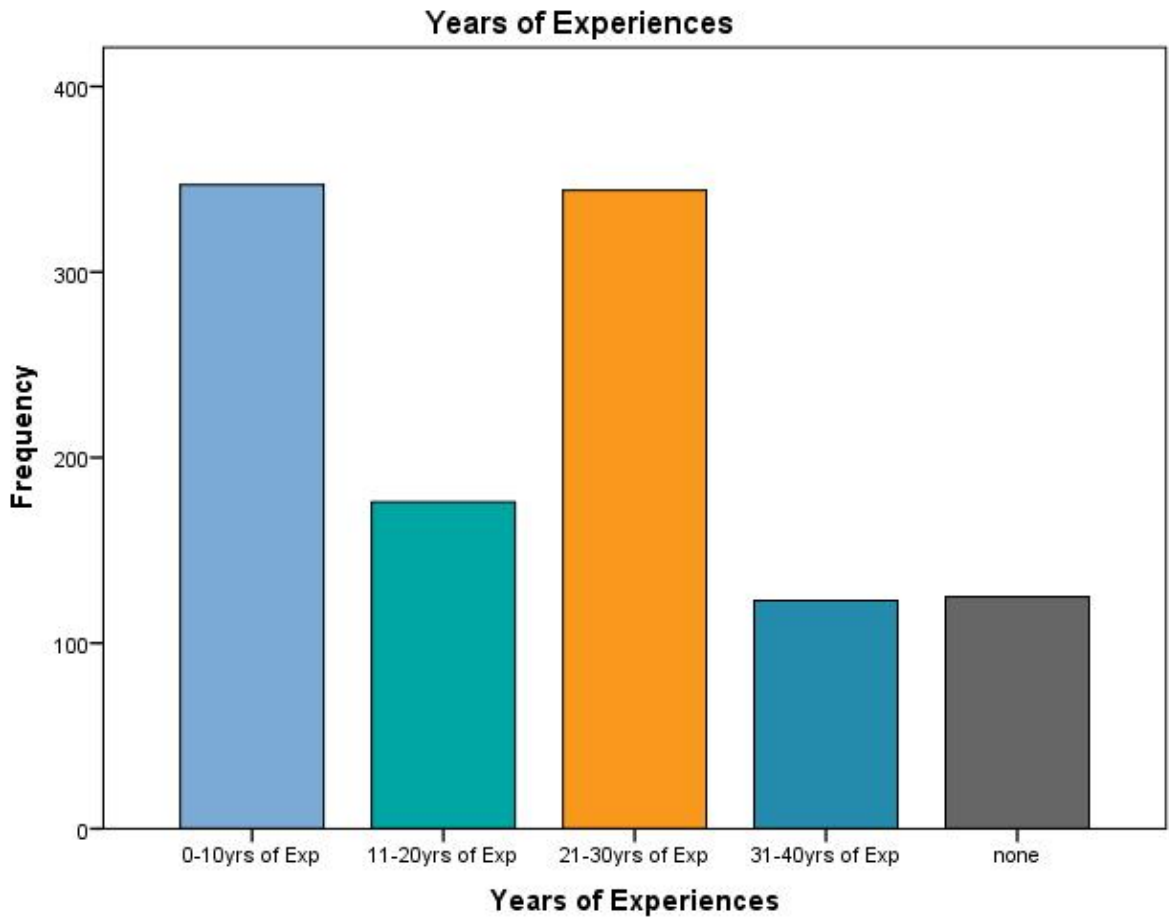
**Appendix VII
Respondents' Teaching Class**



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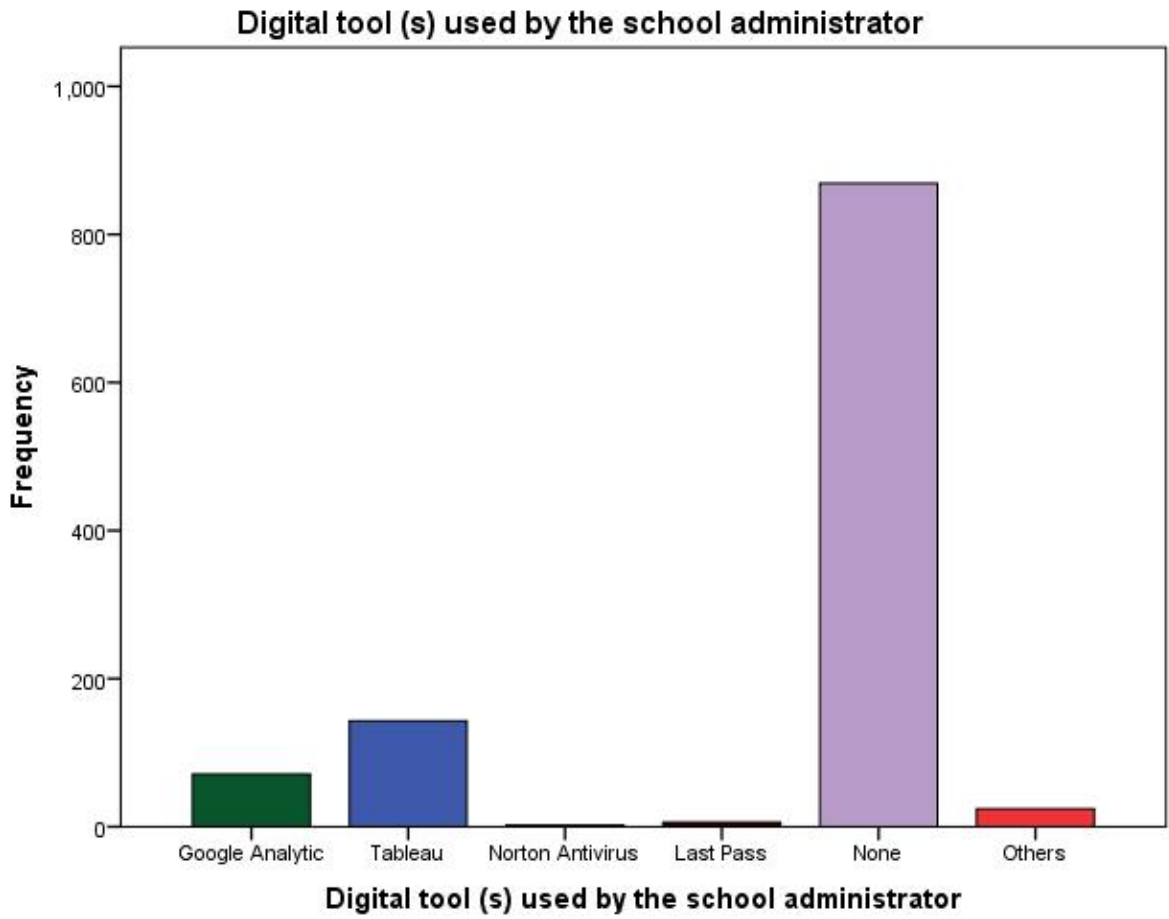
Appendix VIII

Respondents' Years of Experiences



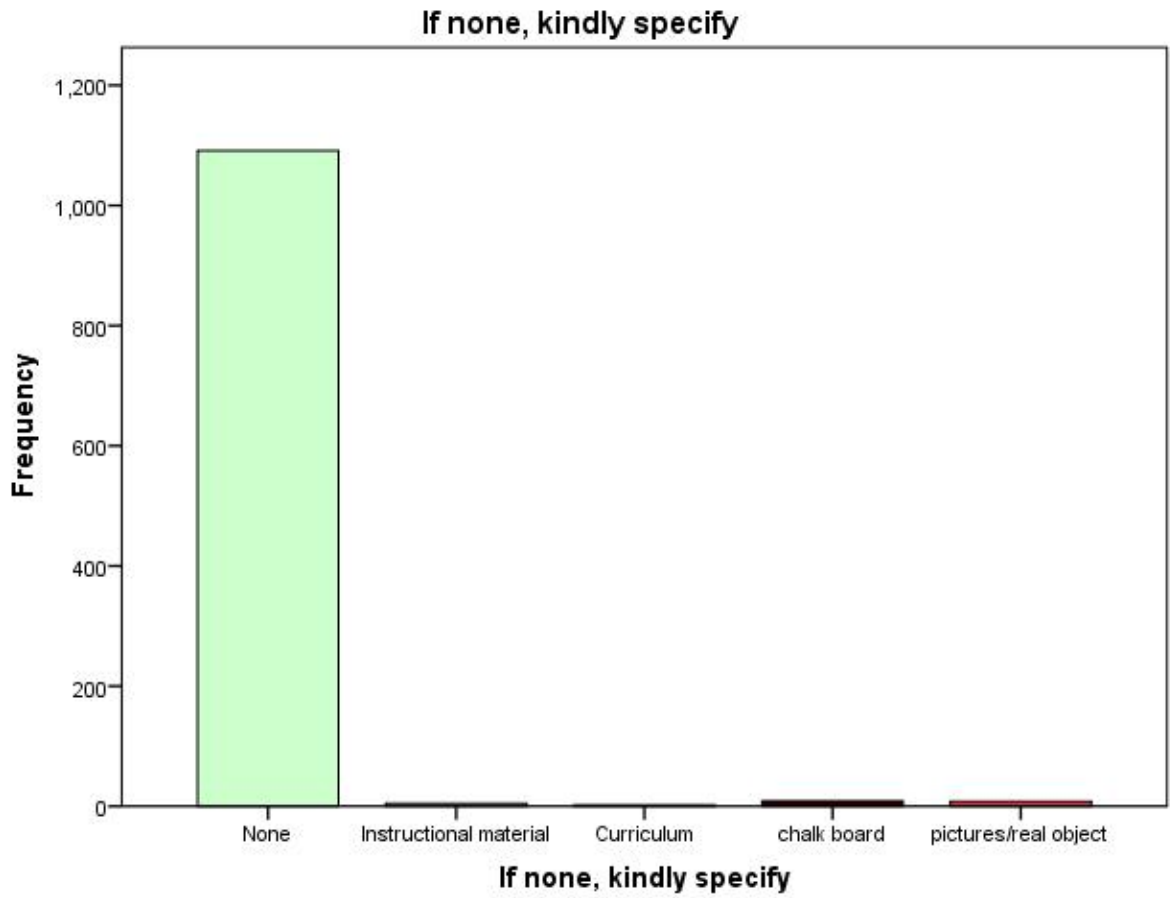
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Appendix IX
Digital Tools Used by Public Primary School Administrators



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**Appendix X
Other Tools Used by Public Primary School Administrators**



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Appendix XI
Reliability Test

Case Processing Summary

| | | N | % |
|-------|-----------------------|------|-------|
| Cases | Valid | 1111 | 99.6 |
| | Excluded ^a | 4 | .4 |
| | Total | 1115 | 100.0 |

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .985 | 56 |

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Appendix XII

Semi-interview TurboScribe.ai Transcribing

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[Speaker 1]

Thank you very much sir for giving us this opportunity. I quickly would like you to give sincere answers to the following questions. What type of digital tool do you use in communicating among the teachers in the school?

[Speaker 1]

Digital tools? Like how?

[Speaker 1]

Digital tools are different from digital devices. It's different from digital applications. What is the tool that you use to enhance your digital devices?

For instance, you can talk about the Norton Antivirus, you can talk about TagMirror and the likes. They help for effective communication. For instance, if you are the type using your laptop now and you know you download a lot, you want to leave your laptop for the virus.

You want to include your Norton Antivirus to guide against that.

How often do you use this in communicating?

[Speaker 2]

We don't normally use any tool like that in the primary sector because we are not given by the government. We don't perform such in the primary school, generally in the States.

[Speaker 1]

How often do you communicate with the teachers to accomplish the set goals? Nearly every day. How frequently do you influence the behaviour of the teachers in the school towards achieving the stated objectives of NPE?

[Speaker 2]

Normally, if any teachers misbehave in the school or have an issue, we normally sit them down in the office and talk to them. After that, we advise them to follow the normal school setting. So that is what we normally do.

[Speaker 1]

How often do you predict the outcome of your ideas towards achieving the organisational objectives?

[Speaker 2]

Normally, it should be on a daily basis. Then we keep on effective in the school and normal school routine to be very effective in the school. Everybody will know their own rights in the school setting.

[Speaker 1]

How habitually do you use problem-solving skills to improve efficiency among the teachers in the school?

[Speaker 2]

There is no instrument for problem-solving. We normally call them and talk to them together in the office or in the standing meeting. After that, we make sure that everybody takes note of everything we have discussed with them.

They normally use instructional materials to let them know. If anybody comes in, we want to know, are they writing their lesson notes. Instructional materials are carried out against that.

They have read it, they have applied their signature. It is very effective.

[Speaker 1]

What about if a teacher comes in and tells you that because of the nature of the classroom, he or she is not able to meet up with the deadline to write out the lesson notes? How do you help solve the issue?

[Speaker 2]

In that case, it is going to be a formality. It should be once in a while.

[Speaker 3]

It should be once in a while.

[Speaker 2]

We are not dealing with fires. We are dealing with human life. So, they must write their lesson notes.

[Speaker 1]

How frequently do you apply your existing knowledge in a novel situation?

[Speaker 2]

Nearly every day. We have moved around the classroom this morning.

After talking to them, after chatting to them and talking to them in the standing meeting, they have no reliance to see how the work is being done in the class.

Every day. So, we have moved around every day to see how everything is working.

[Speaker 1]

So, that means with that you can give your existing knowledge to whatever situation.

[Speaker 2]

Yes, yes. We don't use any individual materials to do that.

[Speaker 1]

How regularly do you offer your sense of purpose of the organisational goals to the teachers?

[Speaker 2]

If we receive any information from the government, we pass it to them. Any time we give our sense to them, at a very particular time, we must send that information to them immediately. For them to know their rights and what to do at that particular time.

[Speaker 1]

How often do you embrace uncertainty towards the smooth running of the school?

[Speaker 2]

The uncertainty? They must practice normally.

[Speaker 1]

Yes, for instance, you have planned earlier that this week you are going for a seminar and all of a sudden...

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[Speaker 1]

The name of the school is not written. We don't need the name of the school. And the name of the teacher is also not written because we want sincere answers.

We are finding ways to improve public primary school teachers' job performance, which is the basis or the foundation of every other level of education. So if we are able to get it right at the foundational level, then it will be much more easier for all other levels to build on it. So we need you, ma'am.

We need the teachers to help us so that we can all work together and improve the public primary school teachers' job performance, which would also improve the public primary school academic performances. Okay, ma'am. Please, ma'am, kindly give sincere answers to the following questions.

We have ten questions here. Let me also say that it will be recorded so that we can easily transcribe it.

Thank you.

What type of digital tool do you mostly use in communicating among the teachers in your school? What type of digital tool do you use in communicating among the teachers in your school?

[Speaker 2]

Whenever you want to have a meeting. Yes, ma'am.

[Speaker 1]

What type of digital tool do you use? Or a physical?

[Speaker 2]

Yes.

[Speaker 1]

What if there is a need for you to have a virtual meeting with them?

[Speaker 2]

We are doing group chats. Chatting with each other. On WhatsApp.

[Speaker 1]

How often do you communicate with the teachers to accomplish the set goals?

[Speaker 2]

Three times a week.

[Speaker 1]

How frequently do you influence the behaviour of the teachers in the school towards achieving the stated objectives of NPE?

[Speaker 2]

Every day.

[Speaker 1]

How often do you predict the outcome of your ideas towards achieving the organisational objectives?

[Speaker 2]

Every day.

[Speaker 1]

How habitually do you use problem-solving skills to improve efficiency among the teachers in the school? How habitually

do you use problem-solving skills to improve efficiency among the teachers in the school?

[Speaker 2]

Problem-solving skills.

[Speaker 1]

Yes, ma'am. How habitually do you use it?

[Speaker 2]

We use it frequently.

[Speaker 1]

If I can see you from that other class trying to help the other, I get that you are a new recruited teacher or transferred teacher.

[Speaker 1]

How frequently do you apply your existing knowledge in new situations? New situations. Well done, ma'am.

[Speaker 1]

How regularly do you offer a sense of purpose of the organisational goals to the teachers?

[Speaker 2]

We do it every day. Every day. You tell them the reason why they have to do this.

Yes, every day. We don't start anything every day. We discuss together.

[Speaker 1]

How often do you embrace uncertainty towards the smooth running of the organisation?

[Speaker 2]

Frequently.

[Speaker 1]

How habitually do you recommend your teachers for promotion based on their job performance?

We do that once in a term.

[Speaker 1]

You recommend?

[Speaker 2]

Yes.

Once in a term. When the term is going to an end.

[Speaker 1]

You recommend the teacher for promotion?

[Speaker 2]

Yes.

[Speaker 1]

How often do you identify areas of interest of the teachers in the school? Areas of interest? Yes. Of the teachers? Yes. Aside from their teaching profession, how do you identify their areas of interest and how often do you give them platforms to display their interests?

[Speaker 2]

We do that one regularly.

[Speaker 1]

That means you regularly identify their areas of interest and you give them the platform to display it.

[Speaker 2]

Yes.

[Speaker 1]

Thank you very much.

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Bio-data

Personal Data

Full Name

Chinenye Christiana OBADIMEJI

| | |
|------------------------|--|
| Location: | Plot 49, Peace Avenue, Oshinowo Estate, Oluyole Extension, Ibadan, Oyo State. |
| Email: | cobadimeji@yahoo.com |
| Mobile Number: | 08085836041 |
| Date of Birth | 16th December, 1983 |
| Place of Birth | Oshodi / Isolo L.G.A, Lagos |
| Nationality | Nigerian |
| Gender | Female |
| Marital Status | Married |
| No of Children | Four (16years, 14years, 12years and 7years) |
| Name of Spouse | Olalekan Obadimeji |
| Name of Next of Kin | Olalekan Obadimeji |
| Address of Next of Kin | Same as above |

Educational Background

| | |
|--|----------------|
| Ojota Primary School, Ojota - Lagos State. | 1989 – 1994 |
| Army Cantonment Secondary School, Military Cantonment, Ikeja - Lagos State. | 1994 - 2000 |
| Adeniran Ogunsanya College of Education (N.C.E), Ijanikin, Lagos State. | 2002 - 2004 |
| Lead City University, Ibadan. (B.Ed Degree) | 2010 - 2012 |
| Lead City University, Ibadan. (M.Ed Programe) | 2019 - 2021 |
| Lead City University, Ibadan. (PhD Programe) | 2021 till date |

Qualification

| | |
|---|-------------|
| Primary School Leaving Certificate | 1994 |
| Secondary School Leaving Certificate | 2000 |
| Nigeria Certificate in Education (N.C.E) | 2004 |
| B.Ed (Educational Management / Economics) | 2012 |
| M. Ed in Educational Management | 2021 |
| PhD in Educational Management | in view |
| Awards and Fellowships | Nil |
| Work Experience | |
| Amgrace Nursery and Primary School, Mafoluku, Oshodi, Lagos. Post Held: Class Teacher | 2001 |
| Army Cantonment Boys Secondary School, Ojo Cantonment, Lagos. Post Held: Student Teacher | 2003 |
| Lagos State Model College Kankon, Badagry Post Held: Student Teacher | 2004 |
| Caynik International Model College, Sango Otta Post Held: Subject Teacher | 2004 - 2007 |
| St. Peter Primary School, Ishagisha, Lagos Post Held: Subject Teacher | 2006 - 2007 |
| Community Grammar School, Ibadan Post Held: Student Teacher | 2011 |
| Community Grammar School, Ibadan Post Held: Subject Teacher (N.Y.S.C) | 2012 – 2013 |
| Daveliz Golden Schools, Ibadan Post Held: Class Teacher | 2016 – 2019 |

Daveliz Golden College, Ibadan
Post Held: Social Science Subject Teacher

2019 – January 2022

Lead City University, Ibadan
Assistant Lecturer / Thesis Quality Control

2022 till date

Membership of Professional Bodies

Teachers Registration Council of Nigeria

2013

Global Education Network

2021

World Education Research Association (WERA)

2024

Creative Work

Nil

Major Conferences Attended with Dates and Paper Presented

7th Annual International Interdisciplinary Conference on Raising Girls' Ambition (RAGA): **Advancing Women's Career for Sustainable Development**, held at International Conference, Lead City University, Ibadan, Oyo State, Nigeria, 2020.

10th Conference of Global Educational Network (GEN): **African Perspectives on Research, Innovation and Development in the Covid-19 Era**, held at Tsogo Sun Hotel Beach Front, East London, South Africa, 2021.

Lead City University, Ibadan, Nigeria, 5th Faculty of Arts & Education International Conference on Sustainable Education: **Pragmatic Human Capital for Sustainable Development**, June 2022

11th Conference of Global Educational Network (GEN): **Education for Sustainable Development in the Post Covid-19 Era**, BA ISAGO University, Republic of Botswana, October, 2022.

12th Multidisciplinary International Conference of Global Educational Network (GEN) in Collaboration with Soft Contents, UK: **Postgraduate College Staff Digital Competence as a Predictor of Lecturer's Job Satisfaction for Sustainable Education in Lead City University, Ibadan, Nigeria**, Liverpool Hope University, Hope Park Campus, UK, 2023

Postgraduate College Multidisciplinary International Academic Conference: **Innovative Research and Quality Education for Sustainable Development**, Lead City University Ibadan, Nigeria, 2023

Workshops / Seminars Attended with Dates

Lead City University, Ibadan, Faculty of Arts & Social Science Education, Department of Arts & Social Science Education. **Stakeholder's Meeting/ Workshop on Best Practices in Education for Sustainable National Development**, July 2022.

A 2 Day Training Workshop on **Contemporary Management Skills Development and Effectiveness**, Lead City University, Ibadan, Nigeria, 2023

Lead City University, Ibadan, Nigeria, Department of Arts & Social Science Education, **2nd Annual Stakeholders' Workshop on the Best Practices in Education for Sustainable National Development in Nigeria**, July 2023

International Council for Education, Research and Training (ICERT) in collaboration with UN /UNESCO: **Skilling Youth for a Transformative Future India**, July 2023

International Council for Education, Research and Training (ICERT) in collaboration with UN /UNESCO: **Green Skills for Youth**, India, August 2023

International Council for Education, Research and Training (ICERT) in collaboration with Debre Tabor University Ethiopia: **Global Dynamics in Teacher Education**, October 2023

A 2 Day Training Workshop on **Work Ethics and Attitudinal Change for Better Performance to Achieve Excellence, Global Visibility and Transformation of Lead City University**, International Conference Centre, Lead City University, Ibadan, Oyo State, Nigeria, November, 2023

International Council for Education, Research and Training (ICERT) in collaboration with UN /UNESCO: **A Two Week International Multidisciplinary FDP**, November 2023

Lead City University, Ibadan, Faculty of Education, Department of Arts & Social Science Education. 2nd Public Lecture: **Mental Wellness, Cure for Nigeria's Challenges**, April 2024

Postgraduate College, Lead City University, Ibadan and International Council for Education, Research and Training, ICERT, India and USA. **"Diversity for Dialogue and**

Development on “Diversity & Inclusion: Driving Force to Innovation for Sustainable Development”, 21st May 2024

4th workshop of the Doctoral Academy of Nigeria (DAN), Organised by Committee of Provosts and Deans of Postgraduate Colleges and Schools (CPDPGCS) in Nigerian Universities in Collaboration with National Open University of Nigeria(NOUN): **Funding and Quality of Doctoral Studies in Nigeria**, June 2024

UN/UNESCO-UNEVOC World Youth Skills Day, **Building an Equitable and Inclusive Future of Work: Youth Skills for Peace and Development**, July 2024

Courses Taught at the Undergraduate

Taught Courses at Undergraduate Level

EME 204 Communication Skills in Educational Management

EME 208 Leadership in a Formal Organisation

EME 202 Introduction to Personnel Relationship

EME 401 Personnel Management & Evaluation

EME 316 Educational Agencies

EME 415 National and International Perspectives in Education (Comparative Education)

Taught Courses at Sandwich Level

EME 202 Leadership in a Formal Organisation

EME 208 Communication Skills in Educational Management

EME 112 Introduction to Educational Policies in Nigeria

Services Outside Lead City University

Conference Abstracts Reviewed for WERA Conference 2023 ERAS

Conference Abstracts Reviewed for BERA Conference 2024 and WERA Focal Meeting

Abstracts Reviewed for Cogent Education 2024

Extra Curricular Activities

Writing

Researching

Skipping

Theses Documented with Dates

Significant Effect of Mathematics on Geographical Information System (GIS)
(Unpublished, 2004)

Influence of Educational Administrators on Pupils' Academic Performance in Ido Local Government Area, Ibadan (A Case Study of Government Primary School)
(Unpublished, 2012)

Digital Leadership, Communication and Decision-making Styles as Determinants of Public Primary School Teachers' Job Performance in Oyo State, Masters' Thesis, 2021)

Digital Leadership, Innovation and Strategic Skills as Determinants of Public Primary School Teachers Job Performance in Oyo State (work in progress)

Chapters in Books

C.C Obadimeji & A. O. Oredein. **Entry Behaviour Skills in Teaching-learning. Managing the Micro-teaching Process in Initial Training: A Practical Guide for Teaching Practice Preparation**, Van Schaik Uigewers Publishers, 2023, ePub ISBN: 9780627040504, <https://www.vanschaiknet.com>

C. C. Obadimeji, & A. O. Oredein, **The Global Higher Education Revolution: In E.O Adu, M.P Mavuso, N. S. Duku & C. C. Wolhuter, Foundations of Education, Contemporary Social Perspectives**, Pitso Publications, South Africa, 2024, 95-103

Monograph

A.O Oredein & C.C Obadimeji. **Digitalisation and Educational Stakeholders: Implication for Educational Policy in Nigeria**, Generis Publishing Europe, 2023, pp 33, ISBN 979-8-88676-7780

Papers Presented for Journal Publications with Dates

Chinenye C. Obadimeji, Afolakemi O. Oredein, **Digital Leadership and Decision-making Styles as Determinants of Public Primary School Teachers' Job Performance for Sustainable Education in Oyo State:** *The Educational Review*, USA. Vol 6(6), June 2022. DOI: 10.26855/er.2022.06.***.

A.O Oredein & C.C Obadimeji, **Digital Leadership and Public Primary School Teachers Job Performance for Sustainable Education in Oyo State, Nigeria.** *Education Research Journal*, 12 (5), 2022, 55-64, ISSN: 2026-6332 (Online), Available online: <http://www.resjournals.com/education-research-journals/>

Chinenye Christiana Obadimeji, Afolakemi Olasumbo Oredein, **Digital Leadership and Communication Styles as Determinants of Public Primary School Teachers' Job Performance in Oyo State:** Internationally published by *Science Journal of Education (j.sjedu)*, Doi: 10.11648/j.sjedu.20221001.11, ISSN: 2329-0897 (Online).

A.O Oredein & C.C Obadimeji, **Managing Teaching Activities among Lecturers in the Covid-19 Era in Lead City University Ibadan, Oyo State, Nigeria:** *University of Eswatini Journal of Education (UJOE)*, vol 5(1), June 2022.

A.O Oredein & C.C Obadimeji, **Digital Leadership, Communication and Decision-making Styles as Determinants of Public Primary School Teachers' Job Performance in Oyo State:** *International Journal of Educational Studies*. Vol 5(2), October 2022. DOI:10.53935/2641533x.v5i2.235

Afolakemi. O Oredein & Chinenye C Obadimeji, **Challenges in Utilizing Technologies in Special Need Education. In Special Needs Education from the Lens of Interdisciplinary Dialogue:** A Festschrift in Honour of Prof. Emeka D. Ozoji, Vol 2, No 2, 2023, PP 357-367, ISSN:978-978-797-684-Journal.ezenwaohaetorc.org, <https://journals.ezenwaohaetorc.org/index.php/AFHOPEO/issue/archive>

Chinenye C. Obadimeji & Afolakemi O. Oredein, **Postgraduate College Staff Digital Competence as a Predictor of Lecturer's Job Satisfaction for Sustainable Education in Lead City University, Ibadan, Nigeria.** *GEN Multidisciplinary Journal of Sustainable Development GMJSD*, 1(1), 2023, ISSN 2960-3455

Afolakemi. O Oredein & Chinenye C Obadimeji, **Differential Educational Attainment among Learners: Implications for Achieving Sustainable Development Goal Four.** *Shodh Sari- An International Multidisciplinary Journal*, International Council for Education Research and Training (ICERT), vol 3 (1), 2024, 32-46, Doi:<https://doi.org/10.59231/SARI7652>

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Chapter in Book for Publication

Chinenye Christiana Obadimeji, & Afolakemi Olasumbo Oredein, **Experience in Research Supervision** (submitted for publication)

Papers for Journal Publication

Oredein Afolakemi O. & Obadimeji C.C. **Digital Leadership Skills as a Correlate of Public Primary School Teachers' Job Performance in Oyo State, Nigeria** (work in progress)

Chinenye C. Obadimeji, & Afolakemi O. Oredein, **Interdisciplinary Research Conferencing among Researchers** (work in Progress)

Chinenye C. Obadimeji, & Afolakemi O. Oredein, **Innovation, Diversity and Equity in Education for Sustainable Development** (work in Progress)

Chinenye C. Obadimeji, & Afolakemi O. Oredein, **Decision-making Styles and Teachers' Job Performance for Sustainable Education: Implication for Digital Leadership** (Accepted for publication, 2024)

Chinenye C. Obadimeji & Afolakemi O. Oredein **Digital Teachers as In-locus parentis of Pupils' Academic Performance during the Covid-19 Lock down at Sunshine Group of Schools, Ibadan, Oyo State, Nigeria** (Accepted for publication,2024)

Unpublished Paper with Date

C.C Obadimeji, **Gender Impact of Covid-19 in Nigeria: Implication for Policy Direction**. (Unpublished, 2020)

A.O Oredein & C.C Obadimeji, **Complexity School Leadership and Public Primary School Teachers' Job Performance in Teaching-learning Processes in Oyo State, Nigeria**, 2021

A.O Oredein & C.C Obadimeji, **Human Capital Theory on the 9-3-4 System of Education in Nigeria: Critical Analysis**, 2020

Term Paper Presented with Date

Issues and Solutions of Governance and Management of Higher Institution in Nigeria.
(Unpublished, 2020)

Research Community

American Educational Research Association (AERA) and Inter-university Consortium for Political and Social Research (ICPSR) Washington, USA.

Research Gate via Lead City University, Ibadan.

Google Scholar

Academia edu

Web of Science

Strengths

Honesty and Integrity.

Good team player

Self-managing and goal oriented.

Proficiency

Knowledgeable on the use of Microsoft Word, Microsoft Excel, Microsoft PowerPoint.

Good command of software applications such as Googlemeet, Zoom and Google Hangout among others in teaching-learning activities.

Good standard in oral and written English language.

Names of Refrees

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Signature

11th October, 2024

Date

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The University Compliance Certification

This is to certify that the thesis “Digital Leadership, Innovation and Strategic Skills as Determinants of Public Primary School Teachers’ Job Performance in Oyo State, Nigeria”, written by Chinenye Christiana OBADIMEJI with Matric No. LCU/PG/ 001128 in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State is in full compliance with the approved university format and style.

Signature

Date

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