

**Digital Leadership, Innovation and Strategic Skills as Determinants of Public
Primary School Teachers' Job Performance in Oyo State, Nigeria**
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**Being a PhD Thesis Submitted to the Department of Arts & Social Science Education,
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Certification

This is to certify that Chinenye Christiana OBADIMEJI with the matriculation number LCU/PG/001128 carried out this research work titled “Digital Leadership, Innovation and Strategic Skills as Determinants of Public Primary School Teachers’ Job Performance in Oyo State” in the Department of Arts & Social Science Education, Faculty of Education, Lead City University, Ibadan, Oyo State, for the award of Doctor of Philosophy Degree (PhD) in Educational Management and that this has not been previously submitted.

Prof. Afolakemi OREDEIN
(Supervisor)

Date

Asso. Prof. Oluyomi PITAN
(H.O.D)

Date

Dedication

This research work is dedicated to the All Sufficient God, who has made this work possible.

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Acknowledgement

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"Even though the above-mentioned institutions and persons have assisted in the process of this research work, I alone stand responsible for the errors, if any, found in the work".

Abstract

Teachers' job performance is germane to the academic performance of pupils. Becoming digital leaders in this era is not sufficient but necessary to achieve educational goals. Researchers have studied some factors, such as digital leadership and leadership styles, but little is known about digital leadership, innovation, and strategic skills. This study was initiated in order to assess the job performance of public primary school teachers in Oyo State. Oyo State has two thousand four hundred and fifty-four (2,454) schools and nineteen thousand and twenty-nine (19,029) qualified public primary school teachers. A descriptive research design was used. A multi-stage sampling procedure was used in the qualitative (purposive and systematic techniques) and the quantitative approaches (purposive and proportionate techniques). One thousand three hundred and thirty-six (1336) teachers and fifteen (15) school administrators were sampled. One thousand one hundred and fifteen (1115) public primary school teachers from the three Senatorial Districts submitted some filled copies of the teachers' questionnaire, and all the selected school administrators participated in the interview. The teachers' questionnaire (TQ) and school administrators' interview guide (SAIG) were validated using face-to-face and content validity. Internal consistency was used for TQ to determine the reliability test of the instrument, having a value of 0.985, while a comparison of data was used to determine the reliability of SAIG. Descriptive statistics such as percentages, frequency, and mean were used to analyse and respond to the research questions. Multiple linear regression analysis, an inferential statistical tool, was used to determine whether each hypothesis was accepted or rejected at a 5% level of significance. For the qualitative approach, the content analysis method entailed interviewing, recording, and transcribing information using a converter called TurboScibe.ai to provide participant information based on the study's research objectives. The findings showed that the level of teachers' job performance in Oyo state public primary schools at all times is high, except for the ability to access technology for current issues. It confirmed that the most used leadership innovation skill by public primary school administrators in Oyo State is critical thinking. The test of hypotheses revealed 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 ($F_{(3,1108)} = 1056.694$; $p < 0.05$). Public primary school teachers' job performance is significantly influenced by digital leadership, innovation, and strategic skills ($p < 0.05$). However, only school leaders' strategic skills ($\beta = 0.466$) have a high standardised coefficient value. This study shows that digital leadership, innovation, and strategic skills have a positive impact on public primary school teachers' job performance in Oyo State, particularly with the conceptual model, which adds knowledge to existing theories. It was suggested that public primary school teachers stay up to date on current trends in digital tools suitable for use in education.

Keywords: Digital leadership skill, innovation skill, strategic skill, teachers' job performance

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Table of Contents

Title	Page
Certification	ii
Dedication	iii
Acknowledgement	iv
Abstract	vi
Table of Contents	vii
List of Tables	xi
List of Figures	xiii
List of Appendices	xiv
Chapter One: Introduction	
1.1 Background to the Study	1
1.2 Statement of the Problem	14
1.3 Aim and Objectives of the Study	15
1.4 Research Questions	17
1.5 Hypotheses	17
1.6 Significance of the Study	18
1.7 Scope of the Study	20
1.8 Limitation of the Study	20
1.9 Operational Definition of Terms	21
Endnotes	25

Chapter Two: Literature Review

2.1 Conceptual Review

2.1.1	Teachers' Job Performance	29
2.1.2	Digital Leadership Skills	30
2.1.3	Innovation Skills	40
2.1.4	Strategic Skills	46
2.1.5	Primary School Teachers	53

2.2 Theoretical Framework

2.2.1	Transformational Leadership Theory	60
2.2.2	Innovation Leadership Theory	65
2.2.3	Strategic Leadership Theory	66
2.2.4	Vroom Expectancy Theory	68

2.3 Review of Empirical Studies

2.3.1	Digital Leadership in an Organisation	72
2.3.2	Digital Leadership and Teachers' Job Performance	82
2.3.3	Digital Leadership Skills	85
2.3.4	Digital Leadership Skills and Teachers' Job Performance	90
2.3.5	Digital Leadership and Innovation Skills on Teachers' Job Performance	91
2.3.6	Leadership and Innovation Skills on Teachers' Job Performance	96
2.3.7	Digital Leadership and Strategic Skills	97
2.3.8	Leadership and Teachers Job Performance	102
2.3.9	Leadership and Strategic Skills	106

2.4	Conceptual Model	109
2.5	Summary of Gap in Literature Reviewed	112

	Endnotes	114
--	-----------------	------------

Chapter Three: Methodology

3.1	Research Design	128
-----	-----------------	-----

3.2	Population of the Study	128
-----	-------------------------	-----

3.3	Sample and Sampling Techniques	130
-----	--------------------------------	-----

3.4	Instruments for Data Collection	132
-----	---------------------------------	-----

3.5	Validity of the Research Instruments	133
-----	--------------------------------------	-----

3.6	Reliability of the Research Instruments	134
-----	---	-----

3.7	Administration of the Research Instruments	134
-----	--	-----

3.8	Methods of Data Collection	135
-----	----------------------------	-----

3.9	Methods of Data Analysis	135
-----	--------------------------	-----

3.10	Ethical Approval	136
------	------------------	-----

	Endnotes	137
--	-----------------	------------

Chapter Four: Results and Discussion of Findings

4.1.1	Presentation of Demographic Data	138
-------	----------------------------------	-----

4.1.2	Presentation of Research Questions	143
-------	------------------------------------	-----

4.1.3	Presentation of Test of Hypotheses	157
-------	------------------------------------	-----

4.1.4	Analysis of Qualitative Findings (Public Primary School Administrators)	167
-------	---	-----

4.2	Discussion of Findings	173
-----	------------------------	-----

	Endnotes	197
--	-----------------	------------

Chapter Five: Conclusion

5.1	Summary of Findings	200
5.2	Conclusion	203
5.3	Recommendations	206
5.4	Contribution to Knowledge	208
5.5	Suggested Areas for Further Studies	210

Bibliography

Conference Proceeding	211
Departmental Paper	212
Interview	212
Journal	213
Published Thesis	223
Statistical Report	223
Textbook	223
Unpublished Thesis	226
Website	226

Appendices

Bio-data	255
-----------------	------------

The University Compliance Certification	265
--	------------

List of Tables

Table	Title	Page
3.1	Number of Schools in each Senatorial District in Oyo State	129
3.2	Selected Local Government, Number of Schools, Teachers' Population and the Sample Size	131
3.3	Schools, LGA and Sample Size of School Administrators	132
4.1	Demographic Data of Respondents	139
4.2	Level of Public Primary School Teachers' Job Performance	144
4.3.1	Items to Measure the Indices for Digital Leadership Skills by the Public Primary School Administrators in Oyo State	147
4.3.2	Most Used Digital Leadership Skill by the Public Primary School Administrators in Oyo State	148
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	151
4.4.2	Most Used Innovation Skill by Public Primary School Administrators on Public Primary School Teachers' Job Performance in Oyo State	152
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	155
4.5.2	Most Strategic Skill Used by Public Primary School Administrators on Public Primary School Teachers' Job Performance in Oyo State	156
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	158
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	160

Performance in Oyo State

- | | | |
|------|--|-----|
| 4.8 | Summary of Regression Model Showing Combined the Significant Influence of Public Primary School Administrators' Digital Leadership and Innovation Skills on Public Primary School Teachers' Job Performance in Oyo State | 162 |
| 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 | 164 |
| 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 | 166 |

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List of Figures

Figure	Title	Page
2.1	Determinants of Digital Leader	38
2.2	Approaches to the Definition of Innovation	41
2.3	Levels of Strategy	49
2.4	Strategic Approach Choices	50
2.5	Teachers' Expectancy Theory of Motivation	68
2.6	Theoretical Model	75
2.7	Digital Leadership Characteristics	77
2.8	Digital Leadership, Innovation and Strategic Skills as Determinants of Public Primary School Teachers' Job Performance Model	111

List of Appendices

Appendix	Title	Page
I.	Factors that Drive Performance	229
II.	Teachers' Questionnaire (TQ)	230
III.	The Interview Guide	234
IV.	Respondents Local Government Areas	235
V.	Respondents' Gender	236
VI.	Respondents' Qualifications	237
VII.	Respondents' Teaching Class	238
VIII.	Respondents' Years of Experiences	239
IX.	Digital Tools Used by Public Primary School Administrators	240
X.	Other Tools Used by Public Primary School Administrators	241
XI.	Reliability Test	242
XII.	Semi-interview TurboScribe.ai Transcribing	243

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