

Digital leadership and public primary school teachers' job performance for sustainable education in Oyo State, Nigeria

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Abstract

Teachers' job performance in education for sustainable development cannot be overemphasized and is very crucial, as it is being determined by so many factors. Researchers have worked on some factors, but much work has not been done on digital leadership and teachers' job performance for sustainable education. Thus, a bid to determine public primary school teachers' job performance for sustainable education in Oyo State, Nigeria led to this study. To choose the respondents, a multi-stage sampling procedure employing Stratified and Simple Random Sampling techniques was used. A total of 643 (89%) copies of the questionnaire were retrieved out of 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 are moderately digitalized (weighted mean = 2.50) in Oyo State, Nigeria. Test of Hypothesis reveals there exists a high relationship between digital leadership and public primary school teachers' job performance for sustainable education in Oyo State, Nigeria ($r = 0.85$). This study has unveiled that digital leadership has a strong relationship with public primary schools' teachers' job performance for sustainable education in the State. It is recommended that public primary school leaders should be trained and retrained on digitalization 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 learners.

Keywords: Digital leadership, public primary school leaders, teachers, job performance.

Introduction

Sustainable implies meeting the challenging needs of the society at present without accommodating the likely needs of future generations. For any sustainable education, teachers' job performance needs to be considered. Performance is the achievement of set goals which could be an individual goal, organizational goal or national goal. It includes outcomes achieved or accomplished through

the contribution of individuals or teams to the organisation's strategic goals. The term performance encompasses economic as well as behavioural outcomes. It is seen in terms of action performed and the desired results. It is an impact made by the doer to achieve the desired result. Performance can be seen from different perspectives either as being too general or being too specific. Examples include organisational performance, job performance, and academic performance among

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others. There is no specific definition of performance. According to Tweedie, Wild, Rhodes and Martinov-Bennie (2018), organisational performance can be viewed from related activities that take place in an organisation and the different interests of those involved (workers). Organizations are pushed to match the values, interests, and expectations of a broader society through performance, which could result in the organization's success and expansion through profit return or failure. In some organisations, an employee's performance is assessed during the preceding year or cycle to determine the stands of the employee as far as his or her peers in the same team are concerned (peer to peer review). This is used to study the growth of employees and the valid contribution to the organization. But this study is focusing on job performance.

A job is a place where you go to earn money for living such as school, office, market among others. For example, teaching is a job and likewise a profession. Job performance is known as the accomplishment of a given task measured against the standards of accuracy, completeness, cost, and speed which is a determinant of whether a person performs a job well. Job performance of employees determines strengths, weaknesses and potential managerial gaps in a formal organisation. Thompson (2019), sees job performance as how well an organisation's employee can carry out duties required. Employers need to understand the key benefits of employee performance so that they can develop consistent and objective methods for evaluating the employee. The achievement of desired goals is one of the most essential aspects of employee job performance. Successful personnel fulfil deadlines and strengthen cognitive brains by interacting with satisfied customers. Employees, who perform effectively, get things done properly the first time (first-time-right). For instance, a customer relations officer who leaves the reports of a client undone or who is in the habit of completing his or her work late might not be able to meet the organisation's goal. Every manager in an organisation has a basic priority to train employees to improve on his or her job performance. This help to improve the morale of the employee, thereby they are committed to putting in their best in achieving the set goals.

A school is an educational institution designed to provide learning experiences. A school is an institution or building at which people receive an education. Both Schildkamp (2019) and Louise, GeorgeBram, Steijn & Gouedard (2020) believe that an organisation is a place where learning experiences take place. According to Belaineh (2017), a school is a learning environment made for learners. Albania (2017) defines a school as a designed learning environment for learners. It is the physical building situated for learners. Kurki *et al* (2017) views it as a place of identity construction for learning. It is an organisation that provides instructions for teaching children or people. It is an organized educational instruction planned to provide a learning space and learning environment for the teaching of pupils or students under the guidance of teachers. In this system, pupils or students' progress from one level to another after being evaluated or accessed to have achieved the desired result (Maze & Ortiz-Ospina, 2019). This includes pre-schools

(toddlers), nursery and primary schools for young children, secondary schools for teenagers and tertiary institutions (universities) for the young and older adults. In Nigeria, the term school includes all educational institutions for learning such as daycare centres, pre-nursery schools, nursery and primary schools, secondary or vocational schools and post-secondary schools (College of education, Polytechnic and University) as stated by UBEC under the compulsory program of universal basic education (UBEC, 2019). Schools are owned by both government and the private sectors. Daycare centres, nursery and primary schools are majorly owned by private individuals. Schools owned by the government are known as public schools.

A public primary school is an institution of learning owned by the government. McGee (2018) states that it provides emotional and cognitive instruction and also assists in the social development of a child. This level of education allows pupils to thrive, learn how to participate and gives a sense of belongings to the child. Undi and Hashim (2021) stipulates that it is an educational institution for children between the ages of six to eleven when children of such age group receive their earliest formal education. This was also supported by Molina E., Fatima F.S., Ho A. D., Melo C., Wilichowski T.M. and Pushparatnam A., (2020), stating that a public primary school is an institution of learning where a child receives his / her first and compulsory formal education. This is the institution that promotes a child to a secondary school. Bello and Yusuf (2017) observe that it is the foundation basis on which other levels of institutions rest. Teachers engage pupils in teaching-learning experiences in public primary schools.

In the educational sector, a teacher who is a curriculum implementer puts in his or her best to achieve the desired goal. A teacher is an individual or a professional who should have undergone the rudiment and practices of teaching and certified to implement the curriculum in the classroom setting which makes him or her be a professional teacher. Sobakh (2017) describes a teacher as an individual who is competent and has acquired certification in Nigeria Certificate in Education (NCE), and Bachelor degree in Education (B.Ed.), among others. Thus, professional teachers should have the following competencies: first is professional competence. It simply means that teachers should have a broad knowledge of the subject matter that will be taught. He or she should know the theoretical concept, be able to choose the appropriate method and use various methods in the learning process. Again, teachers should have pedagogic competence. Pedagogical competence is the ability to manage the teaching-learning process. But Magidanga (2017) specifies that to teach effectively, teachers should use appropriate teaching techniques which could enhance learning. Again, Keshari (2017) defines a teacher as a person who makes a life-long impression on his or her pupils/students through his or her character. He or she puts the students on a right track under all circumstances and never shies away from his or her duties. He/she is an individual who has a persistent mindset of growth. It means that teachers are rather strict and do not give up on learners or leave room for helpless behavioural patterns; he expects good behaviour and tirelessly

demand that learners put effort into studying. Rissanen, Kuusisto, Tuominen and Tirri (2019) believe that the teacher has the power to influence his or her learners and in developing moral character. According to Sanberg and Norling (2018), teachers also organize and manage the classroom effectively and facilitate a positive emotional climate for learners to participate in the learning process. Primary school teachers only teach at the primary school level with young children. Nzariwehi and Atuhumuze (2019) characterize that, teachers intending to enhance development undergo some in-service and upgrade themselves. Teachers went through training and re-training to acquire new skills and knowledge needed for sustainable education and to equip them for the future. For example, in the new era, it is expected that all school teachers especially primary school teachers are to acquire knowledge of advanced technology to make learning meaningful and to achieve the organisational set goals. Makovec (2018) add that educational training and in-service enable teachers to make changes to their teaching styles and methodology.

Digitalization is the process of transformation using computer technology and the internet to access information and transform business operations in an organisation. It implies turning the business operations into digital form. Parida, Sjodin and Reim (2019) opine digitalization as the use of Microsoft programs to innovate or rebrand the output of an organisation and value-producing opportunities. This simply means that digitalization is beyond the use of computers in an organisation but rather the use of Microsoft programs in increasing the value of the product. It is a term that connotes the use of digital technology and Microsoft programs in business and society. According to Urbach and Roglinger (2019), digitalization is the affiliated changes in the connectivity of an organisation, society and object. Digitalization will most likely bring about leadership effectiveness and efficiency, especially during this era of 'New Normal'. The process of managing teams and ensuring their effectiveness requires the presence of a leader who can motivate and provide a vision for their subordinates. The developed advanced technology brings about new business opportunities, changes the roles of operators in the value chain, and ends existing business (Sow et al, 2018 & Nantermu, 2020). For instance, digitalization may take away traditional intermediates in the supply chain and create new intermediates. An example is direct access to journals from the internet (Tihinen & Kaarilainen, 2018). Parida et al (2019) thought that digital leadership is a team-oriented task and cooperative approach, with a strong focus on changes in the competitive market. It focuses on the competence and capability of the leader, their mindset as well as the ability to use new modern technology in achieving organisational goals. Urbach and Roglinger (2019) believe that it is the ability to view both design of technology and corporate architecture strategically. Gartner (2018) and Nantermu (2020) uphold the fact it is the strategic use of digital technology and digital skills. Oberer and Erkollar (2018) also support the fact that corporate leaders can identify new opportunities for organisational growth through efficient and effective use of digital use of technology. It is a type of leadership approach preferred in the digital age.

Zupancic, Verbeke, Achten and Hemeoja (2018) see it as the implementation of various kinds of strategies influencing the digital transformation process positively. Digital leadership is the act of having leadership in the major sector of the information society such as the press, or multiple media and communication (Malakyan 2019). Such a leader easily disseminates information to the subordinates.

Tanniru (2018) and Miller (2020) both have the opinion that digital leadership is the act of doing the right thing promptly by the digital leader for the strategic success of digitalization. In other words, digital leadership is timely doing things right in a different approach to business strategy, business modules, and the function of Information Technology (IT), enterprise platforms, mindsets, skills and workplaces. Wahyu, Mihardjo and Sasmoko (2019) conclude that a digital leader is a multi-disciplinary individual starting his activities with three basic ideas, one from the three starting points; strategy, business management or information technologies which he then builds on it, develops and feeds the subordinate in a cross way. Such a leader must understand the new digital era and translate his strategic vision using the advanced technology at his disposal. To achieve an organisational goal in this digital era, school administrators need to become digital leaders to influence positively public primary school teachers' job performance for sustainable education in Oyo State.

Covid-19 unveiled the importance and essence of school administrators becoming digitalized on public primary school teachers' job performance for any sustainable education in Oyo State. To sustain education in this present era, school administrators must move from the traditional way of doing things with their subordinates, especially the public primary school teachers. This act would not only improve the school leaders but also improve public primary school teachers' job performance in Oyo State.

Statement of the Problem

Change is inevitable. In this era of new normal (Covid-19), technology has swiftly taken over tradition which has cut across all professions. For instance, the banking sector has not only introduced digitalization to its banking system but has also developed it. But in education, it has been observed that the public primary school teachers' job performance seems to be dwindling and not encouraging, especially in the area of digitalization which has introduced a new paradigm shift for sustainable education. Education is the mother of all professions and most professional teachers are not digitally inclined which somehow has been reflecting on their job performance and invariably seems to be affecting pupils' academic performance. This could be because some public primary school teachers are not self-motivated toward digitalization and some school leaders are not also digitally inclined. During the lockdown in Oyo State, the primary school level of education had negative effects of the new paradigm shift where most pupils could not access education, rather, they resulted in watching cartoons and playing within the neighbourhoods This was not the same in other developed nations like the U.S.A, where there is a paradigm shift of

leaders from the traditional methods (physical) of doing things to the digitalization method (virtual/online platforms) (UNCTD, 2021). Research works have been carried out on studies such as leadership styles and leadership communication styles among others (Oberer & Erkollar, 2018). But much work has not been done on digital leadership vis-à-vis teachers' job performance for sustainable education in Oyo State. To this end, this study will investigate the influence of digital leadership on public primary school teachers' job performance for sustainable education in Oyo State.

Aim and Objectives of the Study

The aim of this study is to investigate the influence of digital leadership on public primary school teachers' job performance in Oyo State.

The specific objectives are to:

- i. identify the level of public primary school teachers' job performance in Oyo State primary schools;
- ii. ascertain the extent to which public primary school leaders (school administrators) are digitalized in Oyo State;
- iii. examine the influence of digitalization of public primary school leaders (school administrators) on public primary school teachers' job performance in Oyo State.

Research Questions

In the light of the above objectives, the study raised the following questions:

- i. What is the level of teachers' job performance in Oyo State public primary schools?
- ii. To what extent is public primary school leaders (school administrators) digitalized in Oyo State?

Hypothesis

This hypothesis was formulated to be tested.

Ho₁: There will be no significant influence of school administrators' digital leadership on public primary school teachers' job performance for sustainable education in Oyo State.

Methodology

Design

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

Selection of Participants.

Larger sample sizes provide more accurate mean values, identifying outliers that could skew the data in a smaller sample and provide a smaller marginal error. Multi-stage,

simple random sampling and purposive sampling techniques were used to get the exact sample from the target population of two thousand four hundred and fifty-four (2,454) public primary school teachers in the State. Sampling techniques were used to arrive at the sample of seven hundred and twenty-three (723) from the selected schools in the seven local governments of the State representing the three senatorial districts in Oyo State. Oyo State has three senatorial districts among which seven local government areas created in 1991 are purposively selected at the first stage of sampling. The local government areas are Ibadan North (seventy-four schools), Ibadan North-East (seventy-two schools), Ibadan North-West (forty schools), Ibadan South-East (sixty-two schools), Ibadan South-West (eighty-six schools), Ogo-Oluwa (fifty-nine schools) and Ogbomoso North (twenty-eight schools). At the second stage, the government primary schools were numbered and randomly selected on every odd number and Yemanès' formulae were incorporated to get the sample size of schools from the selected local government areas of the three senatorial districts in Oyo State having a total of seven hundred and twenty-three (723) respondents.

Procedure for Data Analysis

The triangulation method was used to elicit information from the respondents. A self-structured Teachers' Questionnaire (TQ) was created, whose items were generated from the content of the study to give answers to the research questions and either to accept or reject the stated hypothesis in the study. A pilot survey was purposely conducted on different respondents who also had the attributes or characteristics of the sampled population. However, the structured questionnaire and interview guide was subjected to both content validity and face validity and the reliability index obtained was 0.793. The structured interview guide was used among school administrators while the questionnaire was used on public primary school teachers in Oyo State. The structured interview guide was used to ascertain the comparison on the filled questionnaire by the public primary school teachers from each sampled school in Oyo State. The questionnaire titled Teachers' Questionnaire (TQ) was in three sections: sections A, B and C. Section A contained respondents' demographic data, where respondents filled their bio-data such as sex, qualification, and years of experience among others. Section B comprised items of Likert-type scale questions which were derived from the content to give answers to research questions raised. Section C contained items of fixed response type. This section determined the acceptance or rejection of the hypothesis.

Ethical Consideration

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

Analysis of Data

Descriptive statistics like 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 the Pearson

Product Moment Correlation was employed to determine the significant relationship between the independent variable and the dependent variable at a 5% level of significance.

Presentation of Demographic Data

Table 1: Showing the demographic of the respondents.

Gender	Frequency	Percentage
Female	468	72.7
Male	176	27.3
Total	644	100.0
Highest Qualification		
NCE	272	42.2
B. Ed	300	46.6
M. Ed	72	11.2
Total	644	100.0
Years of Experience		
0-10	368	57.1
Nov-20	212	32.9
21-30	64	9.9
Total	644	100.0

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

The qualification section depicts the highest qualification of the respondents. It indicates that Bachelor of Education (B.Ed) /B.Sc (Ed)/ B.A (Ed) has the most used qualification with the highest percentage of 46.6% followed by Nigeria Certificate in Education (NCE) of 42.2% and the least is Master of Education (M.Ed) with the percentage of 11.2%. This implies that most qualification obtained by public primary school teachers in Oyo State public primary school is B.Ed. Gone are the days when Nigeria Certificate in Education (NCE) was the main requirement for teachers at the primary levels. With the improvement to teachers' job qualifications at the public primary schools, it is believed that there will be invariably improvement in public primary school pupils' academic achievement.

The years of experience depict public primary school teachers' years of experience. The years of experience of individual teachers differ. From the 0-10 years of experience has the highest frequency of 57.1%, followed by 11-20 years of experience at 32.9% and the least is 21-30 years of experience at 9.9%. From the above, the implication of this is that there is the possibility of recent recruitment from the Oyo State government that has led to

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

Research Question 1: What is the level of teachers' job performance in Oyo State public primary schools?

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

S/N	Items 'I'	At all Times		Often Times		Some Times		Not at All		Mean	SD
		Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)		
1.	attend school regularly	404	62.7	208	32.3	32	5.0	0	0	3.58	0.59
2.	resume school before 7.30am	328	50.9	288	44.7	28	4.3	0	0	3.40	0.58
3.	carry out any assigned duties without grudges	344	53.4	244	37.9	44	6.8	12	1.9	3.43	0.70
4.	carry out duties assigned to me with best of my ability	336	52.2	280	43.5	24	3.7	4	0.6	3.40	0.60
5.	know my pupils by their names	364	56.5	224	34.8	48	7.5	8	1.2	3.47	0.69
6.	interact with my pupils regularly	328	50.9	280	43.5	32	5.0	4	0.6	3.45	0.62
7.	use instructional material(s) when teaching	280	43.5	316	49.1	48	7.5	0	0	3.36	0.62
8.	commence my teaching from known to unknown	492	76.4	136	21.1	16	2.0	0	0	3.74	0.49
Weighted Mean									3.50		

Field Survey, 2021

Decision Rule: Weighted mean < 2.50 means Low; 2.50 to 2.99 means Moderate; ≥ 3.00 means High

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

Research Question 2: To what extent is public primary school leaders (school administrators) digitalized in Oyo State?

Table 3: Showing the extent of Digitalization of Public Primary School Leaders in Oyo State

S/N	Items	At all Times		Often Times		Some Times		Not at All		Mean	SD
		Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)		
"My School Administrator"											
1.	is an inventor with divers creativity at any given time	48	7.5	396	61.5	164	25.5	36	5.6	2.71	0.68
2.	as a dynamic nature and strives to achieve the school set goals	96	14.9	300	46.6	196	30.4	52	8.1	2.68	0.82
3.	communicates and receives feedback from subordinates	228	35.4	200	31.1	168	26.1	48	7.5	2.94	0.96
4.	participates in a global vision to derive change	80	12.4	296	46.0	228	35.4	40	6.2	2.65	0.78
5.	invents connectivity with others	60	9.3	132	20.5	216	33.5	26	36.6	2.02	0.97
6.	implements digital technology to create strong domestic and global network	32	5.0	164	25.5	200	31.1	248	38.5	1.97	0.92
Weighted Mean									2.50		

Field Survey, 2021

Decision Rule: Weighted mean < 2.50 means Low; 2.50 to 2.99 means Moderate; ≥ 3.00 means High

Table 3 answers the above research question. From the table, the calculated weighted mean of 2.50 is the same as the calculated weight means of the Likert scale. This implies that the public primary school leaders are moderately digitalized in Oyo State. To take a look at the happenings, that is, the era of the covid-19 pandemic (nationwide lockdown) when schools were shut down and most pupils could not access education, rather, they resulted in watching cartoons and playing within the neighbourhoods in Oyo State. This was not the same in other developed nations like the U.S.A, where there is a paradigm shift of leaders from the traditional methods (physical) of doing things to the digitalization method (virtual/online platforms) (UNCTD, 2021). In other words, there is a paradigm shift in education from the normal four walls of the classroom to education in the air. This calls for improvement and digitalization of public primary school leaders in Oyo State. Digital leaders who lead people through the use of digital devices require greater effort from both the school administrators and their subordinates. Hence, the digital leader must be dynamic, creative and continuously looking to make a difference in the global world for sustainable education.

primary school teachers' job performance for sustainable education in Oyo State.

Test of Hypothesis

Ho₁: There will be no significant relationship between school administrators' digital leadership and public

Table 4: Showing the correlation coefficient of digital leadership and public primary school teachers' job performance for sustainable education in Oyo State

	Digital Leadership	Public Primary school Teacher Job Performance
Digital Leadership	1	0.85
Public Primary school Teacher Job Performance	0.85	1

Where the correlation coefficient 'r' of the dependent variable on the independent variable and vis versa is $r = 0.85$

Table 4 reveals the significant relationship between school administrators' digital leadership and public primary school teachers' job performance for sustainable education in Oyo State. From the table, it was deduced that there exists a positive strong correlation coefficient between school administrators' digital leadership and public primary school teachers' job performance in Oyo State ($r = 0.85$).

Discussion

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

Table 1 shows the gender demographic data of respondents. From the table, the female gender has the highest percentage of 72.7% against the male gender of 27.3%. The same table depicts the highest qualification used by the respondents is Bachelor of Education (B.Ed) /B.Sc(Education) / B.A (Education) with 46.6% followed by Nigeria Certificate in Education (NCE) with a percentage of 42.2% and the least is Master of Education (M.Ed) having a percentage of 11.2%. This table also reveals the highest number of years of experience in the teaching field. It reveals that 0-10 years of experience in the teaching field has the highest **per cent** of 57.1%. This means that a qualified public primary school teacher is expected to have a Bachelor of Education (B.Ed) as the minimum basic requirement in the teaching field for effective job performance in the public primary school (Sobakh, 2017).

Teaching is an occupation. It is an act of transferring knowledge from the knowledgeable to the unknowledgeable. The ability to commence teaching from known to unknown by the public primary school teachers in Oyo State implies that such a person is certified teaching personnel. This is in line with a study on teachers' roles and professional development (Nzarirwehi & Atuhumuze, 2019). Teaching from known to unknown is one of the teaching techniques which could enhance

learning (Magidanga, 2017). This is followed by regular attendance of the public primary school teachers in Oyo State with 62.7%. The regular attendance of teachers enables the teachers to identify their pupils by their names. Teachers' regular attendance is an indirect learning experience imparted to the learners. It encourages pupils' regular attendance in the school system even when it is hard and engages them once they are in the school building. It brings about a long last impression (Keshari, 2017). Regular attendance which enables the teachers to know their pupils by their names has 56.5%. Knowing pupils by their names is a determinant of teachers' job performance. The least here is the use of instructional material by the public primary school teachers in Oyo State with 43.5%. It was observed that some teachers do not use instructional material in the course of teaching-learning activities. This could be based on the subject type, subject topic, availability of the instructional material, safety use or precaution of the use of instructional material among others. Instructional materials also known as teaching aids or teaching-learning materials are any collection of materials including animate (characterized by life) and inanimate objects and human and non-human resources that a teacher can use in the course of teaching-learning experiences to help achieve pupils' desired learning experiences. This is the essence of in-service training, to enable the teachers to make changes in their teaching styles, especially in the use of instructional material (Magidanga, 2017). Every teaching professional knows the importance of teaching aids or instructional materials as it helps concretize pupils' learning experience which makes learning so interesting.

From table 3, it was observed that the school leaders are moderately digitalized in Oyo State. The implication is that some school leaders are within reasonable limits with the use of technology. Digitalization is the affiliated changes in the connectivity of an educational institution (Urbach & Roglinger, 2019). Digital leadership is a team-oriented task and cooperative approach between the school administrator and the public primary school teachers with a strong focus on changes in the competitive market (Oberer & Erkollar, 2018). The competitive market in this scene is the environment where the educational institution is situated. It is the ability to view both design of technology and corporate architecture strategically (Zupancic, Verbeke, Achten & Hemeoja, 2018). It is the

strategic use of digital technology and digital skills (Parida et al ,2019). Corporate leaders can identify new opportunities for organisational growth of their subordinates through efficient and effective use of digital technology (Zupancic et al, 2018). It is a type of leadership approach preferred in the digital age (Gartner, 2018).

The null hypothesis (Ho1) that states that there will be no significant relationship between digital leadership and public primary school teachers' job performance for sustainable education in Oyo State was rejected. There is a significant relationship between digital leadership and public primary school teachers' job performance for sustainable education. This simply means that there exists a positive relationship between digital leadership and public primary school teachers' job performance for sustainable education with a correlation coefficient of 0.85. In this era of digitalization, every business operation needs to turn into a digital form. This is also in the opinion of Parida et al (2019) who states that digitalization is the use of Microsoft programs to innovate or rebrand the output of an organisation and value-producing opportunities. This simply means that for sustainable education especially in this new normal (covid-19 era), education can move beyond the four walls of the classroom whereby the digital leaders can implement the use of advanced technology with his/her subordinates, especially among the public primary school teachers for sustainable education. This act will not only improve the present educational system but sustain the system. This simply means that digitalization is beyond the use of computers in an organisation rather the use of Microsoft programs is increasing and sustaining the value of the product. It can be used to develop and improve the output (performance) of the teachers and also sustain education in the state if effectively utilized. It is in agreement with Urbach and Roglinger (2019) who state that digitalization is the affiliated changes in the connectivity of an organisation, society and object. It is changing that both the school administrators and public primary school teachers should crave, which could be used to sustain education in the state and will most likely bring about leadership effectiveness and efficiency, especially during this era of 'New Normal'.

Conclusion

The findings of this study suggest that there are more female public primary school teachers at the public primary school than their male counterparts. This could be that at the primary level, pupils still need tender care from their mothers especially in the first three classes in public primary school (primary one-primary three) and this care can be gotten from a female gender who can take the place of a mother in the school setting. Most of the teachers in public primary schools have a Bachelor of Education (B.Ed)/B.Sc. (Ed)/ B.A (Ed) as the highest qualification used and 0-10 years of experience is the highest number of years of experience in the teaching field. This implies that most qualification obtained by public primary school teachers in Oyo State public primary school is B.Ed. Also, there is the possibility that the recent recruitment from the Oyo State government has led to a sharp increase in the number of years of experience (0-10

years) of the individual public primary school teacher in the State. Invariably, there is more youth among the public primary school teachers in Oyo State. This could also mean that there is a tendency that most of the teaching personnel recruited by the State government in the public primary schools have B.Ed. /B.Sc. (Ed)/ B.A (Ed). Gone are the days when Nigeria Certificate in Education (NCE) was the main requirement for teachers at the primary levels. With the improvement to teachers' job qualification at the public primary schools, it is believed that there will be invariably improvement in public primary school pupils' academic achievement.

To determine the level of teachers' job performance for sustainable education in the State, teachers' job performance in Oyo State public primary schools at all times is higher except for the use of instructional material. Instructional materials are often used based on the topic, availability of the instructional material and age of the learners among others.

It also shows that public primary school leaders are moderately digitalized. Digitalization is an essential factor in this fourth industrial revolution and being such, it has been powerful enough to attain its success on current and future leadership practices. Digital leaders who lead people through the use of digital devices require greater effort from both the school administrators and their subordinates. Hence, the digital leader must be dynamic, creative and continuously looking to make a difference in the global world.

It also shows that there is a positive strong influence of digital leadership and public primary school teachers' job performance in Oyo State. This simply means that digitalization being an essential factor cuts across disciplines, especially in education. Public primary school administrators (school leaders) who consciously develop themselves becoming digital leaders will have a strong positive influence on the public primary school teachers which will invariably improve teaching-learning processes and also increase pupils' academic performance.

Recommendations

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

1. public primary school's teachers should use appropriate instructional materials at all times during teaching and learning activities to foster learning in the learners.
2. government needs to reappraise rules and regulations made to govern the teaching profession and equip the educational sector with improved technology, especially at the primary schools to boost the teaching and learning process in Oyo State. She should create seminars for the school administrator on the effective use of the technology.
3. there should be self-development of the school administrator on the use of software programs, and applications, among others. Public primary school teachers also need self-development on the effective use of digital devices in improving their job performance for sustainable education

and likewise improve pupils' academic achievement. Pupils should be encouraged to install educational applications which will facilitate learning.

- in this digital era, school administrators should incorporate digital leadership in order to improve public primary school teachers' job performance for sustainable education in the State.

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