

Digital Leadership and Decision-Making Styles as Determinants of Public Primary School Teachers' Job Performance for Sustainable Education in Oyo State

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Abstract

Teachers' job performance is being determined by so many factors. Researchers have worked on some factors, but much work has not been done on digital leadership and decision-making styles. Thus, a bid to determine public primary school teachers' job performance in Oyo State led to this study. A Multi-stage sampling procedure using a basic Random Sampling technique was employed to select the respondents. A total of six hundred and forty-three (643) respondents from the three senatorial districts participated. Structured Teachers' Questionnaire (TQ) was validated and Cronbach's Alpha was used to determine the reliability of the instrument. Frequency counts, percentages and linear multiple regression (ANOVA) were employed to analyse the data collected. Findings showed that the level of teachers' job performance in Oyo State public primary schools at all times is high, except for the use of instructional material. The most adopted decision-making style is the directive decision-making style. Test of Hypotheses reveals that: there is a combined influence of digital leadership and decision-making styles on public primary school teachers' job performance in Oyo State ($F_{(3,640)}=4526.293$; $P<0.05$). It is recommended that school administrators should not rely on a specific decision-making style.

Keywords

Digital Leadership, Decision-making styles, Teachers, Job Performance and Sustainable Education

1. Introduction

The importance of a teacher's job performance cannot be overstated, as it can have a direct impact on pupils' and students' academic performance and may be a critical factor in ensuring a sustainable education. Thus, to order to give a sustainable education, teachers' job performance must be improved. Motowidlo and Kell (2012) define performance as the total of the desired value to an organisation of the specific behavioural pattern an individual carries out over a specific duration. This analogy simply means that job performance is dependent on the behavioural pattern of the employee in an organisation at a given period. According to Shiqian (2018), it is the degree to which a company or organization anticipates employees' expectations in terms of excellence and quality. Jones (2019) believes that an individual's education, experience, skills, abilities, awareness, values, motives, and needs all play a role in job performance.

Who then can we say is knowledgeable, well versatile with diversified skills and the abilities to impart knowledge to

learners in the teaching field for sustainable education?—a teacher. A teacher is a person who transfers knowledge to the learners. Sobakh (2017) defines a teacher as an individual who is competent and has acquired certification in Nigeria Certificate in Education (NCE), Bachelor degree in Education (B.Ed.), among others. 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 teaching method and use various teaching methods in the learning process. Again, teachers should have pedagogic competence. Pedagogical competence is the ability to manage the teaching-learning process. Teachers' job performance plays an essential role in the overall commitment and productivity of a school. Adeyemo, Sehoole, and Cueno (2015) ascertain that educational background, qualification and experience are vital factors in determining teachers' job performance. It has been observed over time that the teachers' job performance is dwindling. In the 80s, teachers are ready to go the extra mile with low Intelligent Quotient pupils. Nowadays, some teachers seem to be leaving junk class works for private lesson teachers or parents to handle. More so, now, that the world is globalized, teachers need to be technologically inclined to give relevant and recent information to students. However, people learn by example, if teachers have to be technologically inclined then the school administrators have to be as well. To increase teachers' job performance for sustainable education, school administrators as leaders should improve on themselves digitally.

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. According to Nantermu (2020), digitalization is the use of Microsoft programs to innovate or rebrand the output of an organisation and value-producing opportunities. These value-producing opportunities bring about changes that society is yearning. Digitalization is beyond the use of computers in an organisation but rather the use of Microsoft programs in increasing the value of the product. In an educational setting, it is a term that connotes the use of digital technology and Microsoft programs between the teachers and the pupils in other to impact learning to the learners either within or outside an institution. It is then vital that school administrators take a look at the value-producing opportunities for sustainable education to develop teachers' job performance through one of their managerial functions known as decision-making.

Decision-making is regarded as the cognitive process resulting in the best selection or a course of action among several alternative possibilities which could be based on the information at the disposal of the leader. It is a fundamental function in management that reflects the success and failure of an organisation. Specifically, Bryson (2006) explains the decision-making styles inventory that has been employed in this study which is based on four driving forces and situations confronting the decision-makers. It categorizes a decision-maker into four basic decision styles namely: directive decision-making style, conceptual decision-making style, analytical decision-making style, and behavioural decision-making style. A directive decision-making style is a style that relies on an autocratic model where the person in charge uses their knowledge and experience to choose the best course of action. Hodgetts and Legar (2005) believes that autocratic leaders are more directive, and leaders who use such directive decision-making style are quite rational, efficient and logical yet they have a "low tolerance for ambiguity and low cognitive complexity". Onley (2019) views behavioural decision-making style as a style made from the impressions of the subordinates' suggestions and focuses on communication. Leaders mainly have a strong concern for people and are open to suggestions. Conceptual decision-making style is a decision-making style that seems to have in-depth on a situation. Leaders make use of updated information and intuition in considering many alternatives when making decisions. Antonie (2015) believes that they solve problems through creativity and are risk-takers. The analytical decision-making style is characterized by leaders who have a greater tolerance for ambiguity. However, Mahmoud, Ghazi, and Wang (2016) believes that they are not fast in making a decision but enjoy having different written reports.

Many studies have been carried out to verify how leadership styles affect teachers' job performance in a school. For instance, a study was carried out by Imhangbe, Okecha, and Obozuwa (2018) on the influence of principal leadership styles on teachers' job performance in public senior secondary schools in Edo State Central Senatorial District, Nigeria. From the study, a school administrator who uses a participatory or *laissez-faire* leadership style has a more direct positive impact on teachers' job performance.

To buttress this, researcher Kerrigan (2020) studied a postulated theory known as the Vroom-Yetton-Jago Normative Decision-making style. It suggests that there is no best decision-making style but rather a good decision-making style can be determined by the situation at hand. Every individual seeks to advance in all endeavours. Teachers also desire to improve on their job performance which could be through training and re-training (seminars, workshops and conferences among all others). In other words, digital leadership and decision-making styles with the conscious effort of teachers would improve teachers' job performance for sustainable education.

In the outbreak of COVID-19 in Nigeria (2020), many leaders' especially educational leaders find it difficult to achieve educational set goals. This is probably because one of the basic functions of a public primary school administrators' known as decision-making was done mostly using a directive decision-making style when the need arises and also, public primary school teachers were not digitalized. In Oyo State, educational institutions were closed down to avoid the rapid spread of the COVID-19 virus. This act not only affected teachers' job performance, but also altered the academic performance of both students and pupils in the State.

1.1 Statement of the Problem

In achieving the goals and objectives of Primary Education in Oyo State as stated in the National Policy of Education, it is cogent that school administrators become digitalized. From experience as a primary school teacher, it has been observed that the public primary school teachers' job performance seems to be diminishing and not encouraging, especially in the area of digitalization which has introduced a new paradigm shift in education. Many teachers' are not digitally inclined which somehow have been reflecting on their job performance and invariably seems to be affecting pupils' academic performance. This could be due to many reasons, one of which could be that the school leaders are not also digitally inclined. This thought was mirrored during the COVID-19 pandemic when all things were put to halt, whereby the Federal Government had to close down all schools for more than five months in order to curb the spread of the virus which ought not to be if the educational leaders, especially at the primary school level which happens to be the foundation of education have been proactive towards being digitalized. The primary level of education received much impact of the 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. But later, some private primary schools started using Zoom, WhatsApp and Jisti applications for teaching-learning activities. The pandemic met almost everyone especially in Nigeria unprepared unlike other nations such as Japan, China, the USA, Germany, and United Kingdom among others where education was not much affected. It becomes a concern for school leaders to make an appropriate decision towards developing and improving public primary school teachers' job performance for sustainable education and to achieve the educational stated objectives. Research works have been carried out on some studies but among them is leadership decision-making styles (Kerrigan, 2020). Much work has not been done on digital leadership and decision-making styles on public primary school teachers' job performance for sustainable education in Oyo State which is much more applicable in our present world. To this end, this study will investigate the influence of digital leadership and decision-making styles on public primary school teachers' job performance for sustainable education in Oyo State.

1.2 Aim and Objectives of the Study

This study aimed to investigate the influence of digital leadership and decision-making styles on public primary school teachers' job performance for sustainable education in Oyo State.

The specific objectives are to:

- 1) identify the level of public primary school teachers' job performance for sustainable education in Oyo State primary schools;
- 2) identify the most adopted decision-making style by the public primary school leaders (school administrators) for sustainable education in Oyo State public primary schools;
- 3) ascertain the extent to which public primary school leaders (school administrators) are digitalized for sustainable education in Oyo State;
- 4) examine the combined influence of public primary school digital leadership (school administrators) and decision-making styles (directive decision-making style, analytical decision-making style, behavioural decision-making style and conceptual decision-making style) on public primary school teachers' job performance for sustainable education in Oyo State;
- 5) examine the relative influence of public primary school digital leadership (school administrators) decision-making styles (directive decision-making style, analytical decision-making style, behavioural decision-making style and conceptual decision-making style) on public primary school teachers' job performance for sustainable education in Oyo State.

1.3 Research Questions

This study aimed to investigate how digital leadership and decision-making styles influence public primary school teachers' job performance for sustainable education in Oyo State. In the light of the above, the study seeks to investigate the following questions:

- 1) What is the level of teachers' job performance for sustainable education in Oyo State public primary schools?
- 2) What is the most adopted decision-making style by the public primary school leaders (school administrators) for sustainable education in Oyo State public primary schools?
- 3) To what extent is public primary school leaders (school administrators) digitalized for sustainable education in Oyo State?

1.4 Hypotheses

These hypotheses were formulated to be tested.

Ho1: There will be no significant combined influence of digital leadership and decision-making styles (directive decision-making style, analytical decision-making style, behavioural decision-making style and conceptual decision-making style) on public primary school teachers' job performance for sustainable education in Oyo State.

Ho2: There will be no significant relative influence of digital leadership and decision-making styles (directive decision-making style, analytical decision-making style, behavioural decision-making style and conceptual decision-making style) on public primary school teachers' job performance for sustainable education in Oyo State.

2. Methodology

2.1 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 for sustainable education in Oyo State.

2.2 Selection of Participants

Multi-stage, simple random sampling and purposive sampling techniques were used to get the exact sample from the target population of two thousand four hundred and fifty-four (2,454) public primary school teachers in the State. 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.

2.3 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 hypotheses 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 each hypothesis.

2.4 Ethical Consideration

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

2.5 Analysis of Data

Descriptive statistics like frequency, mean, standard deviation and percentage were employed to measure sections A and B of the structured questionnaire. The inferential statistical tool is known as Linear Multiple Regression Analysis (ANOVA) was employed to determine the significant influence of the independent variables on the dependent variable at a 5% level of significance.

3. Results

3.1 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
11v-20	212	32.9
21-30	64	9.9
Total	644	100.0

Field Survey, 2021

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

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 qualification at the public primary schools, it is believed that there will be invariably improvement on public primary school pupils' academic achievement.

The years of experience depicts 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 the tendency that most of the teaching personnel recruited by the State government in the public primary schools have B.Ed. /B.Sc. (Ed)/ B.A (Ed). It can also be deduced that the number of years of experience (21-30years of experience) has the least percentage of 9.9%. This could be due to age, retrenchment, retirement, falsification of certificates and death among others.

3.2 Presentation of Research Questions

3.2.1 Research Question 1

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

Table 2 reveals that the level of public primary school teachers' job performance for sustainable education in Oyo State is high (3.50). The table reveals that at all times, teachers commence teaching from known to unknown. Having the highest percentage of 76.4%. The least is the use of instructional material(s) when teaching with the lowest per cent of 43.5%. This means that public primary school teachers often use instructional material when teaching in the classroom.

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

S/N	Items	'I'	(AT)		(OF)		(ST)		(NA)		Mean	SD
			Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)		
1.	attend school regularly		404	62.7	208	32.3	32	5.0	0	0	3.58	0.59
2.	resume school before 7.30am		328	50.9	288	44.7	28	4.3	0	0	3.40	0.58
3.	carry out any assigned duties without grudges		344	53.4	244	37.9	44	6.8	12	1.9	3.43	0.70
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		

3.2.2 Research Question 2

What is the most adopted decision-making styles by the public primary school leaders (school administrators) for sustainable education in Oyo State public primary schools?

Table 3. Showing the Adopted Decision-making Styles by the Public Primary School Leaders (School Administrators) for Sustainable Education in Oyo State Public Primary Schools

S/N	Items	(AT)		(OF)		(ST)		(NA)	
		Freq	(%)	Freq	(%)	Freq	(%)	Freq	(%)
1.	Directive decision-making style	264	41	236	36.6	140	21.7	4	0.6
2.	Behavioral decision-making style	132	20.5	256	39.8	240	37.3	16	2.5
3.	Analytical decision-making style	144	22.4	292	45.3	208	32.3	0	0
4.	Conceptual decision-making style	156	24.2	388	60.2	96	14.9	4	0.6

Field Survey, 2021

Table 3 depicts the most decision-making style of public primary school administrators for sustainable education in Oyo State. The most adopted decision-making style by the public primary school leaders (school administrators) for sustainable education in Oyo State public primary schools is the directive decision-making style.

3.2.3 Research Question 3

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

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

S/N Items	(AT)		(OF)		(ST)		(NA)		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		

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

Table 4 answers the above research question. From the table, the calculated weighted mean of 2.50 is the same as the calculated weight mean of the Likert scale. This implies that the public primary school leaders are moderately digitalized for sustainable education in Oyo State.

3.3 Presentation of Test of Hypotheses

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

3.3.1 Ho1

There will be no significant combined influence of digital leadership and decision-making styles on public teachers' job performance for sustainable education in Oyo State.

Table 5. Showing the Combined Influence of Digital Leadership and Decision-making Styles on Public Primary Teachers' Job Performance for Sustainable Education in Oyo State

	Digital Leadership	Decision-making style	Public Primary School Teachers'	Job Performance
Digital Leadership	1	0.84	0.85	
Decision-making Styles	0.84	1	0.96	
Public Primary School Teachers Job Performance	0.85	0.96	1	
ANOVA				
Model	Sum of Squares	Mean	F	Sig
Regression	205178-283	102589.142	4526.293	0.000
Residual	14528.367	22.665		
Total	219706.651			

R=0.966, R2= 0.934, Adjusted R2=0.934 Field survey, 2021

Table 5 reveals the combined influence of digital leadership and decision-making styles on public primary teachers' job performance for sustainable education in Oyo State. From the table, it was deduced that F-test is significant (p -value < 0.05). This implies that there exists a very strong positive correlation ($R= 0.966$) between the independent variables and the dependent variable. From the table, the adjusted R^2 (0.934) indicates that approximately 93.4% of the public primary school teachers' job performance for sustainable education in Oyo State is determined by the combination of digital leadership and decision-making styles.

3.3.2 Ho2

There will be no significant relative influence of digital leadership and decision-making styles on public teachers' job performance for sustainable education in Oyo State.

Table 6. Showing the Significant Relative Influence of Digital Leadership and Decision-making Styles on Public Primary Teachers' Job Performance for sustainable education in Oyo State

Model	Coefficient		Standardized Coefficient		
	B	Std. Error	Beta	t-test	Sig
Constant	23.346	0.297	0.000	78.547	0.000
Digital Leadership	6.198E-05	0.000	0.143	7.722	0.000
Decision-making Styles	0.000	0.000	0.844	45.699	0.000

Dependent Variable: Public Primary School Teachers Job Performance

Field survey, 2021

Table 6 depicts the significant relative influence of digital leadership and decision-making styles on public primary school teachers' job performance for sustainable education in Oyo State.

4. Discussion

Recall that a mixed method was used as data collection that is, structured interview guide and questionnaire (triangulation method). 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. Findings reveal that there is a comparison between the structured filled interview guide by school administrators and the filled teachers' questionnaire from each of the sampled schools in Oyo State.

Table 1 shows the gender demographic data, highest qualification used and years of experience of respondents. From the table, the female gender has the highest percentage of 72.7% against the male gender of 27.3%. The most qualification used by the respondents is Bachelor of Education (B.Ed) /B.Sc(Education) / B.A (Education) with 46.6% followed by Nigeria Certificate in Education (NCE) with the percentage of 42.2% and the least is Master of Education (M.Ed) having a percentage of 11.2%. It 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 is in support of Sobakh (2017) and Adeyemo, Sehoole, and Cueno (2015) who states 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 which is a vital factor in determining teachers' job performance for sustainable education in the public primary school.

Teaching is an occupation. It is an act of imparting knowledge from the knowledgeable to the unknowledgeable. It is an engagement with learners to able them understand the concept, application of knowledge and processes. Those who impart knowledge to the pupils in government public primary schools are known as teachers. A teacher is an individual who is employed to render the service of teaching. A teacher is an individual who has the professional development in the practices of teaching. The ability to commence teaching from known to unknown by the public primary school teachers in Oyo State implies that such a person is a certified individual. Sobakh (2017) believes that teaching from known to the unknown is one of the teaching techniques which could enhance learning. This is followed by regular attendance of the public primary school teachers in Oyo State with 62.7%. This means that public primary school teachers in Oyo State attend school regularly. The regular attendance of teachers enables the teachers' to identify their pupils by their names with 56%. Knowing pupils by their names is a determinant of teachers' job performance for sustainable education. The least here is the use of instructional material by the public primary school teachers in Oyo State with

43.5%. It shows that some teachers do not use instructional material in the course of teaching-learning activities. This could be based on the subject type, subject topic, and availability of the instructional material, safety use or precaution of the use of instructional material among others. But from the table (3.2.1), it reveals that the weighted mean of teachers' job performance for sustainable education is 3.50 as against the ordinal mean of 2.50. This table shows that teachers' job performance is high, except for the use of instructional material and the likely reasons have been spotted earlier. In other words, the level of public primary school teachers' job performance for sustainable education in Oyo State is high.

In a school setting, the dynamic nature of the school administrator determines the decision-making style. From table (3.2.2), the most adopted decision-making style in Oyo State public primary schools for sustainable education is the directive decision-making style with 41%. This is in accord with Hodgetts and Legar (2005), a directive decision-making style is a style that relies on an autocratic model where the person in charge uses his or her knowledge and experience to choose the best course of action. He focuses on facts and makes quick decisions but is not necessarily optimal. This type of decision-making style could be used by the leaders or school administrators who are in the early stage of their career to study organizational behaviour. It could be used when the task is unstructured and the subordinates are inexperienced. Using such a decision-making style, school administrators still strives to achieve the organizational set goals timely. From the subordinates' perspective, this type of decision-making style provides role clarity, clear expectations, satisfaction with work and supervision, satisfaction with the school, lower stress and increases job performance. The directive decision-making style is followed by the conceptual decision-making style with 24.2%. This is a decision-making style that seems to have in-depth on a situation. In agreement with Antonie (2015), leaders who use conceptual decision-making styles are thinking people. They take their time before making any decision. This type of decision-making style can be used for long term projects and planning. The least decision-making style is the behavioural decision-making style with 20.5%. Conforming to Onley (2019), this is a decision-making style made from the impressions of the subordinates' suggestions and focuses on communication. They mainly have a strong concern for people and are open to suggestions.

Decision-making is not simple intellectual reasoning, it is an act of making or selecting the most suitable choice from two or more alternatives in solving a particular problem. The outcome of this recent study negates the study carried out by Imhangbe, Okecha and Obozuwa (2018), on the effect of Principal Leadership Style of Teachers' Job Performance. From the study of effects of Principal Leadership Style of Teachers' Job Performance, findings show that directive leadership decision-making style was least used. The study reveals that the directive leadership style in decision-making has a low tolerance for complexity and ambiguity, which gives rise to a negative relationship between the school administrator and teachers' job performance. But from this present study, the implication of this is that the most decision-making style of public primary school administrators for sustainable education in Oyo State is the directive decision-making style. This means that majority of the public primary school administrator uses a directive decision-making style. Hence, just as Hodgetts and Legar (2005), they are autocratic. But because in making a decision, every school administrator needs to consider factors such as the type, nature of the problem, age group affected by the problem, and environment where the problem is situated among others. This means that there is no best decision-making style as most school administrators' uses a directive decision-making style and may sometimes use a conceptual decision-making style. The behavioural decision-making style is the least decision-making style used by school administrators in Oyo State primary school.

Table 4 shows that the school leaders are moderately digitalized for sustainable education in Oyo State. The implication is that some school leaders are within reasonable limits with the use of technology in communication and decision-making. This is following Nantermu (2020), 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 digitalization is beyond the use of computers in an organisation but rather the use of Microsoft programs in increasing the value of the product. COVID-19 exposes the lapses of some leaders in decision-making towards achieving the stated educational goals not only in Oyo State but also in Nigeria as a country. But because Oyo State school administrators are poor digital inventors, thus they are also not dynamic. For sustainable education in Oyo State, both school administrators and public primary school teachers need to be digitalized.

The null hypothesis that states that there will be no significant combined influence of digital leadership and decision-making styles on public primary teachers' job performance for sustainable education in Oyo State was rejected. There is a significant combined influence of digital leadership and decision-making styles on public primary teachers' job performance for sustainable education in Oyo State. This shows that school administrators becoming digital leaders' can use decision-making style to influence positively teachers' job performance in the State. This is in line with Nan-

termu (2020) who believes that digitalization has been powerful enough to have implications on current and future leadership practices. Similarly, digital leaders can also use a particular decision-making style (directive decision-making style, conceptual decision-making style, behavioural decision-making style, analytical decision-making style) in any decision-making. It calls for school administrators being creative, dynamic and inventive.

The null hypothesis that states that there will be no significant relative influence of digital leadership and decision-making styles on public primary school teachers' job performance for sustainable education in Oyo State was also rejected. There is a significant relative influence of digital leadership and decision-making styles on public primary school teachers' job performance for sustainable education in Oyo State. This simply means that there exists a significant relative influence of digital leadership and decision-making styles on public primary school teachers' job performance for sustainable education in Oyo State. From Table 6, only the analytical decision-making style is insignificant. This means that a public primary school leader (school administrator) can make use of either of the decision-making styles to influence public primary school teachers' job performance for sustainable education. This also means that there is no best decision-making style, rather, school leaders (school administrators) can consider factors or circumstances before choosing a decision-making style. In agreement with Bryson (2006), appropriate decision-making style by public primary school leaders (school administrators) can have a significant relative influence on public primary school teachers' job performance for sustainable education in the State. This means that school administrators can combine knowledge and application of digital leadership in decision-making for effective public primary school teachers' job performance in Oyo State.

5. Conclusion

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

Again, this study also reveals that the most adopted decision-making style in Oyo State public primary schools for a sustainable education is the directive decision-making style. In this era, this study has unveiled the truth on the extent of public primary school leaders' digitalization in Oyo State. It also shows that public primary school leaders are moderately digitalized. The ability to find answers to the independent variables (digital leadership and decision-making styles) on the dependent variable (public primary school teachers' job performance) implies that there is a combined influence of digital leadership and decision-making styles on public primary school teachers' job performance for sustainable education in Oyo State. The study reveals that there is a relative influence of digital leadership and decision-making styles on teachers' job performance for sustainable education in Oyo State.

6. Recommendations

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

- 1) Public primary school teachers should ensure to use appropriate instructional materials at all times during teaching and learning activities to foster learning in the learners for sustainable education.
- 2) School administrators should not rely on a specific decision-making style rather, should depend on the situation that is being handled.
- 3) For sustainable education, the 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 technology in decision-making. There should be self-development of the school administrator on the use of software programs, applications, among others.
- 4) Public primary school teachers also need self-development on the effective use of digital devices in improving their job performance and likewise improve pupils' academic achievement. Pupils should be encouraged to install educational applications which will facilitate learning.
- 5) In this digital era, school administrators should incorporate digital leadership and decision-making styles in other to improve public primary school teachers' job performance for sustainable education in the State.

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