Leadership Styles and Public Senior Secondary School Teachers' Job Engagement for Sustainable Development in Ibadan Metropolis, Oyo State

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Abstract

Leadership does not only define an organisation's successes and failures but also is important in sustaining teachers' job engagement. The study investigates leadership styles and public senior secondary school teachers' job engagement in Ibadan Metropolis, Oyo State. A descriptive research design was adopted. The population of the study consists of 1396 teachers and 143 principals in the 11 sampled local governments. The multi-stage sampling procedure was used, a sample size of 715 respondents was sampled of which questionnaires were administered and 600 (80%) of the sampled population were retrieved and used for analysis. Self-designed questionnaires with a reliability coefficient of r= 0.896 was used for data collection. Two research questions and one hypothesis were used to guide the study. Results of the findings show a high level of teachers' job engagement, $\overline{X} = 3.56$. The leadership style most utilised was digital leadership frequency 97 (principals' perspectives) and Laissez-faire frequency 227 (teachers' perspectives). The hypothesis raised shows a significant relationship between principals' leadership styles and public senior secondary school teachers' job engagement r= 0.934. The study concluded that leadership styles utilised by school principals influenced teachers' job engagement. Hence, principals in public senior secondary schools in Ibadan should adopt digital leadership which encourages teachers' job engagement as this style of leading is a blend of others' leadership styles.

Keywords: *Leadership styles, Public Senior School, Principals/ Teachers, Job Engagement*

Introduction

Maintaining and sustaining public senior secondary school teachers' job engagement level is depended on the leadership in place. Hence, the need for school leaders to employ leadership styles that would fit into the present and future challenges of the school and also promote teachers' job engagement. The degree to which a teacher is committed to and engrossed in their work without being persuaded or forced to do so is known as their level of job engagement. One may also think of it as the teacher's naturally passionate temperament, which comes from their heart and shows in their actions, character, and behavior. It is the driving force behind performance that goes above and beyond expectations and keeps teachers on task and fully invested in the development and success of the organization. The development and achievements of the institution are now the development and achievements of the instructors. A teacher is someone who is actively engaged is unwavering in commitment to work and the teaching profession [1]. Such instructor goes above and beyond to influence both students and professional colleagues to procreate. They achieve this through being accountable for their kids' education, keeping tabs on their development, and identifying their instructional requirements, putting all necessary safeguards in place to match their instruction to students' needs. The engaged teachers have high expectations for their pupils because they recognize that doing well in class is a direct result of their high expectations for them. Such professors also take care to provide immediate feedback regarding students' accomplishments and mistakes, which help students, develop personally and be aware of their progress in terms of learning.

Teachers rank second in terms of a child's life after parents in terms of influence. They guide the child through several life phases, and their effects are felt for the rest of the child's existence. Teachers are leaders who set the pace for their followers, or students, to follow. They are also caregivers, role models, life coaches, facilitators, and caregivers. Pupils hold their instructors' ideals and ideas in high respect because they trust their teacher's judgment more than they do their parents. So, in our emergent world when kids mimic what they observe their instructor and others do, the importance of their position cannot be overstated. All stakeholders in education, the government, parents, and society should work together to actively engage teachers in their work as it increases students' educational success. A circumstance where the teacher regularly reverses a previous assignment or test given to students to alert pupils to flaws or mistakes made is an excellent illustration of this scenario. In addition to successfully

correcting errors, such a teacher will aid students in comprehending knowledge because learning from mishaps is sometimes facilitated. It is a worthwhile endeavor when engaged teachers use their creativity and innovative skills to create fresh and effective teaching practices that best support students' development. Sometimes these teachers care strongly about their students' needs, feelings, interests, and aspirations in addition to their learning and grades, taking ownership of their holistic health.

The engaged teacher also has knowledge and information, is goal-oriented, and knows the purpose of teaching, what has to be accomplished, and how the aims and objectives of the school fit into their goal. Such teachers are committed to the educational activities to successfully engage students, making the school goals and objectives the priorities and working for success at any moment 'T'. Additionally, such teachers go above and beyond the minimal requirements of curriculum delivery and take pleasure in teaching in a way that impacts pupils. Again, these involved teachers are well informed and versed and are emotionally invested in their work, the organization where they work, and their colleagues in the industry. Believing in the school's vision and objective, striving for success, and fostering a climate that is both cheerful and favorable to learning where each employee excels.

Moreover, affective organizational commitment, in which employees are actively committed and passionately devoted to their profession and the organization where they work, is the same as job engagement for teachers [2]. Personnel are not just content with their jobs but also eager to continue working for the organization and actively participate in meetings. This kind of employee commitment benefits the organization by increasing worker productivity, lowering absenteeism, encouraging teamwork, and lowering the turnover rate.

More specifically, it is theorized that the cognitive, operative, and affective domains can be used to categorize teachers' job engagement [3]. If these three domains are active and functioning in the teacher, the teacher is considered to be engaged. The intellectuality of the teacher is the cognitive domain, which refers to having thorough and in-depth knowledge of the subject being taught, confidence in doing so, and going above and beyond the standard requirements for curriculum delivery to make the material engaging and fully captivating for students. The instructors' abilities to instruct pupils more effectively and their kind demeanor toward them encourage students to express their curiosity and ideas freely. When the situation

is reversed, the instructor may occasionally exhibit irritability and aggression, which can make pupils fearful and discourage them from asking more questions.

The teacher's enthusiasm, or affective domain, is what motivates them. They are deeply passionate about what they do and regard it as part of what makes life worthwhile. As a result, they impart knowledge to students in a way that encourages internalization. Passionate instructors put their students' academic success before their own time, doing whatever is necessary to complete their tasks because they are emotionally invested in the work and love what they do. The final domain is the operational domain, and it is effective if educators eagerly engage in teamwork, research ways to advance best practices, and create cutting-edge, successful teaching methods that are pertinent to the academic demands of their students [3]. For many instructors, education is a continual process that they engage in to stay at the top of their field and have a meaningful impact on their students.

The level of job engagement among teachers in Nigeria and Oyo State in particular appears to have decreased over time, which is nevertheless of great concern to all parties involved and the general public. The time when instructors were sincerely committed, engrossed, and devoted to their work is long past. Where passion and devotion take precedence over money benefits and people actually love what they do. The teaching profession then was for people who are enthusiastic and driven to impact information, their words count and their conduct and actions speak more of honesty and integrity. Parents are ready to send their children to school with the idea that they will be impacted with not just knowledge but also with values and virtues, and students as well as the general public respect and esteem the teaching profession. The crisis, which has long been a national worry for parents, students, the government, and society at large, appears to have gotten worse recently. This might have led to students' flagrant disobedience, cheating on tests, widespread failures, drop-outs, cultism, and social vices among young people. There is always a domino effect when teachers are not dedicated to their profession or involved in it, which gravely affects the core of education. Because "one cannot offer what he does not have," it requires an engaged teacher to develop an engaged class of learners.

Teachers are influential people in students' lives who do more than just impart knowledge; they also serve as role models, encourage learning, design lessons, and provide information to assist

students gain the knowledge they need to improve themselves and be responsible citizens. It is impossible to overstate the importance of teachers to the educational process and the development of the country. They are pioneers in nation-building, and their pupils follow in their footsteps. Hence, the institutions, parents, students, and society at large should place the highest priority on how engaged they are in their work.

On the other hand, it is widely held and has been documented throughout history that the leadership of any organization or institution plays a significant role in both its success and failure. As a result, leaders and their leadership philosophies are crucial to the development of any organization as well as to maintaining instructors' commitment to their work. Leadership is compared to the steering wheel that guides a moving vehicle, the ship's radar, and the driving force behind any successful organization. It kicks starts growth, innovation, and progress. It has been postulated that leadership is an art and a method of motivating others to carry out tasks or accomplish desired objectives [4]. It is a dynamic process that merits investigation, as well as a social process that necessitates interaction with leaders, followers, and occasionally other parties [5]. Leadership is primarily an ongoing method that impacts behavior in the context of a leader's and his followers' shared relationships, as well as the skill of persuading others to work together to achieve common objectives [4]. Consequently, the leader strives to influence the behaviour of individuals or groups of individuals around him to attain desired goals. Being a good and effective leader requires motivation and self-determination; contrary to what some schools of thought might suggest, it has nothing to do with the leader's place of birth. Although while certain leaders, like the Queen of England, were born into leadership roles, this does not guarantee that they will make a good leader. Knowledge, self-awareness, the capacity to learn, unlearn, and relearn, as well as experiences, is all components of the good leader [5].

Therefore, establishing connections with coworkers, being able to manage and lead subordinates, intervening in conflicts, resolving conflicts by considering all available options, allocating limited resources wisely, using ingenuity and risk-taking, when necessary, are all aspects of what leadership entails posited [6]. In order to achieve organizational goals, individuals and groups must cooperate with one another and with the leader in order to be motivated to work toward their goals, which is another aspect of leadership. To inspire workers to collaborate more successfully, strong leaders need to have certain attributes that motivate

employees to put in their best always. Good leadership may not come naturally, but it must be acquired by effort and education, honest character and magnanimous dedication to the organization or institutions. In the eyes of employees; leadership is everything a leader does that impact the organization's goals and well-being [5].

A leader's behavior when guiding, encouraging and managing groups of people is referred to as the leadership style [7]. Leadership style is how leaders lead and carry out their responsibilities. A leader can be made or broken by their leadership style, which sets them apart from other leaders. The mark of successful leadership knows when to switch up your leadership stance to best suit the circumstances at hand. As no single leadership stance is ideal on its own, your choice of style will depend on the needs of the moment. Also, a leader's leadership style affects how they organize and create strategies while taking into account the needs of their team and the expectations of their shareholders [4]. Respected leaders put their complete attention into becoming who they are, which includes their morals and charisma; what they know, which includes their work, obligations, and natural tendencies, and what they do; which includes carrying out, motivating, and giving direction [4]. When followers feel confident in their leaders, they are more willing and able to go above and beyond for their coworkers and the organization. They also feel more comfortable speaking up and expressing their opinions. On the other side, when a leader lacks the ability to inspire trust, followers may perform worse as they will be more focused on protecting their own interests [8]. In light of the foregoing, this study will examine the leadership philosophies of autocratic, democratic, laissez-faire, and digital.

The characteristics of the autocratic leadership style are discrete control over all decisions and minimal input from group members [7]. Autocratic leaders usually impose dictatorial authority over a group of people because they rarely accept feedback from their followers and base their judgments on their opinions and perceptions [9]. Like other leadership philosophies, the autocratic approach has its benefits and drawbacks. However, in some circumstances, where there is little or no time to consult the group when making decisions or where the leader is the most seasoned and knowledgeable member of the group, this level of control can be advantageous. Those who employ this style are frequently perceived as domineering or dictatorial. This strategy might be useful when a crisis calls for quick judgments and actions.

Yet, it can result in unpleasant and ineffective workplaces where followers are frequently divided against the commanding leader [7].

Democratic leadership refers to a style of leadership where group members actively participate in decision-making. This style of leadership can be observed in a range of contexts, such as private businesses, educational institutions, and governmental organizations. Democratic leadership style freely exchanged ideas, encouraged debates, and everyone has the chance to participate [9]. While this strategy encourages group fairness and the unrestricted flow of thoughts, the democratic leader nevertheless serves as the principal decision-maker. The group's leader is also in charge of deciding who is eligible to join and take part in decision-making. One of the most successful leadership philosophies is democratic leadership, which boosts output, improves team engagement, and strengthens team cohesion [10]. These decision-makers take their decisions seriously and base them only on their beliefs and values. They also look for points of view and work to silence those who have divergent views or who hold them in poor regard, which encourages followers to take action and engage with the group [11].

Laissez-faire leadership is a form of management where the boss relinquishes control and responsibility to the team, allowing them to make decisions and deal with issues as they arise [10]. The least amount of productivity is produced by group members under this leadership style, per studies [9&10]. There are benefits and drawbacks to this management approach. Nonetheless, in some circumstances and locations, laissez-faire leadership is the optimal course of action. Teams that are experts in their subject do well with this strategy. At first, project leaders may give instructions, but later on, they may hand off work to team members with minimal oversight [12]. For instance, in secondary schools, the principal who uses this method acts more as an observer than a leader, allowing teachers to form their own opinions about their classrooms. On the other hand, teachers may lack expectations and discipline when performing their duties.

A more contemporary leadership approach called "digital leadership" encourages and follows technological innovation to make business operations more flexible and responsive. Digital leader is a cross between a digital expert and a change agent who sets an example for others [13]. Such leaders are always informed on the most recent advancements and changes in the

digital industry since they live, breathe, and eat technology [14]. Thus encourage their staff to use digital technologies in all facets of their lives, both personally and professionally. Digital leader both articulate and share with the team the organization's vision for its digital transformation. A digital leader, more crucially, involves people in decision-making and the creation of change programs [15]. Workers under this style of leadership are also urged to actively question established practices and investigate cutting-edge digital tools and technology that can aid in problem-solving [16]. Successful digital leadership entails continuously expanding digital competencies and passing them on to employees, as well as gaining the trust and affection of their employees. It is the responsibility of a digital leader to both define and communicate the organisation's digital transformation vision to the rest of the team [15]. Thus, it is impossible to overestimate the significance of digital leadership in our rapidly growing technological world, where such leaders are continuously under pressure to innovate and outperform their rivals in order to maintain employee job engagement.

Leaders' way of leading has become imperative if we must foster a knowledgeable society that will actively engage its teachers. This research work will also examine gender variations in the leadership styles of public senior secondary school principals as gender can often play a large influence in a patriarchal society like Africa. To this end, this study will investigate leadership styles as one of the many elements that may affect teachers' job engagement in Ibadan metropolis, Oyo State.

Statement of the Problem

The level of job engagement among Nigeria's teachers is a subject of significant concern, especially at the secondary school level, which sits between the foundational and basic levels of the educational system. According to research and personal observations, instructors in Nigeria, particularly those in the Oyo State city of Ibadan, appear to be less engaged, which may be the cause of the students' poor academic performance, which is shown in the most recent WAEC results. In the days when instructors were fully invested in their work and willing to go above and beyond to engage children is long gone. Back then, the teaching profession was seen as the center of morality, integrity, hard work, and honesty. Although in current history, the circumstances have altered, and academic institutions now face the challenge of finding teachers who are fully committed to their work because some teachers seem to have

lost the zeal and dedication that come with the job and thus are unprepared to go above and beyond to achieve the objectives and targets of education. Hence, if certain criteria are properly taken into account and implemented, teacher work engagement can be beneficial. They include, but are not limited to, leadership styles, the type of school culture that is followed, the nature of the work that instructors do, timely rewards and recognition for work completed. There has been extensive research on secondary school principals' leadership philosophies and teachers' job performance. There have been various studies on the leadership styles of principals and the job performance of teachers in secondary schools in Edo State, and there has also been extensive discussion on the relationship between leadership styles and employee engagement in certain public secondary schools in Ile-Ife, Osun State [17&18]. Nevertheless, little is known about the leadership styles and public senior secondary school teachers' job engagement for sustainable development in Ibadan Metropolis. In order to achieve this goal, this research endeavor will examine leadership style and public senior secondary school teachers' job engagement for sustainable development in Ibadan City, Oyo State.

Aim and Objectives of the Study

This study will investigate the relationship between leadership styles and public senior secondary school teachers' job engagement levels in the Ibadan metropolis. The objectives are to:

i) identify the level of teachers' job engagement in public senior secondary schools in the Ibadan metropolis, Oyo State.

ii) identify the most adopted leadership style in public senior secondary schools in the Ibadan metropolis

iii) ascertain the relationship between leadership styles and public senior secondary school teachers' job engagement levels in the Ibadan metropolis

Research Questions

The following research questions were raised:

i) what is the level of teachers' job engagement in public senior secondary schools in the Ibadan metropolis?

ii) what is the most adopted leadership style utilised by public senior secondary school principals in the Ibadan metropolis?

Hypothesis

The null hypotheses would be tested at a 0.05 level of significance

There will be no significant relationship between principals' leadership styles and public senior secondary school teachers' job engagement in the Ibadan metropolis.

Methodology

The descriptive survey research design was used in the execution of this investigation. The eleven (11) local government public senior secondary schools in the Ibadan metropolitan, which is made up of five (5) Megacities and six (6) smaller cities, make up the study's population of teachers and principals. There are two hundred and eighty-five (285) public senior secondary schools in the Ibadan metropolitan, which is less than (respectively) one hundred and twenty-nine (129) megacities and one hundred and fifty-six (156) cities. Also, there are six thousand eight hundred and one (6081) teachers and two hundred and eighty-five (285) principals working in the public senior secondary schools in the Ibadan metropolitan. The sample size for the study was reached via a multistage sampling technique. At least 715 respondents were included in the sample sizes.

Teachers' Questionnaire (Principal Leadership Styles and Teachers' Job Engagement - PLSTJE) and Principal Questionnaire (Leadership Styles- LS) are the two types of questionnaires that were utilized as the study's instrument. The first questionnaire, titled "Teachers Questionnaire," is composed of structured items and is separated into five (5) sections (A, B, C, D, and E). Both the instrument's front and its content were validated. In a pilot study to validate the tool, the reliability of the tool yielded coefficient values of r=0.896 for the questions given to teachers and 0.667 for the questionnaires given to principals. For biographical information and the research questions, the data were analyzed using frequency, percentage, mean, and standard deviation. The study's hypothesis was also tested at the 0.05 level of significance utilizing inferential statistics of multiple regression analysis (ANOVA) and t-test.

Results

RQ 1: What is the level of teachers' job engagement in public senior secondary schools in the Ibadan metropolis?

Table 4.1 Shows Teachers' Job Engagement Level in Public Senior Secondary Schools in Ibadan Metropolis

a.   **Cognitive engagement**

S/N	Items	Very True Freq (per%)	True Freq (per%)	Moderately Freq (per%)	Not True Freq (per%)	Mean	SD
1	have first-hand knowledge of my subject of instruction	398 (80.9)	77 (15.7%)	12 (2.4%)	5 (1.0%)	3.76	.539
2	understand all that is required of me as regards my job as a teacher	367 (74.6%)	115 (23.4%)	7 (1.4%)	3 (0.6%)	3.72	.517
3	am comfortable with the school's vision and mission	227 (46.1%)	180 (36.6%)	67 (13.6%)	18 (3.7%)	3.25	.826
	Weighted Mean					**3.58**	
	b. **Affective engagement**						
1	am emotionally attached to my teaching profession	258 (52.4%)	172 (35.0%)	43 (8.7%)	19 (3.9%)	3.36	.799
2	am passionate about my job and I love what I do as a professional	368 (74.8%)	96 (19.5%)	23 (4.7%)	5 (1.0%)	3.68	.610
3	can go to any length to bring my teaching home to students'	293 (59.6%)	155 (31.5%)	33 (6.7%)	11 (2.2%)	3.48	.720
	Weighted Mean					**3.51**	
	c. **Operative engagement**						
1	connect easily with my colleagues and share best practice	269 (54.7%)	194 (39.4%)	27 (5.5%)	2 (0.4%)	3.48	.620
2	connect easily with students	287	183	21	1	3.54	.589

		(58.3%)	(37.2%)	(4.3%)	(0.2%)		
3	put in all my energy to see that my job is done well	393 (79.9%)	87 (17.7%)	10 (2.0%)	2 (0.4%)		3.77	.492
	Weighted Mean						**3.60**	
	Overall Weighted Mean						**3.56**	

Decision Rule: Less than 2.49 is low, between 2.50 and 2.99 is moderate, 3.00 and above is high.

Table 4.1 illustrates responses on the three levels of teachers' job engagement (cognitive, affective and operative engagement) of public senior secondary schools in Ibadan Metropolis, Oyo State. The table presents the following: weighted mean values for each level of engagement, cognitive 3.58, affective 3.51 and operative 3.60. And overall weighted mean of 3.56. This means the level of teachers' job engagement in public senior secondary schools in the Ibadan metropolis is high. Hence, teachers in the sampled local government area of Ibadan Metropolis, Oyo State are highly engaged teachers.

RQ2: What is the most adopted leadership style utilised by public senior secondary school principals in the Ibadan metropolis?

Table 4.2: Summary of the Weighted Mean of the Most Adopted Leadership Style Utilised by Public Senior Secondary School Principals in Ibadan Metropolis
Teachers' Perspectives

Leadership Styles	Always		Sometimes		Rarely		Not at All	
	Freq	**Per(%)**	**Freq**	**Per(%)**	**Freq**	**Per(%)**	**Freq**	**Per(%)**
Autocratic	99	15.184	115	16.061	76	26.298	202	65.16
Democratic	142	21.779	202	28.212	87	30.104	61	19.68
Laissez-faire	227	34.816	196	27.374	52	17.993	17	5.484
Digital	184	28.221	203	28.352	74	25.606	30	9.677
Total	652	100	716	100	289	100	310	100

From the teachers' perspectives in the table above, it is shown that the laissez faire leadership style is the most adopted leadership style among senior secondary school principals in Ibadan

Metropolis; highest frequency 227 and highest mean value of 3.28 as shown in above table, followed by the digital leadership style with frequency 184, democratic with frequency; 142 and autocratic with frequency; 99.

Principals' Perspectives

Leadership styles	Always		Sometime		Rarely		Not at All	
	Freq	Per(%)	Freq	Per(%)	Freq	Per(%)	Freq	Per(%)
Autocratic	86	26.54	18	20.69	8	20.51	16	22.86
Democratic	85	26.24	15	17.24	9	23.07	35	50.00
Laissez-faire	56	17.28	35	40.23	16	41.03	17	24.29
Digital	97	29.98	19	21.84	6	15.39	2	2.86
Total	324	100	87	100	39	100	70	100

In the same vain from the principals' perspectives, results derived from the table above shows, the digital leadership style is being widely practised among senior secondary schools' principals in Ibadan Metropolis Oyo State with the highest frequency; 97 and highest percentage; 29.9%. This result also corresponds with the weighted mean value; 3.75 which is the highest mean value from the principals' perspectives in table above. Hence, table indicate, the laissez- faire and the digital leadership style as the most utilized style of leadership from both the teachers' and principals' perspectives.

However, a digital leader may also be a laissez faire leader as such a leader needs to possess some of the other leadership styles attributed to be digital as situation demand.

Hypotheses Testing

H_0: There will be no significant relationship between principals' leadership styles and public senior secondary school teachers' job engagement in the Ibadan metropolis.

Table 4.3: Correlation Table Showing Relationship between Leadership styles and Public Senior Secondary School Teachers' Job Engagement in Ibadan Metropolis

	Job Engagement	Leadership styles

Job Engagement	Pearson Correlation	1	.934[**]
	Sig. (2-tailed)		.000
	N	492	492
Leadership styles	Pearson Correlation	.934[**]	1
	Sig. (2-tailed)	.000	
	N	492	492

**. Correlation is significant at the 0.01 level (2-tailed).

Table above shows a very strong positive correlation between Leadership styles and Teachers' Job Engagement. A coefficient of r = 0.934, N = 492 is extremely high and also the relationship was significant (p <0.05). Hence, 0.934 is very strong and indicates a significant relationship between Leadership styles and Teachers' Job Engagement.

Discussion of Findings from Data Analysis

In order to answer the research questions, it was determined through analysis of the study on leadership styles and public senior secondary school teachers' job engagement for sustainable development in Ibadan Metropolis, Oyo State, that teachers' job engagement level is high which is largely influenced by the leadership style used by the school principals. The results for the leadership style (from the perspectives of the administrators and teachers) suggest that digital and laissez-faire leadership styles were most frequently used. While still employing digital talents and technology to improve leadership skills, a digital leader can still be a laissez-faire leader who employs other leadership styles when needed. The findings of this study were consistent with those of earlier studies on the influence of principals' digital leadership on professional teachers' reflective behavior [10]. The study demonstrates that a digital leader increases teachers' involvement. This assumption was supported by researchers on the relationship between leadership style and employee engagement in Ditpolair Polda Metro Jaya

[19&20]. The studies revealed that employee engagement was significantly impacted by digital leadership and learning culture.

Conversely, other studies on the effects of principal leadership on teacher job performance and the connection between teacher job performance and leadership philosophies of secondary school principals in Ondo State, disagree with this study [21&22]. They both stressed that teachers' job engagement was boosted by democratic and autocratic styles of leadership which contradict the outcomes of this discovery.

The hypothesis was tested at a 0.05 level of significance;

The analysis conducted revealed a strong correction between leadership styles of school principals and public senior secondary school teachers' job engagement level in Ibadan Metropolis. A coefficient of $r = 0.934$, $N = 492$ is extremely high and also the relationship is significant ($P < 0.05$). Hence, 0.934 is very strong which indicates a significant relationship between principals' leadership styles and teachers' Job Engagement. This result agrees with the study on leaders' behaviour of Arab educational leaders [21] and the study on the connection between principal leadership style, school climate and teacher job performance [23] which indicate a strong correction between principals' leadership styles and teachers' job engagement. However, these findings negate the hypothesis (H_o) posed. Hence, the hypothesis is rejected at a 0.05 level of significance and the alternative is accepted. Thus, the leadership styles adopted by senior secondary school principals in Ibadan Metropolis can affect teachers' job engagement level.

Conclusion

Based on information acquired from the data analysis on leadership styles and public senior secondary school teachers' job engagement in Ibadan Metropolis, the following conclusions were made.

According to the study, there was a high level of job engagement among teachers in public senior secondary schools in the Ibadan Metropolitan Area. This could be as a result of the leadership styles the leaders employed. As a result, leadership styles have a significant impact on how engaged instructors are at work.

The study's findings also showed that public senior secondary school administrators in the Ibadan Metropolitan Area more frequently use the digital style of leadership from (principals' perspectives) and laissez-faire leadership style (teachers' perspectives). Though there is no one-size-fits-all leadership style however, a digital leader could equally be a laissez-faire leader. Hence, a leader should adopt the digital leadership style as well, regardless of the style of leadership they are already utilizing, as this style of leading strengthens the leadership function.

In conclusion, the results showed a strong relationship between the leadership styles adopted by public school principals in Ibadan metropolis and teachers' job engagement. Hence, school leaders' style of leading greatly influence teachers' job engagement level.

Recommendations

The following are recommended based on the findings of the study:

i. to sustain and raise the level of work engagement among teachers at public senior secondary schools in the Ibadan Metropolitan Area, school administrators should employ the management approach that best supports this goal.

ii. principals in Ibadan's public senior secondary schools should adopt a digital leadership strategy that encourages teachers to be engaged in their work because it incorporates many different leadership philosophies.

iii. since leaders are made and not necessary born, the government should invest in training school principals on effective leadership as such will enhance their job role.

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