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WORKLOAD MANAGEMENT ON PRINCIPALS' JOB PERFORMANCE IN PUBLIC SECONDARY SCHOOLS IN CÔTE D'IVOIRE

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ABSTRACT

This study explored the influence of workload management on principals' job performance in public secondary schools in Côte d'Ivoire. Two research questions were raised to guide the study. Descriptive survey research design was employed. Population comprised 2,331 principals and 51,563 teachers. 562 principals and 401 teachers were sampled using multi-stage procedure. "Principals' Job Performance Questionnaire (PJPQ) (r = .723)" and "Workload Management Questionnaire" (WMQ) (r = .811)" were used to collect data. Data collected were analyzed using descriptive statistical methods of standard deviation. The findings showed that principals have high level of administrative responsibilities ($\bar{x}$ = 3.583), moderate level of instructional leadership ($\bar{x}$ = 2.906) and low level of community engagement ($\bar{x}$ = 2.371) performance. There was high level of delegation ($\bar{x}$ = 3.291), moderate level of prioritization ($\bar{x}$ = 2.852) and low level of the use of automation ($\bar{x}$ = 2.363). In conclusion, workload management (delegation and prioritization) affect principals' job performance. It was recommended among others that principals should be equipped on how to delegate some of their job functions and prioritize their workload for improved job performance.

Keywords: Job Performance, Workload Management, Delegation, Prioritization, Use of Automation

Introduction

Principals are coordinating heads that play an important role in the management and allocation of the scare resources. They also ensure discipline among students and teachers so that none display deviant behavior. They are accountable and responsible for everything that happens within and without the public secondary school which makes their job performance very vital.

Principals' performance is how appropriate they are able to implement their administrative duties, instructional leadership, and community relations in conformity with the directives of public secondary schools in Côte d'Ivoire (Nwogu & Adieme, 2018; Oresajo et al., 2020). Principals' performance in administrative duties means they are handle records accurately and the competence in managing financial resources, personnel, students, and facilities, design extracurricular programs, enroll students, assess their requirements, manage and address students' behaviour in a timely and appropriate manner (Ray et al., 2021). However, it has been observed that some principals in Côte d'Ivoire are laid back in their administrative duties. They only focus on financial records and budgets often ignoring other necessary administrative responsibilities such as upkeep of facilities and proper discipline of students which are all vital for the achievement of the goals and objectives of the schools.

Principals' performance in instructional leadership means they are properly able and capable in both supervising and monitoring the teaching process such as teachers' lesson notes, instruction, and consistency in the classroom, curriculum plan, students' lecture notes, and assessment activities (Ebete & Ejims, 2020). However, it has also been observed that some principals in Côte d'Ivoire seem to care less about classroom observation, visitation and inspection during teaching and learning activities. They mainly focus on the time teachers come to school in order to give them query and possibly ensure their salaries are deducted. Principals' performance in community relations is their ability to ensure that they properly engage the community around the school in order to find and fix problems that affect the community and the school, along with the decisiveness needed to resolve them in Côte d'Ivoire (Mokhtar & Ibrahim, 2023). However, it has been observed that most principals are rarely concerned with their schools' community and usually leave them out of the schools' affairs.

In recent times, principals' job performance is starting to raise concern as the goals and objectives of public secondary school in Côte d'Ivoire are not successfully accomplished as expected. Some of these secondary school principals have been observed to display a level of performance that is not up to a satisfactory or high standard at their job. It is expected of principals to properly carry out their administrative duties, instructional leadership and community relations in the public secondary schools but this seem not to be the case (Finch et al., 2022; Nwokeocha et al., 2023). Despite the concerningly low to middling performance of school leaders, there are limited research on factors influencing principals' job performance in Côte d'Ivoire. This study

sought to examine the impact of workload management on principals' job performance.

Principals manage their workload for better job performance. They managed their workload by delegating some of their instructional and administrative duties to teachers and/or other members of staff depending on their area of specialization, professional knowledge, skills, and experiences (Ayeni & Amanekwe, 2018). They could also manage their workload by prioritizing their work (ranking it in order of importance), and using automation such as ICT. Proper workload management can relieve principals of workload stress which could ultimately improve their performance. A study showed that low delegation of authority by principals in public primary schools in Wolkite town negatively affected their work (Anshebo, 2020). Another study revealed that delegation of duty positively influenced principals' management of public secondary schools in Rachuonyo south SubCounty, Kenya (Ochieng et al., 2019).

Furthermore, a study showed that principals' time management (setting up priorities/time allocation, and using a personal planning tool) significantly influence their administrative effectiveness in public secondary schools in Ekiti State (Ogunbiyi et al., 2021). Another study established that the use of ICT significantly affects principals' administrative task performance in area of managerial planning in Ilorin Metropolis, Kwara State (Bolaji & Bolaji, 2022). However, studies are largely scarce on the influence of workload management in areas of delegation, prioritization and use of automation on principals' job performance in Côte d'Ivoire. This study therefore sought to bridge this gap and contribute to existing literature on workload management and principals' job performance in public secondary schools in Côte d'Ivoire. Using a quantitative method that embodies descriptive survey research design, this study aimed to provide crucial insights for policy makers, principals, and researchers who have concern in advancing a high-performing learning environment

Statement of the Problem

In recent times, principals' job performance is starting to raise concerns as the intended goals of public secondary school in Côte d'Ivoire are not successfully achieved. Some of these secondary school principals have been observed to portray low level of performance at their job. They often ignore salient administrative responsibilities such as maintenance and management of infrastructures for effectiveness of teaching, and proper discipline of students. Some principals in Côte d'Ivoire seem to care less about classroom observation, visitation and inspection during teaching and learning activities. Most principals rarely concern themselves with addressing issues in the community nor do they involve the community in school's affairs which is needed for the achievement of public secondary school goals and objectives. Perhaps, their inability to properly manage their workload could be a major factor. This study therefore sought to examine the impact of workload management on principals' job performance in public secondary schools in Côte d'Ivoire.

Purpose of the Study

The purpose of this study was to examine the influence of workload

management on principals' job performance in public secondary schools in Côte d'Ivoire. The objectives were to;

i. examine the level of principals' job performance in areas of administrative duties, instructional leadership and community engagement in public secondary schools in Côte d'Ivoire;
ii. determine the extent to which principals manage their workload in the areas of delegation, prioritization and use of automation in public secondary schools in Côte d'Ivoire

Research Questions

This study gave answers to the following questions:

1. What is the level of principals' job performance in areas of administrative duties, instructional leadership and community engagement in public secondary schools in Côte d'Ivoire?
2. What extent do principals manage their workload in the areas of delegation, prioritization and use of automation in public secondary schools in Côte d'Ivoire?

Significance of the Study

This study holds significant importance in contributing to the body of knowledge related to educational management, particularly in the context of public secondary schools in Côte d'Ivoire. This research would be of immense significance to policy makers, principals, teachers, government and researchers. Policy makers could use the insights provided in this study to modify policies targeted at addressing school challenges faced by principals, ultimately leading to effective principals' job performance and improved school effectiveness. Principals that seek to improve their job performance could use the findings provided by this study to ensure that they delegate some of their responsibilities, prioritize their work and use automation where and when necessary. The government could use the findings of this study in ensuring that ICT and various forms of automation are provided for principals to properly manage their workload. Researchers can use the information provided by this study as a point of departure for further studies.

Scope of the Study

The geographical scope comprised all fourteen (14) districts in Côte d'Ivoire. These districts included – Abidjan, Bas-Sassandra, Comoé, Denguélé, Lacs, Lagunes, Montagnes, Sassandra-Marahoué, Savanes, Vallée du Bandama, Woroba, Yamoussoukro and Zanzan. The population scope consisted of all the public secondary school principals and teachers in all fourteen (14) districts in Côte d'Ivoire. The variable scope consisted of one independent variable (workload management) and one dependent variable (principals' job performance). Workload management consisted of indices such as delegation, prioritization and use of automation. Job performance was studied in three areas which are - administrative duties, instructional leadership, and community engagement.

Literature Review

Theoretical Review

Job Demands-Resources theory served as a roadmap for this study. Job Demands-Resources theory was developed by Bakker and Demerouti in the 1990s (Bakker & Demerouti, 2014; Demerouti et al., 2001). The theory put forth that the working conditions within public secondary schools can be broadly viewed as job demands (workload) and job resources. Job demands are the physical, social, organizational, or psychological aspects of work that require the investment of physical and/or psychological effort, and are associated with energy depletion and psychological and/or physiological costs. They include - workload, disciplinary issues, time pressure, and etcetera. Job resources are those elements of work that enable employees (principals) to attain work goals, manage workloads, and the associated physical and psychological costs; and grow and develop in their position of principalship. They include – autonomy support, employees (principals) mental resource to effectively prioritize, adequate and quality staff to delegate responsibilities to and most especially adequate facilities such as ICT to make duties easier (Demerouti et al., 2001).

Independent Variable

Dependent Variable

The model essentially states that when job demand is high and job resources are low, then workload may not be adequately managed and as a result, stress and burnout are increased which invariably affects work commitment and performance among employees (principals). Alternatively, if job demand is high and job resources are high, then workload may be adequately managed and as a result work engagement, commitment, dedication, and performance levels are improved (Zaki & Marzolina, 2018). Thus, high job demand of the principalship profession such as high workload may reduce wellbeing and performance and if a principal has few or no resources (facilities such as ICT, adequate and qualified members of staff to which he/she may delegate to) available, he or she will be less likely to manage his or her workload (Darwish & Fattaah, 2020).

Conceptual Model

The conceptual model for the study shows the relationship between the independent variable (workload management) and dependent variable (principals' job performance) as illustrated in figure 2.1:

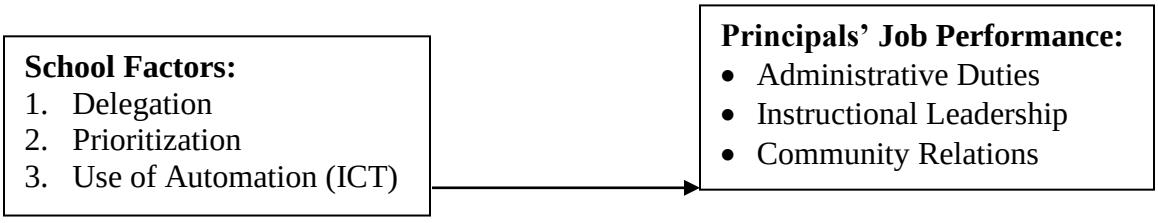


Figure 2.1: Conceptual Model of Workload management and Principals' job performance
Source: Researcher,2024

Methodology

This research employed the descriptive survey research design. The target population comprised 2,331 principals and 51,563 teachers in all 2,331 public secondary schools in the 14 districts in Côte d'Ivoire. A multi-stage sampling procedure comprising of simple random sampling method, Yamane (Slovin) sample size determination and purposive sampling techniques were used to sample 553 public secondary schools, 562 public secondary school principals and 401 public secondary school teachers. Primary data were collected with the aid of two adapted questionnaire titled: "Principals' Job Performance Questionnaire" (PJPQ), and "Workload Management Questionnaire" (WMQ). Principals' Job Performance Questionnaire" (PJPQ) consisted of seventeen items on level of principals' job performance in areas of administrative duties, instructional leadership, and community engagement. The rating technique was a four-point scale of Very High Level (VHL) – 4 points, High Level (HL) – 3 points, Low Level (LL) – 2 points, and Very Low Level (VLL) – 1 point. Workload Management Questionnaire" (WMQ) also consisted of eighteen items on the extent to which principals manage their workload using delegation, prioritization and use of automation. The rating technique was also a four point scale of Very High Extent (VHE) – 4 points, High Extent (HE) – 3 points, Low Extent (LE) – 2 points, and Very Low Extent (VLE) – 1 point.

The questionnaires were validated using content and face validity and subjected to the test–re-test method for estimation of its reliability. Values of .723 and .815 were obtained for Principals' Job Performance Questionnaire" (PJPQ) and Workload Management Questionnaire" (WMQ) respectively which meant that they were stable and reliable. Research questions were answered using frequency, percentages, mean, and standard deviation.

Results

Answer to Research Questions

Research Question One: What is the level of principals' job performance in areas of administrative duties, instructional leadership and community engagement in public secondary schools in Côte d'Ivoire?

Table 1: Level of Administrative Duties of Principals (n = 398)

S/N	Items (My Principal)	HL	ML	LL	VLL	$\bar{x}$	Std. Dev.
1	properly monitors the attendance of teachers, students and non-teaching staff to see whether they are coming to school on time or not performing their duties	256 (64.3%)	89 (22.4%)	41 (10.3%)	12 (3.0%)	3.480	.80
2	pays close attention to the financial affairs of the school	282 (70.9%)	83 (20.9%)	28 (7.0%)	5 (1.3%)	3.613	.67
3	effectively selects suitable books for the students and the school library	291 (73.1%)	72 (18.1%)	27 (6.8%)	8 (2.0%)	3.623	.70
4	maintains facilities adequately	254 (63.8%)	86 (21.6%)	46 (11.6%)	12 (3.0%)	3.462	.81
5	develops, plans and co-ordinates co-curricular and extracurricular activities well	278 (69.8%)	104 (26.1%)	13 (3.3%)	3 (0.8%)	3.651	.58
6	handles discipline cases in a professional manner	293 (73.6%)	80 (20.1%)	22 (5.5%)	3 (0.8%)	3.666	.62
	Grand Mean = 3.583; Std. Dev. = .70; Decision = High Level						

Source: Field Work, 2025

KEY: High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2, and Very Low Level (VLL) = 1; Std. Dev. = Standard Deviation; $\bar{x}$ = Mean
*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = Moderate Level; 3.251 - 4.000 = High Level

Table 4.1 showed that most of the principals properly monitor the attendance of teachers, students and non-teaching staff to see whether they are coming to school on time or not performing their duties ($\bar{x}$ = 3.480), pay close attention to the financial affairs of the school ($\bar{x}$ = 3.613), effectively select suitable books for the students and the school library ($\bar{x}$ = 3.623), maintain facilities adequately ($\bar{x}$ = 3.462), develop, plan and co-ordinate co-curricular and extracurricular activities well ($\bar{x}$ = 3.651), and handles discipline cases in a professional manner ($\bar{x}$ = 3.666) at a high level. The grand mean ($\bar{x}$ = 3.583) vividly confirmed that the principals have high level of job performance in the aspect of administrative duties in the public secondary schools.

Table 2: Level of Instructional Leadership of Principals (n = 398)

S/N	Items (My Principal)	HL	ML	LL	VLL	$\bar{x}$	Std. Dev.
1	visits and observes teaching and learning in classrooms	94 (23.6%)	185 (46.5%)	103 (25.9%)	16 (4.0%)	2.897	.80
2	checks schemes of work developed by teachers	90 (22.6%)	203 (51.0%)	90 (22.6%)	15 (3.8%)	2.925	.77
3	checks teachers' lesson notes to ensure lesson preparedness	84 (21.1%)	215 (54.0%)	78 (19.6%)	21 (5.3%)	2.910	.78
4	physically checks school resources occasionally	71 (17.8%)	211 (53.0%)	90 (24.9%)	17 (4.3%)	2.844	.76
5	monitors teachers' punctuality and regularity in class	104 (26.1%)	216 (54.3%)	65 (16.3%)	13 (3.3%)	3.033	.75
6	ensures teaching and learning materials are available for instructional activities	73 (18.3%)	204 (51.3%)	99 (24.9%)	22 (5.5%)	2.824	.79

Grand Mean = 2.906; Std. Dev. = .78; Decision = Moderate Level

Source: Field Work, 2025

KEY: High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2, and Very Low Level (VLL) = 1; Std. Dev. = Standard Deviation; $\bar{x}$ = Mean
*****Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = Moderate Level; 3.251 - 4.000 = High Level

Table 2 revealed that most of the principals visit and observe teaching and learning in classrooms ($\bar{x}$ = 2.897), check schemes of work developed by teachers ($\bar{x}$ = 2.925), and their lesson notes to ensure lesson preparedness ($\bar{x}$ = 2.910), physically check school resources occasionally ($\bar{x}$ = 2.844), monitor teachers' punctuality and regularity in class ($\bar{x}$ = 3.033), and ensures teaching and learning materials are available for instructional activities ($\bar{x}$ = 2.824) at a moderate level. The grand mean ($\bar{x}$ = 2.906) vividly confirmed that the principals have moderate level of job performance in the aspect of instructional leadership in public secondary schools.

Table 3: Level of Community Relations of Principals (n = 398)

S/N	Items (My Principal)	HL	ML	LL	VLL	$\bar{x}$	Std. Dev.
1	appropriately provides opportunity for community to take part in the school decision-making which can boost morale and reduce conflicts	33 (8.3%)	125 (31.4%)	190 (47.7%)	50 (12.6%)	2.354	.80
2	effectively communicates regularly with the community to create a cordial relationship to support the school	20 (5.0%)	122 (30.7%)	206 (51.8%)	50 (12.6%)	2.281	.75
3	appropriately uses participatory decision-making to help community to become more acquainted with their children's educational activities	49 (12.3%)	154 (38.7%)	160 (40.2%)	35 (8.8%)	2.545	.82
4	appropriately recognizes parents' visit and secure their support for school projects	10 (2.5%)	142 (35.7%)	215 (54.0%)	31 (7.8%)	2.329	.65
5	effectively develops an atmosphere of cooperation between the school and the community	24 (6.0%)	134 (33.7%)	196 (49.2%)	44 (11.1%)	2.347	.75
	Grand Mean = 2.371; Std. Dev. = .75; Decision = Low Level						

Source: Field Work, 2025

KEY: High Level (HL) = 4, Moderate Level (ML) = 3, Low Level (LL) = 2, and Very Low Level (VLL) = 1; Std. Dev. = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 1.000-1.750 = Very Low Level; 1.751-2.500 = Low Level; 2.501-3.250 = Moderate Level; 3.251 - 4.000 = High Level

Table 3 showed that most of the principals appropriately provides opportunity for community to take part in the school decision-making which can boost morale and reduce conflicts ($\bar{x}$ = 2.354), effectively communicates regularly with the community to create a cordial relationship to support the school ($\bar{x}$ = 2.281), appropriately uses participatory decision-making to help community to become more acquainted with their children's educational activities ($\bar{x}$ = 2.545), appropriately recognizes parents' visit and secure their support for school projects ($\bar{x}$ = 2.329), and effectively develops an atmosphere of cooperation between the school and the community ($\bar{x}$ = 2.347) at a low level. The grand mean ($\bar{x}$ = 2.371) vividly confirmed that the principals have low level of job performance in the aspect of community engagement in public secondary schools.

Research Question Two: What extent do principals manage their workload (delegation, prioritization and use of automation) in public secondary schools in Côte d'Ivoire?

Table 4: Principals' Workload Management in area of Delegation (n = 553)

S/N	Items	HE	ME	LE	VLE	$\bar{x}$	Std. Dev.
1	If I were incapacitated for an extended period of time, there is someone who could take my place and do some or all of my responsibilities excellently	210 (38.0%)	195 (35.3%)	124 (22.4%)	24 (4.3%)	3.069	.88
2	I rarely find myself working while my subordinates are idle	309 (55.9%)	193 (34.9%)	44 (8.0%)	7 (1.3%)	3.454	.70
3	My operation functions smoothly when I am absent	211 (38.2%)	259 (46.8%)	73 (13.2%)	10 (1.8%)	3.213	.74
4	I trust my subordinates to do their best in my absence	362 (65.5%)	176 (31.8%)	14 (2.5%)	1 (0.2%)	3.626	.54
5	There is usually less pile of work requiring my action when I return from an absence	199 (36.0%)	276 (49.9%)	69 (12.5%)	9 (1.6%)	3.203	.71
6	All subordinates know what is expected of them in order of priority	274 (49.5%)	137 (24.8%)	109 (19.7%)	33 (6.0%)	3.179	.95
	Grand Mean = 3.291; Std. Dev. = .75; Decision = High Extent						

Source: Field Work, **2025**
KEY: High Extent (HE) = 4, Moderate Extent (ME) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1; Std. Dev. = Standard Deviation; $\bar{x}$ = Mean
*****Threshold:** mean value of 1.000-1.750 = Very Low Extent; 1.751-2.500 = Low Extent; 2.501-3.250 = Moderate Extent; 3.251 - 4.000 = High Extent

Table 4 showed that most of the principals responded that even if they were incapacitated for an extended period of time, there is someone who could take their place and do some or all of their responsibilities excellently ($\bar{x}$ = 3.069), and their operation functions smoothly when they are absent ($\bar{x}$ = 3.213), because all subordinates know what is expected of them in order of priority ($\bar{x}$ = 3.203) and there is less pile of work requiring their action when they return from an absence ($\bar{x}$ = 3.179) at a moderate extent. However, they rarely find themselves working while their subordinates are idle ($\bar{x}$ = 3.454) and trust their subordinates to do their best in their absence ($\bar{x}$ = 3.626) at a high extent. The grand mean ($\bar{x}$ = 3.291) vividly confirmed that the principals manage their workload in area of delegation at a high extent which is good.

Table 5: Principals' Workload Management in area of Prioritization (n = 553)

S/N	Items	HE	ME	LE	VLE	$\bar{x}$	Std. Dev.
1	I make a list of tasks I have to do	204 (36.9%)	273 (49.4%)	68 (12.3%)	8 (1.4%)	3.217	.71
2	I tackle items on my lists in order of importance and urgency	94 (17.0%)	305 (55.2%)	143 (25.9%)	11 (2.0%)	2.872	.70
3	I perform high-priority items first	63 (11.4%)	275 (49.7%)	181 (32.7%)	34 (6.1%)	2.664	.76
4	I set deadlines for myself if they are not provided for me	76 (13.7%)	258 (46.7%)	171 (30.9%)	48 (8.7%)	2.655	.82
5	I periodically evaluate the use of my time while using my academic calendar	110 (19.9%)	277 (50.1%)	141 (25.5%)	25 (4.5%)	2.854	.78
6	I do the most important tasks at my best time during the day	115 (20.8%)	266 (48.1%)	147 (26.6%)	25 (4.5%)	2.852	.80

Grand Mean = 2.852; Std. Dev. = .76; Decision = Moderate Extent

Source: Field Work, 2025

KEY: High Extent (HE) = 4, Moderate Extent (ME) = 3, Low Extent (LE) = 2, and Very Low Extent (VLE) = 1; Std. Dev. = Standard Deviation; $\bar{x}$ = Mean

***Threshold:** mean value of 1.000-1.750 = Very Low Extent; 1.751-2.500 = Low Extent; 2.501-3.250 = Moderate Extent; 3.251 - 4.000 = High Extent

Table 5 showed that most of the principals make a list of tasks they have to do ($\bar{x}$ = 3.217), tackle items on their lists in order of importance and urgency ($\bar{x}$ = 2.872), perform high-priority items first ($\bar{x}$ = 2.664), set deadlines for themselves if they are not provided for them ($\bar{x}$ = 2.655), periodically evaluate the use of their time while using their academic calendar ($\bar{x}$ = 2.854), and do the most important tasks at their best time during the day ($\bar{x}$ = 2.852) at a moderate extent. The grand mean ($\bar{x}$ = 2.852) vividly confirmed that the principals manage their workload in area of prioritization at a moderate extent.

Table 6: Principals' Workload Management in area of Use of Automation (n = 553)

S/N	Items	HE	ME	LE	VLE	$\bar{x}$	Std. Dev.
1	I create an online community for the school through Facebook where students, staff and parents are informed on upcoming school activities	4 (0.7%)	201 (36.3%)	299 (54.1%)	49 (8.9%)	2.289	.63
2	I use email to send out information to parents/guardians	4 (0.7%)	135 (24.4%)	354 (64.0%)	60 (10.8%)	2.150	.60
3	I organize an online forum for the school academic staff	108 (19.5%)	295 (53.3%)	134 (24.2%)	16 (2.9%)	2.895	.74
4	I send school reports and memos to teachers via email	29 (5.2%)	157 (28.4%)	314 (56.8%)	53 (9.6%)	2.293	.71
5	I update school information through social networking sites like twitter and Instagram	32 (5.8%)	155 (28.0%)	306 (55.3%)	60 (10.8%)	2.288	.73
6	I set up internet telephone for office correspondence using chat system for office communication	6 (1.1%)	182 (32.9%)	317 (57.3%)	48 (8.7%)	2.264	.62

Grand Mean = 2.363; Std. Dev. = .67; Decision = Low Extent

Source: Field Work, 2025

KEY: High Extent (HL) = 4, Moderate Extent (ML) = 3, Low Extent (LL) = 2, and Very Low Extent (VLL) = 1; Std. Dev. = Standard Deviation; $\bar{x}$ = Mean ; ***Threshold:** mean value of 1.000-1.750 = Very Low Extent; 1.751-2.500 = Low Extent; 2.501-3.250 = Moderate Extent; 3.251 - 4.000 = High Extent

Table 6 showed that most of the principals create an online community for the school through Facebook where students, staff and parents are informed on upcoming school activities ($\overline{x}$ = 2.289), use email to send out information to parents/guardians ($\overline{x}$ = 2.150), send school reports and memos to teachers via email ($\overline{x}$ = 2.293), update school information through social networking sites like twitter and Instagram ($\overline{x}$ = 2.288), and set up internet telephone for office correspondence using chat system for office communication ($\overline{x}$ = 2.264) at a low extent. However, the principals organize an online forum for the school academic staff ($\overline{x}$ = 2.895) at a moderate extent. The grand mean ($\overline{x}$ = 2.363) vividly confirmed that the principals manage their workload in area of use of automation at a low extent. In answer to research question three, the extent to which principals manage their workload is high in aspect of delegation, moderate in area of prioritization and low in use of automation in public secondary schools in Côte d'Ivoire.

Discussion of Findings

This research work examined the influence of workload management on principals' job performance in public secondary schools in Côte d'Ivoire. It was revealed that principals' job performance is at a high level in area of administrative duties, moderate level in the area of instructional leadership and low level in the area of community engagement in public secondary schools in Côte d'Ivoire. This finding is in line with that of Bada et al. (2020) which showed principals' leadership practices to be at a moderate level as perceived by the teachers. However, this result differs from that of Nwogbo (2021) which showed high level of instructional leadership performance of principals. This result partially aligns with that of Mandapitan and Rodriguez (2024) which established that principals perform their administrative responsibilities, instructional leadership and school community relations at a very high extent.

It was revealed that the extent to which principals manages their workload is at a high level in aspect of delegation, moderate level in the area of prioritization and low level in the area of use of automation in public secondary schools in Côte d'Ivoire. This finding partially agrees with that of Ndirangu and Mungai (2024) which showed that principals' level of delegation and prioritization of tasks was at a moderate level. This result does no corroborate that of Amadi et al. (2024) which revealed an average level of delegation of responsibilities among principals. However, this result partially aligns with that of Aminullahi and Olojuola (2021) which showed that senior lecturers have moderate extent of delegation, managing time appropriately, prioritization of their various works and capacity for use of ICT. Omorogbe and Okhiku (2024) also revealed that principals' time management and prioritization were at moderate level. This result agrees with that of Masharubu and Mutilu (2024) which showed that factors such as delegation and facilities significantly influence principals' performance in public secondary schools in Kenya.

Conclusion

It can be concluded based on the findings that moderate level of principals' prioritization and high level of principals' delegation maybe responsible for their high level of administrative duties, moderate level of instructional leadership and low level of community engagement performances in public secondary schools in Côte d'Ivoire.

Recommendations

1. Principals' job performance in area of instructional leadership was found to be at a moderate level. There is need for them to improve their instructional leadership from moderate level to a high or very high level. This means they should ensure they regularly and consistently engage in classroom visitation and observation, check scheme of works, teachers' lesson notes and etcetera at a high level.
2. Principals' job performance in area of community engagement was found to be at a low level. This shows that there is need for principals to create more time in engaging the community through organizing various meetings and collaboration.
3. The government and educational stakeholders should do all they can in making sure automation such as ICT is provided to a high level for principals' use especially for managing their workload.
4. Principals should be trained and equipped on how to delegate their job functions and prioritize their workload for better performance.

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