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SCHOOL FACTORS AND JOB PERFORMANCE AMONG PRINCIPALS IN PUBLIC SECONDARY SCHOOLS IN CÔTE D'IVOIRE

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ABSTRACT

This study examined school factors and job performance among principals in public secondary schools in Côte d'Ivoire. There are dearths of scholarly works on factors influencing principals' job performance in Côte d'Ivoire. Two research questions were raised. 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 "School Factors Questionnaire" (SFQ) (r = .811)" were used for data collection. Data were analysed using descriptive statistics such as standard deviation. Results showed principals high level of administrative responsibilities ($\bar{x}$ = 3.583), moderate level of instructional leadership ($\bar{x}$ = 2.906) and low community engagement ($\bar{x}$ = 2.371) performance. It also showed moderate level of facilities ($\bar{x}$ = 2.821), low level of compensation practices ($\bar{x}$ = 2.328) and moderate level of in-service training ($\bar{x}$ = 2.672) factors for principals. It was concluded that moderate level of school facilities and low level of compensation could be responsible for principals' high level of administrative responsibilities, moderate level of instructional leadership and low level of community engagement performances in public secondary schools in Côte d'Ivoire. It was recommended among others that facilities and compensation practices should be provided for principals to improve their performance.

Keywords: School Factors, Facilities, Compensation Practices and In-Service Training, Job Performance

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Introduction

Principals' job performance which is how well they carry out their duties play a crucial role in shaping the educational landscape and overall effectiveness of public secondary schools in Côte d'Ivoire. Principals are school heads whose actions and inactions can either make or mar the attainment of public secondary school goals and objectives. Within the context of this study, principals' performance is how good they are able to carry out their administrative responsibilities, instructional leadership, and community engagement in line with the directives of public secondary school in Côte d'Ivoire (Nwogu & Adieme, 2018; Oresajo et al., 2020). Principals' performance in administrative responsibilities means they are well able to maintain and keep records, manage budgets, personnel, students, and facilities, plan co-curricular activities, admit students, identify their needs and effectively discipline them when and where necessary (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 activities such as maintainance of facilities and effective discipline of students which are all necessary for the attainment of school goals.

Principals' performance in instructional leadership means they are well able to supervise and monitor instructional or curricular practices such as teachers' lesson notes, instruction, and regularity in the classroom, scheme of work, students' notes, and examination 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 also ensure that they properly engage the community around the school in order to identify and address issues, solve problems, and make decisions that affect the community and the school in Côte d'Ivoire (Mokhtar & Ibrahim, 2023). It has also been observed that most principals are rarely concerned with their schools' community and almost do not involve them in the schools' affairs.

Over the past few years, principals' job performance has become a growing concern as the objectives of public secondary school education in Côte d'Ivoire are not effectively achieved as expected. Some of these secondary school principals have been observed to display poor to average level of performance at their job. Reports also showed that some principals provide average and/or ineffective supervision of teachers, students, and curriculum, and also moderately manage the school's affairs especially maintenance of school facilities which leads to a downward trend in students' academic performance (Finch et al., 2022; UNICEF Innocenti, 2023). Although poor to average level of performance of principals has raised various concerns from educational

stakeholders, there are scarcity of studies on factors influencing principals' job performance in Côte d'Ivoire. This study sought to examine the influence of school factors on principals' job performance.

School factors are variables, conditions, and characteristics within the public secondary school system that directly or indirectly affect the administration, teaching and learning processes, and overall goals of the school (Arogundade, 2019). These factors could play a key role in how well principals carry out their duties. For instance, a study showed that school factors such as infrastructure, teacher and student factors influence principals' effectiveness in public secondary schools in Anambra State (Okeke et al., 2023). There are paucity of studies on school factors and principals' job performance in Côte d'Ivoire.

In the context of this study, school factors include - school facilities, school compensation practice and school in-service training (Evans et al., 2023). School facilities such as buildings, equipments, mechanical materials, devices, media and other physical educational resources have the potential to influence principals' administrative and instructional leadership responsibilities (Wajdi et al., 2023). For instance, a study established that physical facilities are very significant and therefore as physical facilities become more inadequate, female principals become more dissatisfied with their jobs in Siaya County, Kenya (Onyango & Sika, 2020). Another study showed that medical facilities and laboratories significantly aid secondary school head's management in zone "B" senatorial district of Benue State, Nigeria (Elujekwute et al., 2021). However, there are dearth of scholarly works on school facilities and principals' job performance in Côte d'Ivoire.

The practice of compensating principals by providing them with welfare, incentive, or remuneration such as recognition, rewards, and fringe benefits in addition to their wages or salaries could also influence their job performance (Adamu, 2019). Compensation practice is therefore used by public secondary schools to encourage principals to work with high spirits driving them to put in their best in principalship (Idigo, 2023). An analysis showed a direct positive influence of remuneration and allowances on job satisfaction and performance of principals in South Jakarta elementary schools, Indonesia (Virgana, 2018). However, a study indicated a weak positive correlation between reward system, and principals' administrative efficacy in secondary schools in Akwa-Ibom State, Nigeria (Umoetuk et al., 2023). Studies are also scarce on compensation practice and principals' job performance in Côte d'Ivoire.

Abazie (2020) posited that schools do engage in training activities to continuously improve principals' knowledge, skill, concept, and behaviour so as to meet the demands of instructional leadership and administrative responsibilities while in service. Abazie further noted that school in-service training activity is designed to expose principals to recent and better ways of

principalship. As a school factor, in-service training could help to better principals' performance at their job (Abazie, 2020; Abdulganiyu & Obiweluozor, 2019). Abdulganiyu and Obiweluozor (2019) showed that in-service training has a positive effect on principals' effectiveness in Kwara state private secondary schools. Mutunga et al. (2022) also revealed that in-service programme aid principals' management in public secondary schools in Machakos County, Kenya. However, studies are also seriously lacking on in-service training and principals' job performance in Côte d'Ivoire.

The above background has shown that principals' job performance is very vital for the attainment of the goals and objectives of public secondary school education in Côte d'Ivoire. However, it has been observed that some principals are not carrying out their administrative responsibilities, instructional leadership tasks and community engagement properly. The background also showed that school factors such as school facilities, compensation practices and in-service training have the potential to influence principals' job performance. However, studies on the influence of school factors and its indices on principals' job performance in public secondary schools in Côte d'Ivoire are scarce in literature. This paper therefore sought to examine school factors and principals' job performance in public secondary schools in Côte d'Ivoire.

Problem Statement

In recent times, principals' job performance has become an issue of growing concern as the expected goals of public secondary school education in Côte d'Ivoire are not being effectively achieved. Some of these secondary school principals provide erratic administrative, supervision, and instructional leadership services to their public secondary school. It has been observed that some principals in Côte d'Ivoire are laid back in their administrative duties and community engagement. Although low to average performance of principals is a serious issue of concern, there are scarcity of studies in literature on predictors of principals' job performance in Côte d'Ivoire. This study sought to examine the influence of school factors as they have the potential to influence principals' job performance in public secondary schools Côte d'Ivoire. Moreover, a thorough search of literatures show huge scarcity of studies on the influence of school factors (facilities, compensation practices and in-service training) on principals' job performance which provided a gap in knowledge that this study addressed.

Purpose of the Study

The main purpose of this study was to investigate school factors and job performance among principals in public secondary schools in Côte d'Ivoire. The specific purposes were to;

i. identify the level of job performance among principals in areas of

administrative responsibilities, instructional leadership and community engagement in public secondary schools in Côte d'Ivoire;

ii. identify the level of school factors in areas of facilities, compensation practices and in-service training for principals in public secondary schools in Côte d'Ivoire;

Research Questions

This study provided answers to the following research questions:

1. What is the level of job performance among principals in areas of administrative responsibilities, instructional leadership and community engagement in public secondary schools in Côte d'Ivoire?
2. What is the level of school factors in areas of facilities, compensation practices and in-service training for principals in public secondary schools in Côte d'Ivoire?

Literature Review

Theoretical Review

This study was anchored on the "Herzberg's Two-Factor Theory", proposed by American psychologist in 1959 (Herzberg, 1967). This theory suggests that motivators and hygiene factors within the work environment (in this case, public secondary schools) influence job satisfaction of workers. According to the psychologist, there are some school factors (motivators) that result in satisfaction while there are other school factors (hygiene factors) that prevent dissatisfaction. Thus, the opposite of "Satisfaction" is "No satisfaction" and the opposite of "Dissatisfaction" is "No Dissatisfaction (Main, 2023; Shaikh, et al., 2019). Motivators are factors that are directly related to the job itself and include indices such as challenging or meaningful work, recognition (intrinsic rewards), responsibility, attainment and opportunities for advancement, growth and development. When motivators are present, they have the power to increase job satisfaction, overall motivation levels and even performance of employees (principals). Hygiene factors include - company/administrative policies, interpersonal relations, salary/pay and bonuses/fringe benefits, status, working conditions and practices, and job security. If hygiene factors are absent or non-existant at the public secondary schools, then they lead to dissatisfaction (Main, 2023; Shaikh, et al., 2019).

Herzberg Two Factor Theory is highly relevant to the theory in that it supports the influence of school factors such as facilities (working conditions), compensation/welfare practices and in-service training to principals' job performance in public secondary schools. According to the theory, two kinds of school factors exist, they are – motivational factors also known as intrinsic factors and hygiene or extrinsic factors. Motivational factors include - challenging or meaningful work, recognition (rewards), responsibility, attainment and opportunities for

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advancement, growth and development (in-service training). They have the capability to make principals satisfied with their job and increase their performance. This implies that school factors such as rewards and in-service training can help to boost principals' job satisfaction and performance. Hygiene factors are extrinsic school factors such as company/administrative policies, interpersonal relations, salary/pay and bonuses/fringe benefits, status, working conditions and practices, and job security that can help to prevent dissatisfaction when they are present. In this study, hygiene school factors include – facilities (working conditions) and compensation/welfare practices (pay, bonuses/fringe benefits) that ensure principals are not dissatisfied with their jobs.

Conceptual Model

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

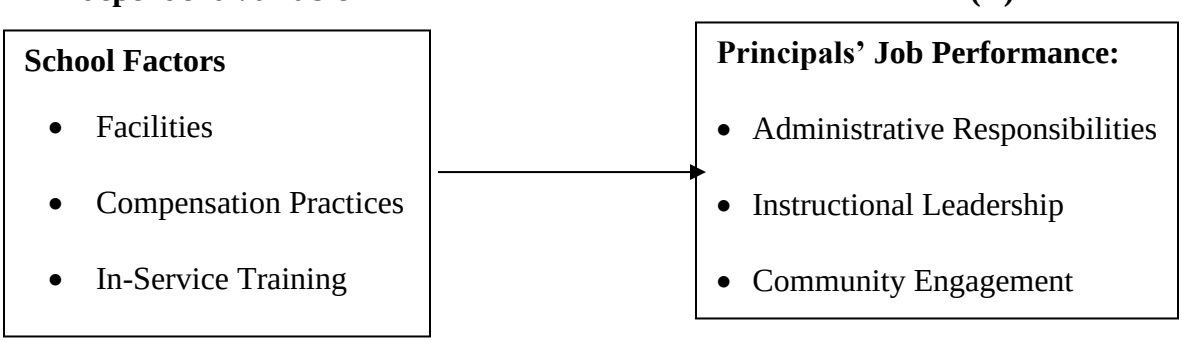


Figure1: Conceptual Model of School Factors and Job Performance among Principals
Source: Researcher, 2024

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 self-developed questionnaire titled: "Principals' Job Performance Questionnaire" (PJPQ), and "School Factors Questionnaire" (SFQ). Principals' Job Performance Questionnaire" (PJPQ) consisted of seventeen items on level of job performance among principals in areas

of administrative responsibilities, 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.

School Factors Questionnaire" (SFQ) also consisted of fifteen items on level of school factors for principals in areas of facilities, compensation practices and in-service training. The rating technique was also 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. 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 .811 were obtained for PJPQ and SFQ respectively which meant that they were reliable. The instruments - PJPQ and SFQ were made into several copies and administered to the sample number of teachers (401) and principals (562) respectively. However, only 398 PJPQ were retrieved while only 553 SFQ were retrieved and valid for the study. Research questions were answered using frequency, percentages, mean, and standard deviation.

Results

Answer to Research Questions

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

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Table 4.3: Level of Administrative Responsibilities 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; Overall Decision = High Level						

Source: Field Work, 2024

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 4.3 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 responsibilities in the public secondary schools.

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Table 4.4: 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; Overall Decision = Moderate Level

Source: Field Work, 2024

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 4.4 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.

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Table 4.5: Level of Community Engagement 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; Overall Decision = Low Level

Source: Field Work, 2024

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 4.5 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 is the level of school factors in the area of facilities, compensation practices and in-service training for principals in public secondary schools in Côte d'Ivoire?

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Table 4.6: Level of School Facilities for Principals (n = 553)

S/N	Items	HL	ML	LL	VLL	$\bar{x}$	Std. Dev.
1	My office is very conducive and equipped	140 (25.3%)	296 (53.5%)	89 (53.5%)	28 (5.1%)	2.991	.79
2	My convenience facility is neat and conducive	156 (28.2%)	248 (44.8%)	112 (20.3%)	37 (6.7%)	2.946	.87
3	School libraries for getting information are well resourced	127 (23.0%)	261 (47.2%)	143 (25.9%)	22 (4.0%)	2.892	.80
4	Recreational facilities are available and conducive for relaxation and recreation	114 (20.6%)	265 (47.9%)	152 (27.5%)	22 (4.0%)	2.852	.79
5	ICT are available and adequate for my use	37 (6.7%)	212 (38.3%)	253 (45.8%)	51 (9.2%)	2.425	.75

Grand Mean = 2.821; Std. Dev. = .80; Overall Decision = Moderate Level

Source: Field Work, 2024

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 4.6 showed that the principals' offices are very conducive and equipped ($\bar{x}$ = 2.991), their convenience facilities are neat and conducive ($\bar{x}$ = 2.946), school libraries for getting information are well resourced ($\bar{x}$ = 2.892), and recreational facilities for their relaxation and recreation are available and conducive ($\bar{x}$ = 2.852) at a moderate level. However, availability and adequacy of ICT for principals' use is at a low level ($\bar{x}$ = 2.425). The grand mean ($\bar{x}$ = 2.821) vividly confirmed that the level of school factors in aspect of school facilities for principals in public secondary schools in Côte d'Ivoire is at a moderate level which is quite okay.

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Table 4.7: Level of School Compensation Practices for Principals (n = 553)

S/N	Items	HL	ML	LL	VLL	$\bar{x}$	Std. Dev.
1	Bonuses are given to me in addition to my salary	58 (10.5%)	201 (36.3%)	245 (44.3%)	49 (8.9%)	2.485	.80
2	I receive life and motor insurance	31 (5.6%)	56 (10.1%)	174 (31.5%)	292 (52.8%)	1.685	.73
3	Allowances such as car and housing allowances are given to me	16 (2.9%)	136 (24.6%)	332 (60.0%)	69 (12.5%)	2.179	.67
4	I enjoy health/medical insurance and allowances	98 (17.7%)	174 (31.5%)	123 (22.2%)	158 (28.6%)	2.383	.86
5	I am allowed to go on vacation/sick/maternity leave while being paid	122 (22.1%)	283 (51.2%)	123 (22.2%)	25 (4.5%)	2.908	.79

Grand Mean = 2.328; Std. Dev. = .77; Overall Decision = Low Level

Source: Field Work, 2024

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 4.7 showed that bonuses are given to principals in addition to their salary ($\bar{x}$ = 2.485), principals receive allowances such as car and housing allowances ($\bar{x}$ = 2.179) and enjoy health/medical insurance and allowances ($\bar{x}$ = 2.383) at a low level. They however receive life and motor insurance ($\bar{x}$ = 1.685) at a very low level whereas they are allowed to go on vacation/sick/maternity leave while being paid ($\bar{x}$ = 2.908) at a moderate level. The grand mean ($\bar{x}$ = 2.328) vividly confirmed that the level of school factors in aspect of school compensation practices for principals in public secondary schools in Côte d'Ivoire is at a low level which is not okay.

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Table 4.8: Level of School In-Service Training for Principals (n = 553)

S/N	Items	HL	ML	LL	VLL	$\bar{x}$	Std. Dev.
1	On-going training and retraining for principals is carried out in my school	136 (24.6%)	258 (46.7%)	138 (25.0%)	21 (3.8%)	2.920	.80
2	I am made to participate in seminars and workshops that enhance my knowledge in principalship	42 (7.6%)	211 (38.2%)	241 (43.6%)	59 (10.7%)	2.427	.78
3	I am sponsored by the school to embark on courses related to principalship	57 (10.3%)	179 (32.4%)	281 (50.8%)	36 (6.5%)	2.465	.77
4	The content of the training course is relevant to my principalship activities	91 (16.5%)	240 (43.4%)	176 (31.8%)	46 (8.3%)	2.680	.85
5	I am equipped with variety of administrative and instructional leadership strategies to promote teachers and student engagement through training	99 (17.9%)	300 (54.2%)	135 (24.4%)	19 (3.4%)	2.866	.74

Grand Mean = 2.672; Std. Dev. = .77; Overall Decision = Moderate Level

Source: Field Work, 2024

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 4.8 showed that on-going training and retraining for principals is carried out in their school ($\bar{x}$ = 2.920), the content of the training course is relevant to their principalship activities ($\bar{x}$ = 2.680) and they are equipped with variety of administrative and instructional leadership strategies to promote teachers and student engagement through training ($\bar{x}$ = 2.866) at a moderate level. However, they are made to participate in seminars and workshops that enhance my knowledge in principalship ($\bar{x}$ = 2.427) and are sponsored by the school to embark on courses related to principalship ($\bar{x}$ = 2.465) at a low level. The grand mean **($\bar{x}$ = 2.672)** vividly confirmed that the level of school factors in aspect of school in-service training for principals in public secondary schools in Côte d'Ivoire is at a moderate level which is quite good though there is need for more improvement.

Discussion of Findings

This research work investigated school factors and job performance among principals in public secondary schools in Côte d'Ivoire. It was revealed that principals' job performance is high in area of administrative responsibilities, moderate in area of instructional leadership and low in area of community engagement in public secondary schools in Côte d'Ivoire. This result partially aligns with the work of

Kumtong (2021) who established that principals perform their administrative and instructional leadership role at a high level but engages the school community at a moderate level. This result almost completely disagrees with the result of Amenu et al. (2021) which showed moderate level of administrative duties and instructional leadership but high level of School-community relationship performance. This result do not fully corroborate that of Tanyi et al. (2023) that showed that principals perform their administrative and pedagogic (instructional leadership function) at a moderate level respectively.

In addition, it was revealed that the level of school factors for principals is at moderate level in the aspect of facilities, low level in the aspect of compensation practices and moderate in the area of in-service training in public secondary schools in Côte d'Ivoire. This result aligns with that of that of Okeke et al. (2023) which revealed that school factors such as infrastructure and training were at a moderate level. This result corresponds to that of Mutunga et al. (2022) which revealed moderate level of in-service training for principals. .

Conclusion

It can be concluded based on the findings that moderate level of school facilities and low level of compensation could be responsible for principals' high level of administrative responsibilities, 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 organising various meetings and collaboration.
3. The government and educational stakeholders should do all they can in making sure school facilities that work is provided to a high level for principals' use especially for their comfort, relaxation and performance.
4. School compensation practices for principals was found to be low in this study which means the government should also do all they can in making sure principals are well compensated. They should be given remuneration such as bonuses, allowances and

insurances as this will motivate them to perform their job better.

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