

Time Resource Management and Teachers' Task Performance in Public Senior Secondary Schools in Rivers State

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Abstract

The study investigated the extent time resource management predicts teachers' task performance in public senior secondary schools in Rivers State. Two research questions and two hypotheses guided the study. The design of the study was correlation design. The population of this study comprised 7142 teachers in the two hundred and seventy six (276) public senior secondary schools in Rivers State. Sample of 400 teachers in public senior secondary schools in Rivers State were drawn using the proportionate sampling technique. The research instruments titled Time Resource Management Scale (TRMS) and Teachers' Task Performance Index" (TTPI) were used for data collection. The reliability coefficients of Time Resource Management Scale and Teachers' Task Performance Index were 0.82 and 0.88 respectively. The sub-scales of Goal Management and Task Management were 0.74, 0.73 respectively using Cronbach Alpha method. Research questions were answered using simple regression analysis while research hypotheses were tested using the t-test associated with simple regression. The findings of the study among others are that goal management predicted teachers' task performance by 5.4% and task management predicted teachers' task performance by 4.3%. From the findings, it was recommended that classroom teachers should set goals in order to manage their time to ensure teachers' task performance in public senior secondary schools in Rivers State.

Key Words: Time Resource, Management, Teachers Task, Performance, Rivers State

Introduction

The best way to manage school organization and individual time on various activities is an essential preliminary of efficient work. The main function of a school is to educate the young generation through sequence of organized teaching subjects in addition to good practice of manners and discipline. Schools have witnessed increase in student and teacher population with the number of subjects to meet the global demands on the educational system. A school may not have all its physical requirements such classrooms, laboratories, libraries and playground to meet these increments. The situation is compounded when the same facility is used by many classes. For instance, a particular science laboratory needed by an SS 1 Biology class may be used by SS2 and SS3 Biology classes. This calls for time bound management to suit the Science period of each class as well as the availability of the laboratory attendants.

Akomolafe and Oluwatimehin (2013) defined time resource management as to have plans in the use of scheme of works, lesson plans, and registers in order to achieve school goals at the

appropriate time. Time management is the actual implementation of plan within the stipulated time frame in such a way that the objectives of the school will be achieved as expected. Educational authors have differently pointed out that most of the activities carried out by the principal and other workers in the school usually consume more time than what they envisaged. Principals and teachers in most cases are usually surprised that they are not able to meet up with their plan for each day despite their level of preparation. Such situation simply implies that activities in the school were not handled based on priority. It means that the availability of school records only provides a plan for the administration of the school; effort must be made by the principal and teachers to ensure that they are as efficient and effective as possible in carrying out their task within the shortest period of time.

Statement of the Problem

The inability of principals and teachers to carry out their responsibilities at the appropriate time can have immediate or long term effects on the school. Poor utilization of time can pose challenges in the school system such as conflict of activities, wastage of resources, slow decision making, poor monitoring and lack of achievement of educational goals. Principals and teachers are sometimes unable to complete their responsibilities within the school system; however, objectives are usually not achieved due to time limit. Some teachers' official time functions are sometimes used for family and other social activities.

Goal Management and Teachers' Task Performance

Wattles (2007:12) stated that "Time wasted will never come back." These points make the process of doing the right thing at the right time very important, it is now an art form that comes with planning and understanding. This art form focuses on making the best possible use of time and time management skills. There is no doubt that most school administrators in Nigeria are overwhelmed by the number of complex task and activities that needs to be completed within an assigned time period (day, term or session). These activities includes a time for morning assembly or meetings, lesson time, break time or lunchtime, time for midterm breaks, and time for holidays and more. Some school administrators feel burdened by the load of files which need to be attended to, schedules to meet and jobs to accomplish in a given day. It sometimes becomes even more burdensome when the time scheduled for each activity is not efficiently and effectively utilized. This usually creates cluster in the work place, poor performance, distraction, lack of concentration and most cases a more stressful life for the administrator (Maduagwu & Nwogu, 2006).

In all of these cases, effective and efficient time management is important particularly in the process of school administration in order to eliminate the difficulties listed above. As such many educationists and school administrators have considered time as an important educational resource. While Wallace (2013) indicated that time is not a resource, because unlike other resources which can be spent, time spends itself so its significance is even more vital than most .people realize. The knowledge of time management and the development of time management skills in the school environment require planning, organization and prioritization. This can provide school administrators and stakeholders with a better understanding of time management as it relates to the Nigerian education sector

Educational scholars agree that time management is the process of planning as well as exercising control over the volume of time spent on definite activities so as to increase the level of effectiveness, efficiency or productivity. It is a deliberate effort at regulating ones actions or inactions in such a manner that the best possible results and performance can be attained over time such as specific tasks, projects and goals based on a deadline date, this involves a variety of activities, such as planning, assigning, setting goals, delegation, evaluation of time spent, monitoring, organizing, forecast, and prioritizing.

Rafiei and Davari (2015) pointed out that time management refers to the development of presses and tools that increase efficiency and productivity. Time management, however, tends to be thought of as a personal activity; as such it is loosely defined as managing one's time in order to waste less time on doing the things that have to be done, so as to have more time to do the things that need to be done. Effective time management permits administrators to allocate precise time to events depending on their level of importance. For instance, activities in a classroom environment such as a science practical class are allotted more hours in the school timetable than a history class. Time management in a nutshell involves making the best use of time given the limited nature of time.

Various sectors of the economy have their short and long term expectations which must be met by the educational system. Prioritizing these expectations is therefore a task left for the principal and other educational administrators to decide within the available time. However, some principals do not have sufficient trust in the abilities of their subordinates and this makes it difficult for them to transfer some of their functions to their subordinate. The volume of the work at the principal's disposal may be so much that he cannot attend to them effectively within the limited time available. Most times, productivity in the school is low despite the fact that principals are always busy handling one function or the other. This may be due to the fact that some principals believe that nobody can handle administrative responsibilities to their satisfaction or there are no capable hands to do so. This difficulty in delegation therefore makes the principal to be caught in the midst of so many activities that make time management a huge challenge.

The ability to manage oneself and his activities is the basis of discipline because it implies doing things in the most acceptable way. Derrick (2011) added that no area of life requires self-discipline like in the area of time management. The management of time is a test of management ability. It is time management that determines the level of effectiveness of an individual. Pareto (1935) in Derrick (2011) revealed that 80% of the things we do in life are able to produce only 20% of the success we record. There is therefore a high level of wastage as a result of inability to manage oneself. Similarly, Derrick (2011) revealed that procrastination has been an attitude which has made so many people to act behind schedule. Most workers spend most of their time on activities that have no individual or organizational benefit.

Derrick (2011) further pointed out that events in life have consequences when they are beneficial. For example making good sales have consequences which benefits an individual or organization. However, other activities such as chatting, surfing the internet and drinking have no consequences and these are where people spend most of their time (Derrick, 2011). Discipline is required for principals to pursue their goals as the most important thing in life. It is a situation in which a principal can ignore those activities and events that will not add value to future

expectations of the school. Lack of discipline is therefore a major factor that has hindered the effective utilization of time by principals.

Principals are usually careful to meet up with deadlines, when there are laid down rules and regulations from the schools board or ministry of education. The absence of clearly defined work policy can therefore affect how principals manage time. Principals need to be provided with guidelines on their resumption time, closing time and the time frame within which they are expected to complete their individual or team responsibilities. This should be made part of their condition of service so as to assist in meeting up with their objectives.

The functionality of the human sense organs has a role to play on how time is managed. It is therefore obvious that one of the reasons why principals may likely be ineffective in time management or abuse of time is as a result of their personal inabilities. Poor time management attitude can also be developed in cases of illness, pregnancy and so on. These, human conditions are largely beyond the control of the principal and can affect their ability to properly manage their time the way they ought to, In cases like this, the inability of the principal would affect productivity in school except in a situation where adequate support services are provided.

Inadequate Facilities: There are facilities and equipment that aid in the proper management of time in any formal organization. These facilities are important in scheduling events and providing reminder on important dates and time when different educational activities are to be earned out. Tools like the calendar, alarm clock, wall clock, and other writing materials play important roles in the scheduling of educational activities. Crowley (2014) noted that the Black berry for example can be a great tool that can be used for taking note of meetings, responding to mails and also carrying out some electronic filing system. Such electronic and non-electronic devices educate workers on how to make proper use of their time for improved service delivery.

The principal ought to have these tools at their disposal so as to be effective in the management of time. However when these facilities are not available, delay and disappointment in handling educational responsibilities are bound to occur. In some cases, principals do not even have writing materials with which to plan their activities for the next day, week or month. They are therefore left at the mercy of applying their instinct or assistance from their staff before they can carry out their administrative duties as at when due. In this era of technological advancement, the importance of computers, fax machines and the internet cannot be over emphasized. The absence of these facilities have also contributed to poor time management habit among principals. The challenge of inability to keep to time among principals has therefore been largely due to their inability to assess time management facilities for the execution of their various school activities.

There are various other challenges that can be encountered by principals in the management of time. Some of these challenges may be within their control while others are not. It is therefore important that effort should be made by all educational stakeholders to avoid the unexpected cost of poor time management in the school system. Kaushar (2013) summarized some of the challenges of principals in the management of time include: spending hours on social-networking sites; talking too much on phone; no proper schedule; working for the organization; no proper guidance; no goals objectives, mission, vision or targets and hanging outside with friends.

Furthermore, Mind Tools in Hurley (2003) pointed out the following as some of the mistakes which could be encountered by principals in the management of time: when you fail to prepare a to-do list; when you fail to set personal goals; not setting priorities; inability to manage

distractions; procrastination; accepting too many responsibilities; being too busy; multitasking; refusal to take breaks and ineffective scheduling of tasks.

Some of these challenges limit the ability of the principal to effectively manage the school system. Time wasted or lost in the school can affect what students learn and can also limit the circulation of important information within the school system. This situation can have irreparable consequences on the members of such school system. It is therefore important that effort should be made in the management of time by the principals for the achievement of quality educational objectives.

Task Management and Teachers' Task Performance

Achieving group goal requires time allocations to individual set out objectives that are collated into organizational goal. If time is not appropriately allocated to different tasks conflict may arise that stifles the realizations of set out objectives and goal (Ugwulashi, 2011) and the resultant effects may consume more resource planning than ever. Organization like the school cannot risk the scanty resources because of uncoordinated time. Time must remain paramount to propel efficient and effective administrative process. Time management in this perspective has been considered one necessary tool for educational improvement. Encouraging proper use of time enables passing academic knowledge by the teacher to the learners appropriately without obvious danger.

Considering the element of time in discharging the academic substance makes the process more democratic. In addition, Redd, Boccanfuso, Walker, Princiotta, Knewstubb and Moore (2012) evidently carried the reviewing study report and stated that "some 80 studies of initiatives to lengthen the school day or year or offer learning opportunities outside of school hours opined that most of the studies lack the rigor needed for firm evidence of the impact of expanded time efforts on children, the report emphasizes. But the slim evidence available suggests that extending school time can help raise academic achievement, while out-of-school opportunities can boost "precursors" to achievement, such as educational expectations".

All education stakeholders have important roles to play in improving the educational system threatening the economy. Ugwulashi (2011) saw time to be effective must be planned, organized, implemented and evaluated by any administrator in suitably utilizing school resources available at his disposal. Just as Drucker in his assertion notes that "time are scarcest resources available to man", time determines ability to accomplish activities. For instance, to cover the syllabus in a term each subject must be allocated appropriate time, but when certain subjects were not assigned time, certainly those subjects scheme of work will not be covered in the term. Therefore, it is necessary to distribute this singular resource equally amongst activities intended to be covered by the syllabus. Time management saves resources, space and conflict resolutions in use of scarce resources, enabling the administrators to solving school pressing needs. Time table schedule is the instrument in achieving complete execution of school activities without conflicts among staff and students by the administrator (Ebong, 2013)

Classrooms are assigned particular subjects and teachers in allocating periods and duty roles are assigned to different teachers to perform respectively and periods assigned to other extracurricular activities like sports, labour, prep, devotion, debate and other social gatherings all require effective time management process. Considering the dilemma our educational system is

facing today, Olagboye cited in Bakwai, (2013) emphasized that educational managers are seen as the ones who should ensure the achievement of educational objectives. Also Fasasi in Kaushar (2013) pointed out that "manager who is supposed to head members of his school organization who is working diligently and appropriately, could engage in bad practices ,thus, constitute a cog in the wheel of progress leading to national hope in education be a mirage".

The implication is that instead of planning, organizing, evaluating and utilizing limited time in improving the school, the effort is channeled to unproductive activities that will not yield result. Therefore, school managers who are supposed to be time managers are wasting the available and other resources to the organization without recourse to probity and accountability. Time management practice is the best way to manage resources appropriately especially now that quality and cost of education are time dependent. In light of this, Fadipe and Adepoju cited in Bakwai (2013: 12) "that outstanding characteristics of organization viewed over longer time is stable rather than changing". This implies that time obviously determines the state of any event and that change is easier to occur in shorter period than longer time because organization tends to stabilize its resources over long period to survive rather than changing.

In other words, time is maturity which every system strives at to accomplishing over time. Other importance of time management includes: Decision making tool is a crucial part of management of resources. School resources need appropriate decision in putting it into effective use. Stoner, Freeman and Gilbert, (2015) on the relevance of time pointed out that time and human relationships are crucial elements in the process of making decisions. School administrator must consider proper time management in regulating their decision making apparatus (Ugwulashi, 2012a). Such decisions are time related to assure quality. Quality decision is time sustainable to avoid mistakes. And decision making is important for managing resources in an organization especially, the school that requires careful handling because it involves knowledge building.

Implementation therefore, sets the tone for priority and only important activities are given proper attention first. For instance, due to insufficient subject teachers for particular subjects, junior classes may be merged to give senior classes more time for those subjects. Fazal (2012) advised that we must avoid unfinished tasks because it is a self-sabotaging attack on your productivity. Implementation is an actual stage of determining operation of the scheduled time. In other words, without the appropriate resources available there is limit to success. Unaccounted time is not easily determined because school tasks are not like other production sector as time is apportioned differently to activities throughout the given day.

The success of any school administration is how effective school activities are planned, organized and implemented. To ascertaining this level of effectiveness depends on evaluation of the particular activity at a given time. For instance, school academic performance may begin from the first day the school starts. There exists a general time table broken down into classes, subjects, subject teachers, devotions, labour, sports, opening and closure periods etc which the administrator with the staff maintain in coordinating the internal affairs of the school. Wallace, (2013) emphasized that as one support for school leaders on the job is to enable principals to devote sufficient time to improving instruction and to making the best use of that time. Put differently, time is all it takes to improve in any activity if judiciously used especially teaching and learning.

The teacher's performance depends on the class group or subject allocated to him, and the level of performance of that class group in examination depends on amount of time allocated for

the subject to be taught to them. If in a term only five periods (200 mins) alone was given to a particular subject to be taught, performance will not be exceedingly great. The failure rate of students may be very high; therefore, time is a sufficient factor in improving performance of teaching and learning. In essence, time is used to evaluate progress and maturity in learning process as Fazal (2012) put it that frustration and failure creeps in when we embarked on unfinished tasks. School administrators cannot go lending resources for tasks they cannot accomplish. It is better managed at a reasonable level than unmanageable level, because school is a critical industry that requires effective management in a safe environment and manner to avoid damage of knowledge.

School administrators are not to sit in closed offices and attend to paper work alone all day long, but also they should endeavour to monitor their subordinates, administrators are leaders and must lead by example. They must be punctual to work so as to show their subordinates the way, since the best method of finishing a work on time is to be early to work. If an educational administrator expects his subordinates to reach the school environment on time, they themselves must have to be disciplined. Unfortunately, in most State ministries of education in the country, administrators are given the freedom to come to work when they want and they misuse this power (Ola, 2003).

The rules and regulations of the Ministry of Education at the Federal, State and Local Government levels are not only meant for subordinates but also directors and school administrators. Administrators must adhere to the guidelines of the ministry in order for their subordinates to respect these policies. Olaiya (1999) stated further that administrators should be able to tell their employees to keep their schools or classes clean and organized. Schools should be visited on a regular basis to make sure that they meet up with sanitary requirements and educators (employees) are punctual to school.

Educational administrators should make it a duty to delegate responsibilities to subordinates as at when due, based on their specialization, educational qualification and background. They should be assigned responsibilities areas after discovering what they are for, interested and qualified to do. This should be done as soon as possible with a set of goals and objectives to attain at a stated time-frame. Their performance after such responsibilities have been given must be watched and monitored (Ola, 2003). In a bid to ensure efficient time management, it is essential that superiors to find out and monitor what their employees are doing daily. And motivate the best time managers amongst employees in the presence of their colleagues that will create a healthy competition that enhances productivity. Also various time management training programmes are vital in fostering good time management skills in employees. This can be in the form of workshops, seminars, forums and meetings where employees can be given certain tasks apart from their daily work and monitored on how long they use in completing the task (Olaiya, 1999). Some of these roles a school administrator can use in ensuring good time management skills in others will make him/her a good listener. Employees will trust him/her and have access to the administrator's office when necessary. These minor modifications to the activities of both school administrators and employees will ultimately yield better results in the nation as a whole (Olaiya, 1999).

Pareto Principle Theory

The Pareto principle also known as the Pareto 80-20 rule was a theory developed to address inequality that existed among the social class in Italy. The theory states that the highest benefit in any activity or event is usually derived from a small proportion of investment of resources. That is, the major output gotten from any production process is usually gotten from the least input. According to Pareto, 80% of the land available in Italy as at the time was owned by only 20% of the Italian population while the remaining 20% was owned by 80% of the population. Similarly, 80% of the output or production from these lands was gotten from 20% of those working on the land.

By implication, the theory posited that the 20% that achieved the result are simply more efficient and effective. The best outcome from any activity is only derived from the most efficient few. Success in any venture therefore does not depend on the investment of huge resources; rather it is the proper utilization of the least resources that provides the major benefit needed. The Pareto principle or rule has been used as an important tool for the management of time in different organizations. The theory simply assists managers to develop strategies that will assist them make the best use of time for the achievement of organizational objectives. The theory identified that 80% of the goals achieved in an organization is gotten from 20% of the activities carried out while 20% of the results achieved is gotten from 80% of work done.

A few resources that are efficiently utilized therefore provide more output than huge resources that are not rationally used. The judicious use of available time is able to provide the best result that is needed for the organization to grow rather than wasting of time in activities that will not benefit the essence of the organization. Result or benefit derived from the organization is therefore achievable from very little quantity of time available as long as efficiency is employed. In the educational sector, the Pareto principle has proved to be useful in setting and achieving educational goals and objectives.

The theory points to the fact that the best educational goals or outcome can be achieved from the most important activities within a very short period of time. This means that most of the activities which some educational managers create end up consuming the time available for other important activities to be carried out. Major part of the time available in the school should be set aside for those few activities that will contribute the most to educational outcomes. It is therefore important that the principal should identify those few activities that are directly linked to the objectives of the school and create enough time for executing them than being involved in too many activities that have no educational benefit. This will contribute immensely to the achievement of educational goals and objectives within the shortest possible period of time.

Aim and Objectives of the Study

The aim of the study was to investigate the extent time resource management predicts teachers' task performance in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. determine the extent goal management predict teachers' task performance in public senior secondary schools in Rivers State.
2. ascertain the extent task management predict teachers' task performance in public secondary schools in Rivers State.

Research Questions

The following research questions guided the research work:

1. To what extent does goal management predict teachers' task performance in public secondary schools in Rivers State?
2. To what extent does task management predict teachers' task performance in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested:

1. Goal management does not significantly predict teachers' task performance in public secondary schools in Rivers State.
2. Task management does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Methodology

The design of the study was correlation. The population of this study comprised all the 7,142 teachers in all the two hundred and seventy six (276) public senior secondary schools in Rivers State. The sample of 400 teachers of public senior secondary schools in Rivers State, were used as respondents. The research instruments that were used for data collection in this study were of two sets. The first is titled "Time Resource Management Scale" (TRMS) while the second instrument is titled "Teachers' Task Performance Index" (TTPI). To determine the validity of the instrument, 3 copies of the instruments were given to three experts in Test and Measurement, Department of Educational Psychology. Their final suggestions and corrections were incorporated to ensure that the instruments have both face and content validity. The Cronbach Alpha method was used to determine the reliability of the instruments. The reliability coefficients of Time Resource Management Scale and Teachers' Task Performance Index were 0.82 and 0.88. The subscales of Goal Management 0.74 and Task Management 0.73. The research instruments were administered to the respondents by the researcher with three (3) trained research assistants who are teachers in public senior secondary schools in Rivers State. Out of 400 copies of instruments administered, 388 were retrieved representing 97% return rate. Research questions were answered using simple regression analysis while hypotheses were tested using the t – test associated with simple regression at 0.05 alpha level using SPSS.

Results

Research Question 1: To what extent does goal management predicted teachers' task performance in public senior secondary schools in Rivers State?

Table 1: Simple regression on the prediction of goal management on teachers' task performance in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square
1	.232 ^a	.054	.051

Table 1 revealed that the regression and regression square coefficients are .232 and .054. The extent of prediction is gotten from coefficient of determinism. The coefficient of determinism

is 5.4% (.054×100). This showed that goal management predicted teachers' task performance by 5.4% in public senior secondary schools in Rivers State.

Research Question2: To what extent does task management predict teachers' task performance in public senior secondary schools in Rivers State?

Table 2: Simple regression on the prediction of task management on teachers' task performance in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square
1	.207 ^a	.043	.040

Table 2 revealed that the regression and regression square coefficients are .207 and .043. The extent of prediction is gotten from coefficient of determinism. The coefficient of determinism is 4.3% (.043×100). This showed that task management predicted teachers' task performance by 4.3% in public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: Goal management does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Table 3: t-test associated with simple regression on the prediction of goal management on teachers' task performance in public senior secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	P-value	Decision
		B	Std. Error	Beta			
1	(Constant)	28.520	2.080		13.709	.000	Hypothesis rejected
	Goal management	.227	.056	.232	4.055	.000	

Table 3 showed that goal management has t-test value of 4.055 with probability value (p-value) of 0.00. The result revealed that the p-value of 0.00 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, goal management significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

Hypothesis 2: Task management does not significantly predict teachers' task performance in public senior secondary schools in Rivers State.

Table 4: t-test associated with simple regression on the prediction of task management on teachers' task performance in public senior secondary schools in Rivers State

Model		Unstandardized Coefficients		Standardized Coefficients	t	P-value	Decision
		B	Std. Error	Beta			
1	(Constant)	42.450	1.529		27.756	.000	Hypothesis rejected
	Task management	.151	.042	.207	3.603	.000	

Table 4 showed that goal management has t-test value of 3.603 with probability value (p-value) of 0.00. The result revealed that the p-value of 0.00 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, task management significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

Discussion of Findings

Goal Management and Teachers' Task Performance in Public Senior Secondary Schools in Rivers State

The first finding of the study revealed that goal management significantly predicted teachers' task performance by 5.4% in public senior secondary schools in Rivers State. This is in agreement with Claessens, van-Eerde, Rutte and Roe (2014) who contributed to this view in their study by stating that control of school goals can help to balance time management behaviours and the individual or organizational goal achieved by an individual. The effective goal management of schools will limit administrative friction in the education industry. When goals are properly managed, there will be no conflict of interest between the employees and the school system.

The appropriate strategy for balancing the differences in goals can be developed through proper time management training. The training of workers on goal management skills must be backed up by implementation action before performance can improve. Homg, Kiasik, and Loeb (2009) in their studies conducted in Saudi Arabia which indicated that despite government's support to principals, they still have various administrative problems in the discharge of their duties and management of time in school activities.

In a study conducted by Schaefer (2014) demonstrated that goal management training programs helps to increase participants self-reported goal management skills. It is therefore the duty of a worker to apply the skills acquired in the most appropriate manner for increased efficiency and effectiveness. Failure to implement the training that has been acquired will result to wastage of time and resources goal management techniques learnt through any training programme must therefore be put into practical use in order to improve on the administration of the school system

Task Management and Teachers' Task Performance in Public Senior Secondary Schools in Rivers State

The second finding of the study revealed that task management significantly predicted teachers' task performance by 4.3% in public senior secondary schools in Rivers State. This is in agreement with Stoner, Freeman and Gilbert, (2015) on the relevance of task pointed out that task and human relationships are crucial elements in the process of making decisions for time management. School administration must consider proper task management in regulating their decision making apparatus (Ugwulashi, 2012a). Such decisions should be task related to assure quality. Time is important for managing resources in an organization especially, the school that requires careful handling of task because it involves knowledge building.

Hence, taking proper decision on task management requires managerial ability to efficiently and effectively use resources in the system to plan, organize, direct and control the work of others to achieving results. Betty (2014) noted that this managerial ability requires task management to achieve result especially educational institutions that deals on knowledge within a

given period. Improvement of education involves time as educational managers and administrators rely on school resources (staff, fund and educational facilities) to process and develop manpower for national survival within given period. These tasks are enormous and need good planning to be actualized within schedule of school period.

Conclusion

The study was concluded that goal management predicted teachers' task performance by 5.4%, task management predicted teachers' task performance by 4.3%, in public senior secondary schools in Rivers State. Goal management significantly predicted teachers' task performance in public secondary schools in Rivers State, task management significantly predicted teachers' task performance in public senior secondary schools in Rivers State.

Recommendations

The following recommendations were made based on the findings of the study:

- 1) Classroom teachers should set goals in order to manage their time to ensure teachers' task performance in public senior secondary schools in Rivers State.
- 2) Teachers should always have task to be accomplished to ensure teachers' task performance.

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