



Twin Components of Time Resource and Teachers' Task Performance in Public Senior Secondary Schools in Rivers State

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ABSTRACT

The study investigated the extent twin components of time resource predict 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. 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 Twin Components of Time Resource Scale (TCTRS) and Teachers' Task Performance Index" (TTPI) were used for data collection. The reliability coefficients of Twin Components of Time Resource Scale and Teachers' Task Performance Index were 0.82 and 0.88. The subscales of Prioritization was 0.81 and Utilization of Calendar was 0.84 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 prioritization predicted teachers' task performance by 27.3% and utilization of calendar predicted teachers' task performance by 20.7%. From the findings, it was recommended that teachers should constantly prioritize their activities to ensure teachers' task performance in public senior secondary schools in Rivers State.

Keywords: Twin Components, Time Resource, Teachers Task Performance, Senior Secondary, Rivers State

INTRODUCTION

Resources needed in any formal organization for production may differ in quality and size, however, time is a basic resource that all organizations need and should utilize to the best of their ability in order to sustain the existence of the organization. Time lost in an organization cannot be regained, based on this situation; all members of the organization must be efficient in the use of time so as to meet up with the objectives of the school within the available time limit. It is the job of the teacher who has direct contact and charged with the responsibility of imparting knowledge to the students to effectively manage instructional time resources as allocated on the timetable to each activity in order to attain the stated instructional objectives. The daily schedule is based on a variety of factors: the Ministry of Education time periods for a given subject, devotion/assembly periods, lunch/break periods and the teacher managing time (Ebong, 2006).

However, various activities in school are usually planned and executed by the principal. The principal as the administrative head of the school is confronted with the challenge of addressing all issues that pertains to the school where he oversees. He reports the various activities that take place in the school to his employer and also receives instructions on how the school should be managed. The principal is responsible for the implementation of various programmes of the government in the school. He must therefore, be prudent in the use of authority and responsibility bestowed upon him. Time resources at his disposal must also be prudently used in order to meet up with the goals of the education system. Time resources must therefore be used efficiently and effectively in order to maximize the output the schools through teachers task performance. For instance task performance is sometimes measured as response time (how long a person takes to respond to a given, timed or untimed stimulus) or it could be measured as accuracy. A task performance is any learning activity or assessments that demand

teachers to demonstrate their knowledge, understanding and proficiency. Task performance yields a tangible product and serves as evidence of learning. Measuring task performance involves technical proficiency on job performed and time consuming in completing the task. It also involve task performance criteria such as work samples, job knowledge tests, production rates, ability and personality (Agabi, 2010).

Time is one of the basic resources needed by any organization in order to guarantee the smooth administration of her activities. It is a resource which every individual and group in the organization cannot undermine. This essential resource has been considered by most individuals and groups as a basic challenge in their effort to meet targeted objectives due to its shortage in supply. The teachers, in the course of discharging their professional duties of the school are frequently confronted with the problem of deciding how to manage the little time in the class room exercises in meeting the needs of parent, students and in some other cases the ministry of education and schools board. As a result of this, Al-Agbari (2010) believed that the little success recorded by the school on daily basis is on how best teachers are able to utilize the time they have in meeting the various programmes and plans of the school. Different forms of activities take place in the school on daily basis which needs to be given adequate attention. Despite the importance of the individual activities that takes places in the school, and how experienced the principals and teachers could be, time has always proved to be an obstacle to the extent of achievement recorded by staff in the school. The reward paid to labour in the form of wages and salaries is for the time spent in contributing to the success of the school. Despite this huge investment in the form of wages and salaries, time management has not really been justified.

Statement of the Problem

In some cases, the teachers have good intentions in moving the school forward but may be spending too much time on activities that contribute less to the success of the school. This has limited the ability of most schools in meeting up with their educational demand. The problem of this study therefore focused on prioritization and utilization of calendar and how they predict teachers' task performance in public senior secondary schools in Rivers State.

Prioritization and Teachers' Task Performance

Derrick (2011) saw prioritization as the activity that arranges items or activities in order of importance relative to each other. In the context of medical evaluation it is the establishment of the importance or the urgency of actions that are necessary to preserve the welfare of client or patient. Being a teacher comes with a lot of planning and prioritizing. If you want any kind of social life outside of school, then it is essential to know what is the most important and what is the least.

With student achievement, professional growth, and healthy development as cornerstones of our professional work, the issue of prioritization is of utmost importance. In a related essay, a clever author once wrote, "You cannot conduct walkthroughs after school, but you can answer e-mails" (Hisrich, 2012). That certainly speaks to the value and importance of setting aside chunks of time to engage in active instructional leadership. But what else is a whisper in your veins that sounds with every beat of your heart, rather than a Post note on the side of your desktop calendar? And how can you massage those priorities into your daily routines? Planning plays an important role in time management as both go hand-in-hand with each other. You can make the most of your time only when it is thoroughly planned. When we talk about planning, you don't necessarily have to follow a strict routine, instead it means making smarter decisions of knowing the right time to do a task or an activity. The idea behind time management is to work smarter than harder and make time to do other things as well. Best-seller author Brian Tracy once said, every minute you spend in planning saves 10 minutes in execution; this gives you a 1,000 percent Return on Energy (Homg, Kiasik& Loeb, 2009). Hisrich, (2012) suggested that prioritizing your daily tasks is the key to successful time management. That said many employees start their day with unimportant tasks or something that can be easily done later. This categorization will help you focus on what actually needs to be done. You can use various project management tools that help you set your priorities straight from the day a project starts. Multitasking is one of the biggest time-wasting activities. Instead of accomplishing too many things, you end up achieving nothing out of them.

The best way to utilize your time is to take one thing at a time and accomplish it before jumping to the next thing. Make a list of tasks that need to be accomplished in terms of their priority. Not only you would be able to focus better but there would be lesser distractions as well. And no distractions mean

less likelihood of mistakes. In our everyday life, distractions cost us many valuable hours in a day. Mobile phones, chatting with coworkers, social media are some of the common distractions at work that almost cost us three hours a day. To not let these distractions eat up your time, it's better to cut them off completely from your schedule.

Hisrich, (2012) contributed that if social media and mobile phones are halting your productivity, set a fixed time in a day where you can check your social media. No one understands the importance of time management in the workplace better than a project manager especially when you have to handle too many tasks and team members simultaneously. Many effective project managers use time management software to stay on top of everything. Such tools are helpful in managing and tracking the time being spent on each task. It helps you to keep a record of every minute so that you can manage your time efficiently at work.

Green and Skinner (2015) demonstrated that time management training programs helps to increase participants self-reported time management skills. It is therefore the duty of a worker to employ 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. Time 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.

Utilization of Calendar and Teachers' Task Performance

To be successful, you must manage your time so that you achieve your goals. Managing your time means that you spend time on priorities, and it also means that you do not waste time on non-priorities.

Values are those things that truly are important to you. Values should guide your overall direction in life, and they provide foundational context for your goals and priorities. Goals are impactful results or accomplishments you want to achieve and should align with your values. Your responsibilities also influence your priorities. A student has the responsibility to attend class, complete assignments, learn the class material, etc. An employee has the responsibility to go to work, work well with others, and be productive. Your responsibilities to your family can have a tremendous effect on your priorities. Finally, to be successful over the long haul, your priorities must be impactful and have lasting value.

Hisrich, (2012) said as you focus on priorities, don't lose sight of your priorities when bombarded with other people's priorities. Someone may bring an issue to you seeking help; this issue may be a priority for him but not necessarily for you. By working on his priority, you lose time that could be spent on your priorities. Of course, your friendship with him may be a priority of yours, so his issue may merit your time. Please understand that I am not discouraging you from helping others; in fact, helping others should be a priority. However, don't automatically place a higher priority on the requests of other people than on your own priorities. For example, if you have a major chemistry test in the morning but your roommate wants to tell you about his new motorcycle tonight, you would be wise to suggest to him that you talk about it tomorrow after your test. In other words, prioritize your need to study over his priority of talking about motorcycles (Homg, Kiasik & Loeb, 2009).

Furthermore, understand that urgent issues, whether yours or someone else's, are not necessarily important issues. Many people struggle to recognize the difference between urgency and importance. I have observed this lack of understanding several times in interviews when I ask potential employees this question: "If you have urgent activities and important activities competing for your time, which would you work on first?" Many people incorrectly answer that they would first work on the urgent activities. The point is that the enthusiasm often associated with urgency counterfeits itself as importance. You should work on the most important things first, and remember that urgent issues are not necessarily important issues (Homg, Kiasik & Loeb, 2009).

Ijaiya, (2010) observed that once you separate the important from the urgent, manage your time so you can focus effort on your priorities. Managing time is easier said than done. For several years, I taught an orientation class for college freshmen. I asked students to describe their biggest challenge. Without fail, year in and year out, the answer was the same: "I don't have enough time." Although it is true that you do not have time to do everything, you do have time to do what is truly important to you. Think of it like this: The least effective person you know has the same amount of time as does the most effective person you know. The difference, of course, is knowing how to manage your time, avoid distractions, and put maximum effort into your priorities. Effective time management will have a huge impact on your success.

The difference between busyness and productivity can be difficult to see. Most people realize they are wasting time if they spend a lot of time online or playing video games. However, spending time on otherwise worthwhile activities can also get in the way of your progress if those activities are not priorities. Please don't miss this point: Not all "important" activities are equal, and "good" activities can get in the way of your true priorities. If you develop and stick with a plan, you will get tasks done on time. Although you need not always be formal, mentally developing a formal plan is quite valuable. The key points are listed by Karim and Mitra (2015) included: know what steps are needed to complete your project, know the amount of time required to complete each step, plan enough time to get the work done on time, schedule specific time into your calendar to allow you to complete each step as well as prioritize your time to get the work done according to your plan.

Kaushar, (2013) agreed that management of time is very important for the actualization of the objectives of any school system. When the principal and other teaching and non-teaching staff fails to judiciously utilize the time available for their various activities as at when due, the school system will either take a longer time to achieve her objectives or may not even achieve them. It is therefore important that time management should be given adequate attention as the consequences of ineffective time management can limit the entire school system from reaching her goals. Poor time management can affect the school system in so many ways. It is therefore important that the principal must monitor and correct those factors that can lead to the poor management of time among his staff. This is to avoid the implications that such mistake can create on the school system (Lakein, 2013).

The time which should have been spent observing and correcting academic deficiencies is spent on selfish interest. This leaves the school system at the mercy of other staff in the school that has little or no idea about the administrative role of the principal. When this situation is not properly controlled, the input and the output from the educational system will be below expectation. The role of the other staff in the absence of the principal's effective time management will result to a fall in the standard of education and performance level (Lakein, 2013).

High Rate of Indiscipline: Indiscipline is simply a situation in which people know the proper thing that is to be done but fail to do it. Negligence in the area of time management in schools is a product of indiscipline. When the principal of a school is not disciplined in the area of time management, he has the capacity of increasing the level of indiscipline among his workers. The school environment is one that is largely driven by rules and regulations which are provided to regulate how students and teachers carry out their activities (Lakein, 2013).

Based on the nature of rules provided, it is expected that every member of the school should be highly responsible and accountable for what they do and fail to do in the school. However, there are cases where the level of negligence displayed by the principal as the head of the school can affect the entire school. Most of the senior staff in the school also serves as role models for other workers in the school. Whatever this group of individual does or fails to do is reflected in the attitude of the other workers. Similarly, the nature of group dynamics and peer influence that exist among workers also affect what other members of the group will be willing and unwilling to do (Lakein, 2013).

Lisa and Robert cited in Macon (2014) opined that in a situation where one or more of the members of the school who form part of the administrative arm of the school exhibit poor time management attitude, it usually affects the work pattern of the other members of the group. This situation if left unchecked can contribute to a high level of indiscipline among the workers. One of the areas where time management is very important is in the area of resumption and closing time. Principals who come late to work are likely to have workers that also come to work late. Similarly, some other principals leave the school premises earlier than schedule and therefore do not have control over what happens in the school in their absence.

The strategies for the management of time can be developed as an individual or institutional principle. Various authors have identified different strategies that can be used for the management of time in a school system. The basic strategies for time management in any educational system however includes but is not limited to the following:

Proper Planning: Educational policy makers have defined planning as the process of determining in advance and organizing activities with the intention of achieving a desired goal. A plan is developed in order to assist in the organization of events. The process of organization will assist in allocating resources to each level, of the plan development. Mitchell (2012) described planning as the art of

building a strategy to achieve an objective that aims at solving a demand. This implies that planning is designing a framework on how a problem will be solved.

Planning can also be defined as the process of deciding what to do and how it should be done (Todd, 2013). It is therefore clear that the essence of planning is to avert wastage and make prudent use of resources for the achievement of an objective. Planning can be done on a short, medium or long term basis depending on the goal of the organization. Todd (2013) identified the following as important planning principle. Comprehensive - all significant options and impacts are considered; Efficient - the process should not waste time or money; Inclusive - people affected by the plan have opportunities to be involved; Informative - results are understood by stakeholders (people affected by a decision); Integrated - individual, short-term decisions should support strategic, long-term goals; Logical - each step leads to the next and Transparent - everybody involved understands 'how the process operates (Macan, 2014).

Planning cannot be avoided in the process of time management. The preparation of a plan will assist a principal to have a framework of what must be done, should be done and how they should be done. Without a plan, wastage or misplacement of priorities cannot be avoided. Principals therefore need to develop proper planning system in the process of time management. This will help them to identify issues that should be avoided for the goals of the school to be achieved.

Prioritizing: According to Derrick (2011), prioritizing is the identification of the most important task at any moment in time and giving such task more of your energy attention and time. Prioritizing has been identified as the answer to the problem of time management and a good prioritizing' strategy must, be developed than relying on machines such as computers and faxes which may' disappoint (Schafer, 2014). The 'availability of planning facilities is important in the management of time However, the principal must be able to set his priorities right before scheduling them arm these devices.

It is therefore important that the principal must be able to apply the right judgment and apply ethical standards in the process of prioritizing. This will help him to achieve the most important educational objectives before creating time for the less important ones. The ability to achieve the most important goals in the school should be the focus of the management of time. Time cannot be said to have been properly managed when the objectives of the school are yet to be achieved no matter how busy the principal and teachers could be. With Bozworth (2014), there are two steps in the process of prioritizing which are to determine in advance the task(s) that needs to be done and deciding on the order in which they are to be done.

The principal should be able to identify what is to be done in each day, week or month and subsequently decide which of these activities are the most important. The less important tasks for the period 'should be handled after the basic ones have been attended to in the process of prioritizing, the principal should ensure to make wide consultations so that the issues that are of .importance to the school can be identified from a wider perspective and addressed to the satisfaction of all stakeholders. This will determine how effective the school has being in the provision of educational services.

Functional Delegation: The Saylor Foundation (2013:1) stated that delegation is: "the transfer of authority to make decisions and complete specific tasks". It is a process by which a person in authority transfers his power and responsibilities to another. The recipient is therefore provided with the authority needed to Carry out the task and is also responsible for the outcome of such task. Mercanliolu (2010:34) stated that delegation is "the authorization to undertake activities that would otherwise be carried out by someone in a more senior position". Delegation is important as it helps, to limit the bulk of responsibilities that are before the manager.

The process of delegating responsibilities can serve as an opportunity for the principal to develop other strategies for improving 'the image of their school. When the overall objectives of the school has being achieved, delegating responsibilities will provide enough time for the principal and other staff to develop new methods of improving the teaching learning relationship in the school. This will help to enhance the quality of education provided. Delegation will also assist the subordinates to be educated on ways of managing the school in the absence of the principal. This will help to enforce continuity whether the principal is present or not.

Evaluation: Evaluation is an independent, systematic investigation into how, why, and to what extent objectives; or goals are achieved (Twersky&Lindblom, 2012). The process of evaluating has also being used to mean assessment (Stewart, 2009). It is a system of getting a feedback on the investment

made into the school system Quast (2014) identified the forms of evaluation to include self evaluation. In the process of evaluating time management, the principal needs to evaluate himself, the subordinate and the entire time management process.

This evaluation should also be carried out on the teachers and the entire school system. This will help to identify the areas where time was wasted and adequate corrective measures will be taken. Evaluation of time management should be carried out as a continuous exercise. This is because such evaluation will help to identify new challenges in the process of time management and they will, be corrected immediately. This will help to maintain the focus of the school in the process of providing quality educational services.

The Pickle Jar Theory

The second theory used for this study was pickle jar theory developed by Wright (2002). The pickle jar theory was established on the premise that time like the pickle jar is limited in quantity. It is therefore the duty of the individual to decide what he or she wants to do with the available time. The theory proposed that the pickle jar is usually first filled with items that are as large as golf balls, followed by stones or marbles, sand and then water. The golf balls occupy the most important space in the pickle jar; the stones are then used to fill the other spaces available while the sand and water is used to close up the remaining space available for the jar to be properly filled. The items used for the illustration has the following meaning:

The golf balls signify those people, projects, task and objectives that are the most important to an individual or an organization. The stones or marbles indicate those things that a manager or administrator will want to do but is not mandatory that it must be done. They are issues that are also important but must not necessarily be done since they are not the main goal or objective of the organization. They can only improve on the activities of the organization. The sand depicts those small things that usually take the manager's time in the pursuit of other important objectives. The water stands for those minor issues that usually takes time but does not add or improve on the value or position of the manager or the organization.

As such, this group of activities can be ignored or delegated to other individuals within or outside the organization (Marshall, 2008). The pickle jar theory is significant in the management of time in an educational institution where managers and administrators are confronted with the problem of prioritizing their activities and making choices or decisions that will affect the entire educational system. The principal as the administrative head of the school is assisted by this theory in the prioritization and utilization of time for the most important educational goals and objectives.

In the management of time, the principal through the application of this theory is enlightened on the need to allocate more time to activities, programmes and other tasks that has a direct effect on the entire objective of the school. Similarly, other plans and programmes which the principal believes can improve on the standard and image of the school can be given attention but not as much as the basic programmes that the school must achieve. This is followed by those issues that take the principal's time in the discharge of his or her administrative duty. This can refer to those issues that have to do with interpersonal relations within or outside the school but may not necessarily benefit the school in any way; it is then followed by those activities that takes time but does not add to the goals of the school any way.

This could be issues such as family and other social activities. The manner in which the principal consider the activities surrounding the school is very important in the management of available time. Effective time management through the pickle jar theory is therefore justified on the ground that the principal should give time first to all issues that has direct link with the aims and objectives of the school but must be based on their level of importance before other activities can be incorporated in the activities of the school.

Aim and Objectives of the Study

The aim of the study is to investigate the extent twin components of time resource predict teachers' task performance in public senior secondary schools in Rivers State. Specifically, the study sought to:

1. assess the extent prioritization predict teachers' task performance in public secondary schools in Rivers State.
2. find out the extent utilization of calendar 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 prioritization predict teachers’ task performance in public secondary schools in Rivers State?
2. To what extent does utilization of calendar predict teachers’ task performance in public secondary schools in Rivers State?

Hypotheses

The following hypotheses were tested at 0.05 level of significance:

1. Prioritization does not significantly predict teachers’ task performance in public secondary schools in Rivers State.
2. Utilization of calendar does not significantly predict teachers’ task performance in public 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 Twin Components of Time Resource Scale (TCTRS) 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 3 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 Twin Components of Time Resource Scale and Teachers’ Task Performance Index were 0.82 and 0.88. The subscale of Prioritization was 0.81 and Utilization of Calendar was 0.84. The research instruments were administered to the respondents by the researcher with the assistance of 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 prioritization predicted teachers’ task performance in public senior secondary schools in Rivers State?*

Table 1: Simple regression on the prediction of prioritization on teachers’ task performance in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square
1	.523 ^a	.273	.271

Table 1 revealed that the regression and regression square coefficients are .523 and .273. The extent of prediction is gotten from coefficient of determinism. The coefficient of determinism is 27.3% (.273×100). This showed that prioritization predicted teachers’ task performance by 27.3% in public senior secondary schools in Rivers State.

Research Question 2: *To what extent does utilization of calendar predict teachers’ task performance in public senior secondary schools in Rivers State?*

Table 2 Simple regression on the prediction of utilization of calendar on teachers’ task performance in public senior secondary schools in Rivers State

Model	R	R Square	Adjusted R Square
1	.455	.207	.010

Table 2 revealed that the regression and regression square coefficients are .455 and .207. The extent of prediction is gotten from coefficient of determinism. The coefficient of determinism is 20.7% (.207×100). This showed that utilization of calendar predicts teachers’ task performance by 20.7% in public senior secondary schools in Rivers State.

Test of Hypotheses

Hypothesis 1: Prioritization 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 prioritization 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)	17.583	1.859		9.458	.000	Hypothesis rejected
	prioritization	.524	.050	.523	10.426	.000	

Table 3 showed that goal management has t-test value of 10.426 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, prioritization significantly predicted teachers’ task performance in public senior secondary schools in Rivers State.

Hypothesis 2: Utilization of calendar does not significantly predict teachers’ task performance in public secondary schools in Rivers State.

Table 4: t-test associated with simple regression on the prediction of utilization of calendar 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)	40.723	1.936		21.037	.000	Hypothesis rejected
	Utilization of calendar	-.102	.052	.114	1.952	.002	

Table 4 showed that goal management has t-test value of 1.952 with probability value (p-value) of 0.002. The result revealed that the p-value of 0.002 is less than the alpha level of 0.05. Therefore, the null hypothesis was rejected. By implication, utilization of calendar significantly predicted teachers’ task performance in public senior secondary schools in Rivers State.

DISCUSSION OF FINDINGS

Prioritization and Teachers’ Task Performance in Public Senior Secondary Schools in Rivers State

The third finding of the study revealed that prioritization significantly predicted teachers’ task performance by 27.3% in public senior secondary schools in Rivers State. This is in agreement with Derrick (2011) who saw prioritization as the activity that arranges items or activities in order of importance relative to each other. He added that prioritizing daily tasks is the key to successful time management. Prioritization helps employees realize that not everything one do is important but it

is important to focus on priorities to achieve success at work. Ola (2003) supported the idea of prioritization when he said that employees should figure out the most important tasks and the ones that are urgent.

From this point, you must determine which tasks are essential and need to get done right away, and which tasks can sit on the back burner (Dntcker, 2013). Sometimes, one can even pass the tasks over for someone else to accomplish. This reflection is very important if you want to have any kind of sanity or life outside of the classroom. The most important tasks move the work closer to long term goals. Prioritizing allows you to identify the most important tasks at any moment and give those tasks more of your attention, energy, and time. It allows one to spend more time on the right things while prioritization helps everyone to plan.

In the view of Hisrich (2012), the best way to utilize your time is to take one thing at a time and accomplish it before jumping to the next thing and making a list of tasks that need to be accomplished in terms of their priority. Not only you would be able to focus better but there would be lesser distractions as well. And no distractions mean less likelihood of mistakes. In our everyday life, distractions cost us many valuable hours in a day. Mobile phones, chatty coworkers, social media are some of the common distractions at work that almost cost us three hours a day. Bartholomew (2013) perceived in his study that effective time management is possible when workers are able to build control, change orientation, structure routine, focus on goal setting, and mechanics. The aim of the study was to reveal the benefit that could be derived from limiting routine activities in the administration of an organization.

Utilization of Calendar and Teachers' Task Performance in Public Senior Secondary Schools in Rivers State

The fourth finding of the study revealed that utilization of calendar predicted teachers' task performance by 20.7% in public senior secondary schools in Rivers State. This is in agreement with Ijaiya (2010) who was of the opinion that school calendar helps principals to identify what is to be done in each day, week or month and subsequently decide which of these activities are the most important. The less important tasks in the calendar should be handled after the basic ones have been attended to in the process of priority that principals should ensure that they make wide consultations so that issues that are of importance to the school calendar can be identified from a wider perspective and addressed to the satisfaction of all stakeholders.

Utilization of calendar will determine how effective schools are in the provision of educational services. The Saylor Foundation (2013:1) stated that "for effective calendar usage there must be delegation, this is transferring of authority to make decisions and complete specific tasks to subordinates". It is a process by which a person in authority transfers his power and responsibilities to another. The recipient is therefore provided with the authority needed to carry out the task and is also responsible for the outcome of such task.

Mercanliolu (2010:34) stated that delegation is "the authorization to undertake activities that would otherwise be carried out by someone in a more senior position". Therefore, for a workable school calendar, delegation is important as it helps to limit the bulk of responsibilities that are before the manager which ordinarily may be completed within a time frame. Ugwulashi (2012) pointed out that managing time should include: use of proper calendar schedule, avoiding too much procrastination, adopting good method of task delivery, use of appropriate tools for the job, evaluating different task levels, initiating good school climate and using simplified time evaluating process.

CONCLUSION

The study was concluded that prioritization predicted teachers' task performance by 27.3%, and utilization of calendar predicted teachers' task performance by 20.7%. Prioritization significantly predicted teachers' task performance in public senior secondary schools in Rivers State, utilization of calendar significantly predicted teachers' task performance in public senior secondary schools in Rivers State

RECOMMENDATIONS

The following are hereby recommended:

- 1) Teachers should constantly prioritize their activities to ensure teachers' task performance in public senior secondary schools in Rivers State.
- 2) Administrators should make use of calendar for regular management of time to ensure teachers' task performance in public senior secondary schools in Rivers State.

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