The Impact of Time Management Skills on Fine Art Student's Productivity in Obafemi Awolowo University in the Post Covid-19 Period

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Abstract
The study assessed the awareness of time management skills, identified the different types of time management skills adopted and determined the relationship between socio-demographic variables and time management of Fine Art students in Obafemi Awolowo Universityin the post covid-19 period. Descriptive survey research design was adopted for the study. A total of 78 respondents were randomly selected from the sample of 100 to 400 level students of Fine and Applied Arts Department, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria. The data gathered was analyzed using frequency count. Result showed that 69.2% of the respondents possessed high level of awareness of time management, while 30.8% possessed low level of awareness of time management skills. It also showed that the most adopted skills by Fine Art students included avoiding distractions (28.2%), starting early (19.2%), delegation (17.9%) and goal setting (15.4%). Result of the Hypothesis tested showed that only the sex of the respondents was seen to have significant influence on time management skills (F= 9.99, $p < 0.05$). The study concluded that time management skills have an impact on Fine Art student's productivity in the university.

1. INTRODUCTION

Time is considered a vital aspect of human existence. It is our most valuable resource that is irreplaceable. Time is important in our lives both in the practical and educational domains (Odai and Wael, 2015). The secret to achieving success in life is by effectively managing this resource that everyone possesses equally (Macan, Shahani, Dipboye& Phillips, 2000).

Time Management is the process of coordinating several tasks and activities by setting up a schedule for specific goals to be achieved thereby increasing one's productivity. In other words, time management is the ability of an individual or a group of people to work effectively. Aduke (2015) posited that time management is a skill of organizing, planning, arranging and accounting one's time for creating more productive and efficient work. It depends on priorities, how one allocates and distributes time between competing demands as we cannot save time for the future and it can never be increased or decreased from what nature has to offer -24 hours. Besides, Chaturvedi (2016) posited that time allocation; especially for tertiary students is quite essential as it helps to enhance their productivity and grades.

Time management in the educational system has become an important requirement among others, for academic success. As a student in the university, one must be very conscious and judicious about the use of time. In fact, managing time as a student is crucial for future purposes. Students need to manage their time in daily activities (Abban, 2011). In reality, the execution of art entails a huge list of tasks that takes away a lot of time from actually creating the art. While some Fine Art students have enough time to complete a given assignment as a result of being on the beneficial end of certain variables such as sex, age, income, marital status and level of study, most are unable due to being on the opposite end of these same variables. Therefore, Fine Art students should be trained in effective time management skills like; prioritizing, scheduling, setting goals, decision-making, delegating tasks, identifying time wasters and so on to avoid the mismanagement of time and increase productivity. Effective time management always result in contentment and satisfaction in daily life (Mercanlioglu, 2008).

The possession of time management skills by Fine Art students is needed in solving problems like the disruption of Corona virus (Covid-19) which affected a lot of things particularly in the educational sector. The Covid-19 has resulted in schools, colleges and universities shut all across the world. As a result; education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms (Saeed, Asmat, & Muhammad, 2021). After the lockdown which lasted almost a year, schools came to the sudden realization of the developments to be made within a very short time, establishing new approaches to the teaching and learning process for example online classes. These changes, along with other measures taken to contain the pandemic came as a great shock to students who were at the receiving end because it affected the academic calendar. In order to cope with this transformation which affected their well-being, lifestyle and functioning, Fine Art students in the university had to discover methods for adjusting their way of life to suit the demands of the new normal. Hence, the need for the effective management of time for their productivity.

Every Fine Art student should be trained to properly utilize time management skills to enhance their productivity academically while joggling other important aspect of their lives socially, spiritually, mentally, physically and so on. This will eventually make them responsible for their artistic development and academic achievement. In this study, it is therefore pertinent to evaluate the practice of time management skills amongst Fine Art students in Obafemi Awolowo University that would ameliorate the impact of covid-19 on their artistic productivity.

Statement of the problem

The researcher observed the rate at which a lot of Fine Art students at the Department of Fine and Applied Art in Obafemi Awolowo university complain about the limited time allocated to tasks and make excuses for not meeting up with the deadlines since the covid-19 experience has been outrageous. This could be due to the problem of managing time on what they set in motion to achieve. Another factor could be due to the pre-existing covid-19 lockdown that allowed too much leisure time for them outside the four walls of school which in turn made it so difficult to adapt to the new normal where the development of virtual classes makes learning Fine Art take a different form of complexity, requiring a lot of time devotion than usual.

There is also the existence of ignorance and negligence on the part of Fine Art students in the department who have less parent or teacher supervision. Despite the importance of time in their artistic productivity, less attention seems to be paid to the application of time management skills which leads to their low academic achievement.

Hence, planned exploitation of Fine Art student's time must be paid serious attention. In the light of this, the need to study the impact of time management skills on productivity among Fine Art students in Obafemi Awolowo university, Ile-Ife, Osun state, Nigeria.

Objective of the study

The main objective of this study is to investigate the impact of time management skills on Fine Art student's productivity in Obafemi Awolowo university post covid-19 period.

The specific objectives of this study are to;

i.   assess the awareness of time management skills amongst Fine Art students in Obafemi Awolowo university post covid-19 period.

ii.   identify the different types of time management skills adopted by Fine Art students in Obafemi Awolowo university post covid-19 period.

iii.   determine the relationship between socio-demographic variables and time management of Fine Art students in Obafemi Awolowo university post covid-19 period.

Research questions

This research was guided by the following questions:

i.   What is the level of awareness of time management skills amongst Fine Art students in Obafemi Awolowo university post covid-19 period?

ii.   What are the different types of time management skills adopted by Fine Art students in Obafemi Awolowo university post covid-19 period?

Research hypothesis

H1: There is no significant relationship between socio-demographic variables (sex, age, income, marital status and level of study) and time management of Fine Art students in Obafemi Awolowo university in the post covid-19 period.

Significance of the study

Students in general, have very busy and stressful lives because they're attending classes, completing assignments, executing practical works, studying for test and exams. In addition, they have their daily routines and lifestyles that are necessary for creating a balance between academics and extra-curricular activities (Cyril, 2015). However, finding the time to do everything at once can be challenging and overwhelming. This is where good time management skills come into practice. Fine Art students need to learn this skill and apply the necessary approaches to be effective and more productive. Having this skill gives them the ability to plan and prioritize upcoming assignments, projects and events. This is an important factor in keeping students organized and to avoid procrastination which ultimately leads to

academic success. It is very useful in a student's hectic schedule as it ensures that they are well prepared, organized and focused to manage their daily lives and complete academic assignments on time for improved success.

The findings of this study will create awareness and consciousness amongst stakeholders such as the students, lecturers, universities and the society at large. It will be of immense benefit to curriculum constructors and provide statistical figures which form the basis to articulate facts regarding the time management skills on Fine Art student's productivity in Obafemi Awolowo university, which adds to the body of knowledge especially in the educational issues.

Finally, the importance of this study is hinged on the fact that it reveals the emerging problems in the educational sector, concerning how time management can impact educational and artistic productivity of Fine Art students. In this wise, this study allows for systematic analysis ofdata from the fine and applied arts department of Obafemi Awolowo University, Ile-Ife, Osun state.

Scope of the study

This study explores and examines the impact of time management skills on Fine Art student's productivity in Obafemi Awolowo university: post covid-19 world. It is restricted to the fine and applied arts department of Obafemi Awolowo University, Ile-Ife, Osun state Nigeria.

2. LITERATURE REVIEW

This chapter reviews relevant literature on "the impact of time management skills on fine art student's productivity in Obafemi Awolowo university in the post covid-19 period". The review is executed under three sections; The first section is focused on the critical review of pickle jar theory. The study adopts this theory to give students an insight into how time management skills work. The second section investigates the empirical review of previous studies executed on the relationship between time management and academic performance of students. In order to better understand this study, the third section conceptually reviews the concept of time management, types of time management skills, knowledge of time management skills amongst university students, time management and university education in the post covid-19 Era and the relationship between socio-demographic variables and time management of university students.

Theoretical Review

      This section reviewed the Pickle Jar Theory of Effective Time Management which was developed by Jeremy Wright (2002). Wright's theory is relevant to this study as it creates a clear picture of time management skills and shows how one can either maximize time or misuse time. It is based on a metaphoric illustration that uses the following materials; a pickle jar,rocks, pebbles and sand. First start by putting the rocks into the pickle Jar, pay close attention to the vacant spaces then fix in the pebbles and follow up by filling it with sand.

      The illustration above can be interpreted as follows;

    i.   The pickle jar is an empty space that represents time.

    ii.   The rocks represent the important tasks. They take up more space in the jar. As such, these major goals require a lot of time and dedication to achieve. There is need to block out distractions in order to focus on getting the bigger task done quickly so as to have more time to accomplish the smaller task.

    iii.   The pebbles represent less important tasks like hobbies which can be easily identified through prioritization.

    iv.   The sand particles represent unimportant tasks like chores and recreational activities. They should be performed after accomplishing major and less important goals so as to avoid time wastage.

      By following the above illustrated steps, one is able to fit more materials into the pickle Jar than if it was done otherwise by first filling the pickle jar with sand, followed by pebbles and finally rocks. At

this stage, it is obvious that the rocks will not fit in becauseother materials have occupied the whole space. Thus, the pickle jar theory depicts that by first focusing on accomplishing important tasks of the day, there will be enough time available to perform less important tasks and other leisure activities. While, focusing on less important activities first allows little or no time left to complete major tasks of the day.

Wright's theory relates to human life experiences as it describes how our day-to-day activities consists of both relevant and irrelevant tasks. It is practically oriented and suitable for this study to enlighten students especially fine art students in the university on time management skills like goal setting, planning, prioritization and so on. Basically, since most university students have huge and important activities to fulfill in their daily lives, mastery of this theory helps them to finish up relevant tasks like assignments faster with little effort which gives them more time to perform other tasks like house chores while studying.

According to Mathew (2015) Time management is the ability of a person to use the time function to accomplish the tasks in the exact timing. Wright's pickle jar theory of effective time management really demonstrates how well our time can be utilized to the fullest. It is straight forward and easy to execute as it breaks down the complex nature of time management into a simple and practical form.Ansari (2019) noted that the theory is simple and the best solution for time management issues. This theory relates to our daily life and can lead to success once it is properly implemented.

Although, the pickle jar theory is good, there are some limitations: it failed to allow room for flexibility in between the day's activities. It also did not put into consideration socio-demographic variables like age, gender, family, income, level of education and so on. Finally, it did not proffer solutions on how to curb the distractions that force their way into our days schedule thereby leading to time mismanagement. The researcher adopts this theory to demonstrate how students can avoid filling up their time with trivial activities thereby enabling them to be organized, schedule their tasks in order of priority and still have room for minor task so as to improve productivity. Therefore, students in the university should be able to easily manage their time in accordance to the pickle jar theory by simply planning, setting goals, organizing and scheduling their days activities in order of priority.

Conceptual review
Concept of Time Management
Over the years, the desire to effectively manage one's time was deeply rooted in the working lives of people. The statement of Benjamin Franklin that "time is money" became a popular mantra in business which showed that time was of great value then as it still is today. The practice of Time management dates back to the industrial revolution of Europe in the early 19th century (Adebisi, 2012). According to (Susan, 2019) the industrial revolution of the 19th century and the rise of factories created a need to fabricate a new relationship with time. Before this period, people determined work time through seasons, weather and so on. For example, dawn meant time to work while dusk meant time to rest. It was explained further that with new inventions like clock which aided effective time management, people "had to learn to live by the clock rather than by the sun".

The theory of time management was first published in 1911 by Frederick Winslow Taylor in his book "The Principle of Scientific Management". It was based on the observation and analysis of workflows in factories with the aim to improve workers productivity. According to (Harold, 2019) Taylor recognized that "People have always searched for better and more efficient ways of doing things". Thus, he sought out best ways for his workers to perform a task properly within a given time frame and then paid them for the goals met. It led workers to the better usage of time and by extension the basis for modern time management approaches (Nayab, 2011). This theory also known as Taylorism became a huge success as it was not limited to the work environment only but also used to enhance individual lives.

In order to understand the concept of time management as a whole, the two key terms; time and management shall be discussed briefly with specific definitions. The first is time, which is a universal entity as in the view of Drucker (1982) who posited that every activity requires time and takes place in

time. According to (Richards, 1998) time is perceived as the fourth dimension of reality that describes events in three-dimensional space. As such, time is described as the continuous progression of events expressed in terms of past, present and future which is also measured in units such as seconds, minutes, hours, days, weeks, months and years. Hicks and Gullets (1981) also described time as a significant factor in the accomplishment of many if not most of the objectives that man has set to achieve. Therefore, time is an essential resource that is irrecoverable and must be properly managed to accomplish a given task. The second is management, which is an activity involving getting things done. According to (Resser, 1973) management is the utilization of physical and human resources through cooperative efforts which is accomplished by performing the functions of planning, organizing, staffing, directing and controlling. Thus, management is the process of planning, organizing and controlling available resources effectively and efficiently to achieve specific goals and objectives.

The term time management has no universally accepted definition. As a result, it has been ascribed in several ways by experts. Time management according to (Michele, 2021) implies the process of organizing and planning how to divide your time between specific activities. Eilam and Aharon (2003) positedtime management as a way of monitoring and controlling time. Managing time is impossible but the manner at which an individual deals with it can be influenced. As such, time management entails the judicious use of time by enabling a person to decide what they want to achieve in life and as well discover ways to attain their desires.

According to Hisrich and Peters (2002) time management is the systematic application of common-sense strategies and techniques to help people become more effective in both their personal and professional lives. Devoting time to learn about time management is very beneficial as it encourages smartness in work and not hard work which eventually leads to less stress and greater achievements in various aspects of ones' life. Good time management helps to get the most important things done especially under high pressure. Proper time management gives fine art students room for creativity and proactiveness in their work.

Kapur (2018) asserted that time management is a skill that should be mastered by all the individuals at all levels and in all walks of life. Thus, every student should not only have the knowledge of time management skills but also put it to work. A lot of students in the university keep extremely busy schedules which arise out of their educational studies, practical works, job duties, projects, social activities, household chores and other requirements. They complain about running out of time on certain tasks which also gets them frustrated due to lack of meeting up with the deadlines. In order to avoid work pressure and reduce stress, Time management is extremely important, as it will boost their grades and enhance their productivity (Laurie &Hellsten, 2002).

Jenn (2021) also explains time management as a variety of skills that will help to manage time well. These skills are used to accomplish specific goals through the process of planning, organizing and controlling the amount of time spent on particular activities thereby increasing productivity.Lakein(1973) modified time management as the process of determining needs, setting goals to achieve determined needs, prioritizing and planning the tasks required to achieve this set goals. The tasks needed to be accomplished encompass a wide scope of activities which include planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing (Allen, 2001). Thus, effective time management is aided by a range of skills which leads to high performance level and academic success of students in the university.

From the above discussions, it can be deduced that time management skills as a whole is referred to the abilities of individuals to use time productively and efficiently (Time Management Skills, 2020). The implementation of time management skills is fundamental for university students as it helps them to structure their academic duties and other responsibilities in a well-ordered manner to accomplish goals and objectives. According to ECTS (2015) students spend their time on different types of learning activities such as readings, seminars, projects, individual and group practices. This range of critical tasks give less or no room for leisure and recreational activities. Thus, causes for feelings of stress and anxiety.

With the mastery of time management skills, which is designed to increase productivity and efficiency, students will be able to manage their academic time and by extension their overall time in a more profitable way.

Types of Time Management Skills
Time management skills help in managing time effectively. Carla (1994) defined effective time management skills as the process of setting goals, prioritizing those goals, scheduling time to specific tasks, adjusting plans as they change, revisiting the goals to prioritize regularly and observing the results.Mastery and implementation of these skills is very essential for student's productivity.A number of studies have focused on the following important time management skills:

Planning
Planning skill entails creating a schedule in order to understand the tasks needed to be performed on a daily basis. Drucker (1982) stated that one's work should start with planning.Students should cultivate the habit to plan ahead because it gives them a clear idea of what needs to be accomplished.Planning skills are essential for assimilation of new information, development of competencies and organization of learning procedure in general (Chuvgunovaa and Kostromina, 2016). Chapman and Rupered (2020) mentioned several planning tools that aid students in the effective use of their time like a calendar, reminder, phone apps, wall charts, to-do list and so on. For example, students who make use of a "to-do" list to write out tasks to be done in order of importance are able to keep track of all intended activities. Drucker (1982) explained that plans always remain on paper merely as good intentions until it is implemented. According to Aduke (2015) planning for students to improve academically requires self-discipline. Thus, students need to keep to their plans by being time conscious and dedicated to their studies so as to gain academic success. Poser (2003) also suggested four effective planning tools which are a weekly objectives list, weekly planner, monthly planner and time log for productivity. Amongst all the time management skills, (Razali, Rusiman, Gan &Arbin, 2018) found that planning is mostly related to the academic performance of students. It allows students to execute tasks from start to finish in a systematic manner. Students in the university must plan how to distribute their time at the beginning of every semester as well as make room for unexpected occurrences so as to avoid late submission of works, procrastination of duties, workload pressure and so on. Adesina (2011) recommended that students found with good planning skills should be motivated through awards and prizes. Therefore, planning is a vital time management skill that enables the use of other time management skills effectively.

Organization
Organization involves planning tasks in a well-ordered manner. Jenn (2021) notes that organization is an attitude of keeping things in check. According to Kohn (2000) the first step towards developing and implementing an effective time management skill is to create an environment that will support an individual's effectiveness. Thus, students in the university need to organize their work spaces or study areas in an appropriate manner so as to avoid time wastage. Hall (2012) explained that a cluttered workspace impairs one's ability to find things. Fine art students in particular can manage their time effectively by ensuring to tidy up the studio before and after working as well as arrange art supplies close by for easy access when needed. Artworks can also be stored in a portfolio for proper maintenance. Crandell (2005) argued that organizing is one of the three most important strategies likely to yield results in effective time management. Therefore, organisation is an important time management skill that saves time and reduces stress thereby increasing productivity.

Goal-Setting
Goal setting is a process of identifying objectives and developing methods for achieving them. Douglass and Douglass (1994) asserted that without goals, time management is like a hammer without a nail and

that with goals, time management becomes a magic key to success. It is one of the crucial skills to effectively manage time.Hicks and Gullet (1981) recognized that practically nothing can be accomplished instantaneously.They explained that the effectiveness of organizations is achieved by measuring their objectives against a structure based on time. Thus, students need to determine what their goals and objectives are as well as understand the approaches needed to achieve them. Schunk (2009) mentioned that proper implementation of goal setting does not only motivate students, it also improves their academic performance miraculously. He recommended four steps to follow when using this skill which are: set SMART goals (Specific, Measurable, Achievable, Realistic and Time bound), create an action plan, monitor progressregularly and celebrate achievements. Goal oriented students manage time more effectively as they devote theirtime, energy and resources towards worthwhile activities that enhances productivity.Dotson (2016) recognized that goal setting has a greater impact on learner's academic performance. It gives students a sense of direction and keeps them motivated to achieve their goals within a given period of time. It is important to set realistic and attainable goals as (Morisano, Hirsh, Peterson, Pihl & Shore, 2010) affirmed that students who set realistic goals experience fewer negative effects in their academic performance than those who don't. Wilson (2012) also observed that students who managed to set goals had significantly higher academic performance than those who failed to set goals. Fine artstudents in the university should set specific goals ofwhat they intend to achieve in their study. Abe, Ilogu and Madueke (2013) recommended that goal setting should be one of the strategies incorporated in school curriculum so as to enhance learners' academic performance.

Prioritization
According to Ghebre (2012) effective time management requires setting priorities. Prioritization is the process of performing tasks and activities in order of importance.Jenn (2021) notes that prioritization involves the assessment of responsibilities. Students in the university have a number of activities to perform, they require prioritization skills to enable them focus on important activities first and the less important tasks last. Green (2016) recognized that one's own responsibility influences his or her priority. The following steps were mentioned to help students prioritize; be familiar with the steps required to complete a task, be aware of the time needed to complete each step, plan adequately and prioritize your time according to your plan. (Peng and Kamil, 2017; Faisal, Abdulla, Mohammad and Nabil, 2014) also noted some behaviours that contribute to student's low academic performance: participating in unnecessary time-consuming activities, incorrect time allocation, spending so much time on social networks and last-minute preparation for examinations. Thus, Students should not indulge in irrelevant activities as they lead to time wastage and reduced productivity. Sayari, Jalagat and Dalluay (2017) recommended that learners should watch and embark on prioritization of their tasks as their primary duty to enhance their academic attainment. They should complete time consuming task first as it gives them a sense of relief. Aduke (2015) emphasized that students should learn to prioritize essential matters and focus on those that can leads to success.

Scheduling
Scheduling is the allocation of time to specific activities. Drucker (1982) asserted that to manage one's time properly, it requires knowing where the time goes. Shapiro and Williams (2014) observed that academic fatigue can be as a result of packed classes without breaks. So, students in the university should make room for rest periods in their schedule so as to reduce stress thereby increasing productivity. Pope (2016) recognized that students perform better in the morning than in the afternoon. He mentioned two ways to schedule activities for the day which are; take tasks that are more affected by the time of day to the morning and shift other tasks to the afternoon, take activities that are more important to them to the morning hours. Thus, fine art students in the university should schedule their creative process during their most productive time of the day so as to be motivated to work. Dills and Hernandez-Julian (2008) found that student's performance differs by the time of day. Pedersen (2001) noted that schedule has great

impact on student's achievement. Al-Zoubi (2016) emphasized the importance of organizing seminars andlectures for students to learn how to schedule the right time for subjects so as to attain higher academic performance.

Knowledge of Time Management Skills amongst University Students
The knowledge of time management gives adequate aid, Adams and Blair (2019) explains that a number of factors affect undergraduate student performance. Many of these factors may be perceived as being academic related to the relevant skill sets that a student may have and how they access the educational offer. One of the general missions of higher education is to develop these academic skills: enhancing critical thinking and educational frameworks through teaching, feedback, and access to high quality resources. However, non-academic factors that impact students' chances of attaining success in higher education are equally important and deserve investigation. One of such non-academic skill is time management. Good time management skills have been identified as having a buffering effect on stress and are a key indication of higher performance and lower stress and anxiety in higher education.
Kearns and Gardiner (2007) clarify that irrespective of the high intellectual factor in time management, few claims suggest that people who manage their time well perceive themselves to be more productive and feel less stressed. Students in relevance with time management related behaviours have a high sense of adequate effectiveness, and work- related morale and distress displays a hierarchy of time management behaviours. Having a clear sense of career purpose was most important for perceived effectiveness as far as activities are concerned, followed by planning and prioritizing. To make time management relevant and have significant practical implications for students, it is essential to learn to identify the purpose in their career, then plan their time accordingly.
Misra and McKean (2000) in examining the interrelationship between academic stress (stressors and reactions to stressors) and anxiety, time management, and leisure satisfaction, submitted that there was a greater association of stressors and reactions to stressors with time management behaviours than with leisure satisfaction. All subscales were strongly (negatively) correlated to academic stressors and reactions to stressors. Setting goals and priorities reduced behavioural reactions to stressors, and increased their cognitive reaction (strategies for handling those situations), mechanics of time management, i.e., planning and scheduling, was correlated with cognitive and emotional reactions to stressors. Organization of tasks reduced behavioural reactions and increased cognitive reactions. The cognitive reactions to stressors showed a positive association with time management. Ardic (2010) as cited in Ozsoy (2014) noted that if students were able to use time management skill properly, they will be productive in their school activities and learning process thereby eliminating workload pressure and stress.
Mahasneh, Al-Zoubi, Batayeneh, Al-Sawalmeh and Mahasneh (2013) investigated the level of student's knowledge about time management skills in the university. They found that students had limited knowledge on time management ideas and recommended that they should spend enough time to learn skills on time management to enhance their academic performance. They also added that universities should empower students to acquire the time management skills through seminars and training programs. It was noted that the knowledge of time management skills amongst university students serves as a road map to utilize their time well. Thus, students should learn about time management skills in order to improve on their academic performance.

Time Management and Education in the Post covid-19 Era
Malik (2020) in view of Education in the post-COVID-19 era, explains that most of the suggested approaches to providing education in this time of crisis have centred around the use of technology which is as avenue to adequately organize teaching and learning process and at the same time exercise time management. The internet is the overwhelming choice for the transport of content while the actual delivery has been achieved using all flavours of learning management systems, custom developed platforms and standalone applications. A close second has been the use of cellular networks coupled with

smartphones that allow for a rich multimedia experience. In both cases, however, countries with lesser developed infrastructure or poor economic conditions, have faced the difficult choice of having their populations divided.

Keystone Academic Solutions (2020) studied the impact of covid-19 on higher education, the study notes that Universities and college campuses are places where students live and study in close proximity to each other. They are also buzzing cultural hubs where students are brought together from nations around the world. However, the foundations of this unique ecosystem have been impacted significantly by the rapid spread of the coronavirus (Covid-19) outbreak, creating uncertainty regarding the implications for higher education. Understanding the economic impact has resulted into maximizing online learning which has been the most effective tool in keeping student retention and maintaining access to learning. In a digital age, universities and colleges are better placed today more than ever to provide students with easy access to continue their studies online.

Ramani and Hussaindeen (2021) examined optometric education in the post-COVID-19 era: A time of forced change, submits that there is a massive disruption of the global economy and education due to the coronavirus disease-2019 (COVID-19) pandemic. This has posed significant challenges and threats to the academic community, especially in health care where the learning and assessment are patient centred. Though blended learning had its emphasis in the pre-COVID-19 era, innovations are required to meet up to the increased demands on learning and assessment which is a measure to strategically exercise time management.

UNICEF (2020) explains that the COVID-19 pandemic has created the largest disruption of education systems in history, affecting nearly 1.6 billion learners in more than 190 countries and all continents. Closures of schools and other learning spaces have impacted 94 per cent of the world's student population, up to 99 per cent in low and lower-middle income countries. On the other hand, this crisis has stimulated innovation within the education sector. We have seen innovative approaches in support of education and training continuity: from radio and television to take-home packages. Distance learning solutions were developed thanks to quick responses by governments and partners all over the world supporting education continuity, these changes have also highlighted that the promising future of learning, and the accelerated changes in modes of delivering quality education, cannot be separated from the imperative of leaving no one behind.

In Adelakun (2020)'s examination on coronavirus (covid-19) and Nigerian education system: impacts, management, responses, and way forward. Adelakun explains that the outbreak of corona virus has shaken the educational sector of Nigeria and the world at large off its strength. In fact, looking at the trend of the pandemic, it could be something we are going to live with for a long period of time. There is no doubt that there is going to be a serious set-back in the development of Nigeria education system if the coronavirus pandemic lockdown is not properly managed by the government and concern personnel. Schools calendar have been disrupted, there is reduction in the economic development of the country which has affected the education finance as well. Since the family income depends on the economic growth of any country, most of the families in Nigeria are experiencing economic hardship as a result of the pandemic lockdown; some of the vulnerable families having their children under the federal government free feeding scheme are being faced with the challenge of going in search of food for their children while they are with them at home.

Armindo and Valerie (2020) in examining education in the post-covid era, explains that the closure of schools during the global pandemic critically slowed down the teaching and learning process, thus making avenues to be extensively maximized to manage time, avenues such as online learning (internet) was massively adopted, this channel however experienced challenges in some undeveloped countries, challenges such as poor internet connectivity, high cost and lack of adequate understanding. For better accessibility to knowledge, time maximizing and at the same time prevent the reigniting of the global diseases, schools implemented the ideas of limited number of people in a class room to avoid overcrowding as the school physically reopened. The post-covid-19 education explored partnership

opportunities, scaling up connectivity, reducing costs, developing suitable content-based curriculum and capacity building to allow teachers make use of available tools and resources.

The reviewed literatures are indications of how time management is relevant in all segments of human affairs globally and within Nigeria especially in the academic field. Although covid-19 posed a great threat to academic system, it however gave room for strategies to be made to readjust to a feasible means of encouraging time management.

Relationship between Socio-Demographic Variables and Time Management of University Students
Wada, Wagner, Qassab, Mohamed, Hamad, and Sharbatti (2016)'s focus on the relationship between socio-demographic and lifestyle factors and academic performance, clarified that Time management becomes a crucial requirement of better academic performance. Academic help seeking behaviour of students should be encouraged by faculties and administration, since it can support the academic performance of students. It is demonstrated that students who perceived a need for academic support have a genuine need and should be encouraged to reflect their needs Gender and time management skills are significant determinant of higher academic performance. Perceived need for academic help is an indicator of poor performance. Parental support and good sleep were reported more among students with high academic performance.

Walt (2017)'s documentation on the impact of socio-demographic variables on the study experience of second year Hospitality Management students at selected South African Higher Education Institutions reveals that Teaching, learning and assessment periods could furthermore contribute towards possibly impacting on the study experience of students, as higher education should promote cognitive (the ability to learn such as memorizing new information), practical (skills applicable to the specific learning programme) and personal skills (such as verbal and nonverbal communication) development and widen a profound understanding of the learning programmed content. Byrne and Flood (2005) affirms that students can accomplish task activities by connecting in an array of learning activities and carry out a range of assessments which examine the achievement of the outcomes.

Cook and Leckey (1999) as well submits that the teaching and assessment instruction experienced while attending high school may not prepare the student with the appropriate study skills and learning techniques required for the more independent practice of learning expected in higher education. Proper time management skills and study techniques for academic obligations are important aspects that will assist students to be successful in higher education. Additionally, respectable relationships between students and their lecturers play a vital role in the motivation and attitude of students towards learning and coping with the academic demands of the learning program.

Empirical Review
This section reviewed a number of studies executed by other researchers in relation to the present study which specifically focuses on "the impact of time management skills on fine art student's productivity in Obafemi Awolowo university". Most of these studies identified show the positive impact of time management skills on student's academic performance. (Claessens, Van Eerde, Rutte, & Roe, 2004; Wang, Kao, Huan, & Wu, 2011) recognized that time management is important beyond the university campus. This is because the capacity to manage one's free time has shown to significantly increase an individual's quality of life. George et al. (2008) revealed that time management is the most influential factor of academic achievement. Krause and Coates (2008) highlighted that the capacity of students to successfully manage their time is the foundation of developing good study habits and strategies for success. Dotson (2016) conducted a study on goal-setting to increase learner's academic achievement in Carter County Schools Kentucky. The study showed that goal setting has greater impact on learners' academic performance. Chuvgunovaa and Kostromina (2016) conducted a study to find out if planning skills are used adequately in the educational process in the higher schools. The study revealed no significant relationship between planning skills and academic performance. Razali, Rusiman, Gan and

Arbin (2018) examined the impact of time management on students' academic achievement in university Tun Hussien Onn Malaysia (UTHM) Johor, Malaysia. The study revealed that gender of students shows no significant differences in time management behaviors. Sayari, Jalagat and Dalluay (2017) conducted a study on assessing the Relationship of Time Management and Academic Performance of the Business Students in Al-Zahra College for Women in Muscat City, Europe. The result revealed that there is significant relationship between the age and educational degree of respondents to students' academic achievement. Al-Zoubi (2016) investigated the effect of time management art on academic achievement among high school students in Jordan. The study found that there was a significant relationship between the sex variable of females and academic achievement. Ali et al. (2013) conducted a study that determined the factors affecting the academic performance of students. The dependent variable was student's grade while the independent variable were student's study time and socio-demographic status like age, gender, school, family background and so on. They found study time and socio-demographic status of students to have significant relationship with their academic performance. Pehlivan (2013) examined the influence of time management skills on student's grades of Karadeniz technical institute putting into consideration the variable of gender. The study found that female students are good time managers than male students. Miqdadi et al. (2014) also examined a study on the relationship between time management and student's academic performance considering important variables of procrastination, workload pressure and distraction. The study showed that successful students are good time managers. In order to increase productivity, simple remedies like writing a "to-do list" was suggested by (Lakein, 1973). Finally, McCay (1959) developed a time-management training program that gives an insight into time-consuming activities and how time is spent thereby increasing efficiency all by teaching people how to make a daily plan, prioritize tasks and handle unexpected activities.

3. RESEARCH AND METHODOLOGY DESIGN

This section covers the methodology that the researcher used to execute this study. It focuses on the following areas: research design, population of the study, sample and sampling technique, research instrument, validity and reliability of instrument, procedure for data collection and method of data analysis.

Research Design

This study employed a descriptive survey research design. The researcher considers this design appropriate to gather information on the impact of time management skills on Fine Arts students' productivity in Obafemi Awolowo University through questionnaire distributed to students in the Department of Fine and Applied Arts.

Population of the Study

There are a total number of 200 students from 100 level to 400 level in the Department of Fine and Applied Arts, Obafemi Awolowo University, Ile-Ife, Osun State, Nigeria.

Sample size and Sampling Technique

The Fine and Applied Arts Department of Obafemi Awolowo University, Ile-Ife runs a 4-year degree program where students learn the foundational knowledge and acquire the advanced skills needed in creating works of art through various media. The sample will be executed on its year one to four students especially those in final year who are in the right position to give reliable information on how they make use of time management skills for their artistic productivity alongside other responsibilities. A total of 78 respondents were randomly selected from the purposive sample of 100 level to 400 level students. The number of respondents in each level were 6 out of 23 year one students, 2 out of 16 year two students, 7 out of 75 year three students and 63 out of 86 year four students. The 400 level students had the highest number of respondents due to their vast knowledge and experience in the Department of Fine and Applied Arts, Obafemi Awolowo university, Ile-Ife, Osun State, Nigeria.

Research Instrument

The instrument used for data collection from the population sample is a well-structured questionnaire titled impact of time management skills on Fine Arts student's productivity in Obafemi Awolowo University in the post covid-19 period. It was constructed by the researcher based on the research questions formulated for the study. The questionnaire was on three sections A, B, and C; Section A consist of items on the socio-demographic characteristics of the respondents and it has 7 items which include age, gender, ethnicity, religion, marital status, department and level. Section B has 20 items which addressed the level of awareness of time management skills amongst Fine Art students in Obafemi Awolowo University post covid-19 period. Finally, Section C has 10 items which used rating scale questions to seek information on the types of time management skills adopted by Fine Art students in Obafemi Awolowo University post covid-19 period.

Validity of Instruments

The test items were close-ended questionnaire and it was administered to 78 respondents from 100 level to 400 level students of Fine and Applied Arts Department, Obafemi Awolowo university, Ile-Ife, Osun State, Nigeria. Hence, the data collected was used to answer the outlined research questions, assess the awareness of time management skills amongst Fine Art students, identify the different types of time management skills adopted by Fine Art students and determine the relationship between socio-demographic variables and time management of Fine Art students in Obafemi Awolowo university in the post covid-19 period. The items were validated by experts in the Department of Educational Management.

Procedure for Data Collection

The data for this study was collected online through the use of questionnaire created by the researcher with google form. Adequate instructions were given to guide the respondents for easy understanding. The researcher explained the purpose of the study and assured each respondent's confidentiality. The google form link to the questionnaire was forwarded by the researcher herself to the general online group platform for Fine Art students in Obafemi Awolowo university. The form was closed after the target response was reached. Hence, the data collected was used in analyzing this project work in order to fulfill its outlined objectives.

Method of Data Analysis

All data collected for this research work was organized and analyzedusing descriptive statistics of simple percentages and frequency distribution that was performed to ascertain the significant relationship between socio-demographic variables (sex, age, income, marital status and level of study) and time management of Fine Art students and the impact of time management skills on Fine Art student's productivity in Obafemi Awolowo university in the post covid-19 period.

4. RESULT AND DISCUSSION OF FINDINGS

This chapter presents the results of data collected and analyzed as well as the discussion of findings from the research study on the impact of time management skills on Fine Art student's productivity in Obafemi Awolowo university in the post covid-19 period. It will provide answers to the research questions and hypothesis based on the responses from the total of 78 questionnaires distributed and returned. The data collected from the respondents were subjected to descriptive analysis and the findings were presented in form of frequency distribution table and percentages for easy understanding.

Results

Research Question One: What is the level of awareness of time management skills amongst Fine Art students in Obafemi Awolowo university post covid-19 period?

To answer this question, Section B of the questionnaire on the level of awareness of time management skills amongst Fine Art students was scored in a way that Yes was allotted 2, and No was allotted 1. These were summed up to represents respondents' measure on awareness of time management skills. On the scale, the mean score was 35.46, the standard deviation was 2.55, while the minimum and maximum scores were 30 and 40 respectively. To categorize into levels of awareness of time management skills

amongst Fine Art students, those who scored 34 below were regarded as possessing low level of time management skills, while those who scored above 34 were regarded as possessing high level of time management skills. These were subjected to descriptive analysis and the result is presented in Table 4.1.

Table 4.1: Level of Awareness of Time Management Skills amongst Fine Art Students in Obafemi Awolowo University Post Covid-19 Period

Level of Awareness	Frequency	Percent
Low	24	30.8
High	54	69.2
Total	78	100.0

Source: Researcher's field survey (2021)

Table 4.1 presents the level of awareness of time management skills amongst Fine Art students in Obafemi Awolowo University post Covid-19 period. On the table, result showed that most Fine Art students (69.2%) possessed high level of awareness of time management, while 30.8% of the students possessed low level of awareness of time management skills. Thus, it can be concluded that significant amount of Fine Art students possessed high level of awareness of time management skills in post Covid-19 period.

Research Question Two: What are the different types of time management skills adopted by Fine Art students in Obafemi Awolowo university post covid-19 period?

To answer this question, Section C of the questionnaire on types of time management skills adopted by Fine Art students was scored on the basis of the different categories under the section. These categories include planning, organization, goal-setting, prioritization, delegation, scheduling, start early, avoid distraction, take breaks and set deadlines. In order to know the category of time management skills adopted by each of the students, these categories were subjected to K-means cluster analysis. The final cluster center table were presented in Table 4.2.

Table 4.2: Final Cluster Centers of Time Management Skills adopted by Fine Art Students in Obafemi Awolowo University Post Covid-19 Period

	Cluster									
	1	2	3	4	5	6	7	8	9	10
Planning	12.00	7.27	5.00	6.33	9.00	5.00	4.00	9.29	8.59	6.00
Organization	11.00	10.00	11.00	8.25	10.00	5.00	12.00	11.64	9.73	11.17
Goal Setting	7.00	7.80	8.00	6.58	8.50	12.00	11.00	11.57	9.32	10.83
Prioritization	6.00	9.60	9.50	8.42	8.00	11.00	7.00	11.79	10.18	10.17
Delegation	9.00	7.87	6.00	7.33	8.25	7.00	8.00	11.07	9.68	9.33
Scheduling	11.00	8.27	5.00	6.75	10.75	12.00	8.00	11.43	9.82	7.17
Start Early	9.00	7.13	8.00	7.17	9.25	12.00	5.00	10.86	9.09	9.83
Avoid Distractions	7.00	7.33	11.50	7.17	11.00	12.00	9.00	11.57	9.23	9.67
Take Break	5.00	9.47	10.00	6.83	12.00	7.00	12.00	11.07	9.50	9.00
Set Deadlines	5.00	7.93	5.00	7.08	10.75	8.00	12.00	11.36	10.18	9.00

Source: Researcher's field survey (2021)

Table 4.2 presents the Final cluster centers for time management skills adopted by Fine Art students in Obafemi Awolowo university post covid-19 period.

In addition, to know the specific category each of the respondents belong to, the final cluster centers table were used through the closeness to the mean of each of the time management skills. The number of cases in each cluster and the number of respondents in each of the category was presented in Table 4.3.

Table 4.3: Number of Cases in each Cluster of Time Management Skills adopted by Fine Art Students in Obafemi Awolowo University Post Covid-19 Period

Cluster		
	1= Take Break	1.000
	2= Start early	15.000
	3= Set deadlines	2.000
	4= Goal Setting	12.000
	5= Prioritization	4.000
	6= Organization	1.000
	7= Planning	1.000
	8= Delegation	14.000
	9= Avoid Distractions	22.000
	10= Scheduling	6.000
Valid		78.000
Missing		.000

Source: Researcher's field survey (2021)

Table 4.3 presents the number of cases in each cluster of time management skills adopted by Fine Art students in Obafemi Awolowo University in post Covid-19 period. Take break belonged to cluster one, with 1 respondents, start early belonged to cluster 2 with 15 respondents, set deadlines belonged to cluster 3 with 2 respondents, goal setting belonged to cluster 4 with 12 respondents, prioritization belonged to cluster 5, with 4 respondents, organization and planning belonged to clusters 6 and 7 with 1 respondent respectively, delegation belong to cluster 8 with 14 respondents, avoid distraction belonged to cluster 9 with 22 respondents, while scheduling belong to cluster 10 with 6 respondents. Furthermore, this was then subjected to descriptive analysis and the result is presented in Table 4.4.

Table 4.4: Different Types of Time Management Skills adopted by Fine Art Students in Obafemi Awolowo University Post Covid-19 Period

Time Management Skills	Frequency	Percent
Take Break	01	1.3
Start early	15	19.2
Set deadlines	02	2.6
Goal Setting	12	15.4
Prioritization	04	5.1
Organization	01	1.3
Planning	01	1.3
Delegation	14	17.9
Avoid Distractions	22	28.2
Scheduling	06	7.7
Total	78	100.0

Source: Researcher's field survey (2021)

Table 4.4 presents the different types of time management skills adopted by Fine Art Students in Obafemi Awolowo University post Covid-19 period. On the table, the most adopted skills by Fine Art students include avoiding distractions with 28.2% respondents, followed by starting early by 19.2% respondents, followed by delegation by 17.9% respondents and followed by goal setting by 15.4% respondents. All other time management skills were least adopted by the students.

Testing of hypotheses

In order to test the only hypothesis generated for this study, the sum of students' responses was analyzed using ANOVA tool and the results are shown in table 4.5 below.

Research Hypothesis: There is no significant relationship between socio-demographic variables (sex, age, income, marital status and level of study) and time management of Fine Art students in Obafemi Awolowo university post covid-19 period.

Table 4.5. Relationship between Socio-Demographic Variables (Sex, Age, Marital Status and Level of Study) and Time Management of Fine Art Students in Obafemi Awolowo University Post Covid-19 Period

Demographic Variables	N	Mean	Std. Deviation	df	F	Sig.
Sex						
Female	20	99.10	14.65			
Male	58	88.67	12.01	1	9.99	0.002
Total	78	91.35	13.44			
Age						
Below 20 Year	11	86.45	12.04			
21-25 Year	48	92.77	14.09			
Above 25 Years	19	90.58	12.39	2	1.030	0.362
Total	78	91.35	13.44			
Marital Status						
Single	74	90.76	13.43			
Married	4	102.25	8.85	1	2.841	0.096
Total	78	91.35	13.44			
Level						
100 Level	6	89.67	15.87			
200 Level	2	74.50	9.19			
300 Level	7	91.57	7.50	3	1.137	0.34
400 Level	63	92.02	13.69			
Total	78	91.35	13.44			

Source: Researcher's field survey (2021)

Table 4.5. presents relationship between socio-demographic variables (sex, age, marital status and level of study) and time management of Fine Art students in Obafemi Awolowo University in post Covid-19 period. On the Table, only the sex of the respondents was seen to have significant relationship with time management skills (F= 9.99, p < 0.05). From the results, female respondents (Mean= 99.10) were found to demonstrate higher level of time management skills than male respondents (Mean= 88.67). Whereas, respondents' age did not have any relationship with their time management skills (F= 1.030, p > 0.05). In addition, marital status of the respondents was not found to have any relationship with their time management skills (F= 2.841, p > 0.05). Also, students' levels in the university were not found to have significant relationship with their time management skills (F= 1.137, p > 0.05).

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS
This chapter presents the summary, conclusion and recommendations on theimpact of time management skills on Fine Art student's productivity in Obafemi Awolowo university in the post covid-19 period.

Summary

The aim of the study was to investigate the impact of time management skills on Fine Art student's productivity in Obafemi Awolowo university in the post covid-19 period.This study analyzed the socio-demographic characteristics of respondents, the level of awareness of time management skills amongst Fine Art students and the types of time management skills adopted by Fine Art students.

The study employed a descriptive survey research design and data collated was randomly selected from the sample of 100 level to 400 level students of Fine and Applied Arts Department, Obafemi Awolowo university, Ile-Ife, Osun State, Nigeria. A well-structured questionnaire was used in data collation, after which the questionnaire was validated by the supervisor.

The first research question of this study was the 'level of awareness of time management skills amongst Fine Art students?' From the study, a significant amount of Fine Art students possessed high level of awareness of time management skills in post Covid-19 period.

The second research question focused on the 'types of time management skills adopted by Fine Art students?' In this question data were collected on planning, organization, goal-setting, prioritization, delegation, scheduling, starting early, avoiding distractions, taking breaks and setting deadlines. From the data collected, the most adopted time management skills by Fine Art students include avoiding distractions with 28.2% respondents, followed by starting early by 19.2% respondents, followed by delegation by 17.9% respondents, and followed by goal setting by 15.4% respondents.

From the analysis of the research hypothesis, only the sex of the respondents was seen to have significant relationship with time management skills (F= 9.99, p < 0.05) as female respondents (Mean= 99.10) were found to demonstrate higher level of time management skills than male respondents (Mean= 88.67).

This study was based on the Pickle Jar Theory which was developed by Wright (2002). The theory was adopted because it illustrates in details how students can manage time effectively by simply planning, setting goals, organizing and scheduling their days activities in order of priority.

A lot of literature related to time management skills was reviewed but there was limited literature that addressed the impact of time management skills on Fine Art student's productivity particularly in Obafemi Awolowo university, Ile-Ife, Osun State, Nigeria.

Conclusion

Based on the study findings, the following conclusions were drawn. It was concluded that time management skills have an impact on Fine Art student's productivity in the university. This was based on the fact that if they managed their time well, their productivity will increase. The study found that a significant amount of Fine Art students possessed high level of awareness of time management skills in post Covid-19 period. These majority of respondents confirmed the impact of time management skills in their productivity. It is therefore advised that time management skills should be adopted by university students so as to improve their academic performance and other aspect of their life.

From this study, the findings clearly shows that time management skills also have an impact on the realization of goals and objectives. The study concluded that the effective use of this skills will enable Fine Art students in the university to complete various tasks and activities in time leading to the realization of their goals and objectives. One of their most important objectives in the university is academic excellence and it can only be achieved through effective time management skills.

Furthermore, the study concluded that there is need to organize seminars and invite experts to address Fine Art students in the university on the importance of time management skills for their productivity.

The study explained that most university students usually complain of having overwhelming responsibilities with little or no time to perform them. The use of effective time management skills enables them to execute these numerous activities conveniently and improve their productivity. Thus, the study concluded that time management skills are essential for Fine Art students seeking academic excellence and success. Some of the time management skills identified include planning ahead, setting realistic goals, executing tasks in order of priority, avoiding distractions and so on.

Finally, from the above discussions, it is obvious that time management skills in every aspect of human life is a necessary skill to master in order to perform numerous activities, tasks and so on thereby leading to increased productivity.

Recommendations

Based on the results of the research, the following recommendations were made onthe impact of time management skills on Fine Art students in the university so as to enhance their productivity and academic performance; Fine Art students should be educated through seminars on how they can effectively use time management skills to increase their productivity. They should implement time management skills such as; planning, organization, prioritization, scheduling, taking breaks and setting deadlines more often to achieve productivity. They should also be exposed to the use of digital applications or technology that enables effective time management. Due to the practical based nature of the course, the department of fine and applied arts should make sure that sufficient time is allocated to students work so as to give them room to complete tasks and activities within the given time. The study recommends that Fine Art students in the university should regularly analyze how their time is spent. The study also recommends that Fine Art students in the university can save time by focusing on important tasks first before the unimportant tasks. Finally, there is need to execute this same study in other universities offering Fine Art in order to have a more comprehensive and universal findings.

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