AMELIORATIVE ROLES OF TIME MANAGEMENT ON THE ACADEMIC PERFORMANCE AMONG HOME ECONOMICS STUDENT IN UNIVERSITY OF ILORIN

ABDULKADIR S. O., ADEBISI T.T. AND TAIWO O.B.
Department of Home Economics and Food Science, Faculty of Agriculture, University of Ilorin.
Corresponding Author: bello.os@unilorin.edu.ng / 08061516669
adebisi.ttunilorin.edu.ng/08050324198
oyinkansola656@gmail.com / 08062815145

ABSTRACT
This study assessed time management on the academic performance of home economics students in University of Ilorin. Five (5) research questions were raised and four (4) hypotheses were formulated and tested at 0.05 level of significance. The total population was (146) students from 300 and 400 levels department of home economics. A well-structured questionnaire developed by the researcher was used to elicit information from the respondents. The findings revealed that there were variations in the time allocated for activities by students and it is different based on gender. The results also revealed that majority of the respondents agreed that socioeconomic status affect academic performance and certain constraints like poor resource management and procrastination affect the academic performance of the students. Hypothesis one shows a significant difference between male and female student's time management and their academic performance (F-value of 4.310 and p-value of 0.015). Time management will significantly influence academic performance of undergraduate students (r = 0.222; p-value = 0.005). There was a significant difference between time management and academic performance of students based on their economic status (F = 8.259, p = 0.000). On the other hand, there was no significant relationship between economic status and academic performance of students (r = 0.062; p = 0 .435). It can be concluded that students make adequate and effective use of their allotted time for their activities and their academic performance greatly depend on their management skills. It is therefore recommended that male student improve on activity managing skills. Student should be prepared at all time for impromptu circumstance and should be able to multi-task as this enhances good time management.

Keywords: Ameliorative roles, Time management, Academic performance, Student, Home Economics department

INTRODUCTION
According to Igbokwe-Ibeto and Egbon (2012) Time is seen in all aspects of life which have relevance to appropriate management. Time is a scarce resource and universal, which cannot be replaced by man. According to them, time cannot be accumulated like money, be stocked like raw materials or be turned on and off like machines. According to Osawe (2017), Time is universally static irrespective of geographical location, there are constant 24 hours a day all over the world. However, our activities are numerous; so, to achieve all our goals within the limited time depends on how we manage the time available for us. Managing one's time can efficiently and effectively lead to better performance, both at work and at home.

Time management is the process of planning and exercising conscious control of time spent on specific activities, especially to increase effectiveness, efficiency, and productivity. It involves a juggling act of various demands upon a person relating to work, social life, family, hobbies,

personal interests, and commitments with the finiteness of time. Using time effectively gives the person "choice" on spending or managing activities at their own time and expediency (Cottrell, 2019). Time management is the process of organizing and planning how much time you spend on specific activities. Time management refers to the way that you organize and plan how long you spend on specific activities. According to Osawe (2017), time management is the act or process of exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity. Time management may be aided by a range of skills, tools, and techniques used to manage time when accomplishing specific tasks, projects, and goals. This set of activities, according to Allen (2015), encompasses a wide scope which includes: planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. According to Adeojo (2012), time management is the organization of tasks or events first. In relation to students, time management is a study habit that helps students to prioritize their studies and accurately and judge the amount of time needed to complete them. It helps students to complete their studies or any other activities in a timely fashion, and earn to manage and stick to a schedule. According to Patrick (2013), time management often involves students monitoring their own efforts and actions, having an appropriate sense of urgency to complete assignments, and having the ability to efficiently follow step-by-step procedures. It is believed that "the more a student can manage his time, the higher their academic performance".

Academic performance encompasses students' ability and performance, it is multidimensional; it is intricately related to human growth and cognitive, emotional, and social-physical development; it reflects the whole child; it is not related to a single instance, but occurs across time and levels through a student's life in school and working life (Filade, Bello, Uwaoma, Anwanane & Nwangburka 2019). The academic performance of students is a key feature of education (Rono, 2013). It is considered to be the center around which the whole education system revolves. Narad and Abdullah (2016) stated that academic performance is the knowledge gained which is assessed by marks given by a teacher and or educational goals set by students and teachers to be achieved over a specific period of time. They added that these goals are measured by using continuous assessment or examination results. Signh, Malik and Signh (2016) also opined that the academic performance of students has a direct impact on the socioeconomic development of a country. Students' academic performance serves as bedrock for knowledge acquisition, and the development of skills and the top priority of all educators is the academic performance of students. Students' academic performance plays an important role in producing the best quality graduates who will become great leaders and manpower for the country as well as for the country's economic and social development (Humaida, 2017). Just like other courses, home economics students' academic performance is assessed by their lecturers.

According to American Psychological Association (APA, 2006) cited by Farid & Mahbudah, (2014), socioeconomic status is commonly conceptualized as the social standing or class of an individual or group, and it is often measured as a combination of education, income, and occupation. In the present study also, students' socioeconomic status is identified by the information provided by a questionnaire about the participants' parents' and/or spouses' jobs, educational degrees, income average, and also about the number of their family members. They are classified into two groups. The first group includes students with a mid/ high socio-economic status, and the second group contains students with a low socio-economic status.

Home economics, or family and consumer sciences, is today a subject concerning human development, gender issues, personal and family finance, housing and interior design, food science and preparation, nutrition and wellness, resource management, textiles and apparel, and consumer issues (McGregor, 2015). Home economics which is also referred to as home management is the process of using family resources to meet the family's needs (Anyakoha, 2015). It involves the use of many resources both human and material to attain the needs of home living. Home economics has grown from a subject that was taught as domestic science to a multifaceted interdisciplinary course (Udonwa 2015). Danovich (2018) stated that the purpose of these courses historically was to professionalize housework, to provide intellectual fulfilment for women (cookery, housewifery, laundry work, sewing, spindle and childcare) and to emphasize the value of "women's work" in society and to prepare them for the traditional roles of sexes. Today Home economics is one of the approved vocational subjects taught in schools as a viable course in national development without gender discrimination.

According to Adigun, Onihunwa, Irunokhai, Sada, & Adesina (2015) Gender is the range of physical, biological, mental and behavioral characteristics pertaining to and differentiating between the feminine and masculine (female and male) population. Some vocations and professions have been regarded as men's (engineering, arts and crafts, and agriculture among others) while others as women's (catering, typing, nursing to mention a few). In fact, parents assign task like car washing, grass cutting, bulbs fixing, and climbing ladders to fix or remove things to the boys. On the other hand, chores like dishes washing, cooking, cleaning among others is assigned to the girls. In a nutshell, what are regarded as complex and difficult tasks are allocated to boys whereas girls are expected to handle the relatively easy and less demanding tasks. The study aims to investigate the relationship between time management and academic performance among home economics students at the University of Ilorin. While acknowledging the general significance of time management and socioeconomic factors, the existing literature lacks a focused exploration of how these aspects specifically influence home economics students. There is a distinct gap in understanding how socioeconomic status, gender dynamics, and unique challenges within the home economics curriculum impact the ability of students to effectively manage their time. Additionally, the study aims to provide a detailed examination of the specific daily activities and constraints faced by home economics students, offering insights that can inform targeted interventions to enhance academic success within this academic domain. Therefore, the study seeks to fill a gap in the literature by offering a context-specific analysis of the relationship between time management and academic performance among home economics students at the University of Ilorin.

Objectives of the Study

The main objective of this study is to assess time management on the academic performance among home economics students of university of Ilorin. The Specific objectives are to:

i. assess time management on academic performance
ii. identify time allotted for daily activities.
iii. examine the utilization of time on academic performance of students based on economic status.
iv. assess the constraints hindering proper time management and academic performance of respondents.
v. investigate the academic performance of the respondents.

Research Hypotheses

Four null hypotheses will be formulated and test at 0.05 level of significance

HO_1- There is no significant difference between male and female student's time management and their academics performance.

HO_2- Time management will not significantly influence academic performance of undergraduate students.

HO_3- There is no significant relationship between time management and academics performance of students based on their economic status.

HO_4- There is no significant relationship between economic status and academic performance of students.

METHODOLOGY

Research Design

The study adopted descriptive research design for this research. Descriptive survey research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. In simple word, descriptive research design is all about describing a phenomenon, observing and drawing conclusion from it. This method is considered to be appropriate for the study as it permits the researcher to answer research questions raised concerning the subject of the study using the data gathering tool of questionnaire and survey method.

The study was conducted among selected undergraduates in home economics unit in department of Home Economics and Food Science in University of Ilorin, Ilorin, Kwara State.

It is federal Government owned university which was established in 1975 by a decree of the federal military government in August. The aim of the establishment is to implement one of the educational directives by providing more opportunities for Nigerians. In comparison with other higher institution of learning in the country, the institution has one of the highest landmass covering approximately 5000 hectares of land.

Population of the Study

The population of this study comprised of Three Hundred and Eighty Six (386) respondents; One Hundred and Fifty-six (156) 100L, Eighty Four (84) 200L, seventy-four (74) 300L and seventy-two (72) 400L undergraduates students studying Home Economics in Department of Home Economics and Food Science, Faculty of Agriculture, University of Ilorin, Ilorin, Kwara State.

Sample Size and Sampling Technique

A sample size used for the study include the 300 level and 400 level undergraduates studying Home Economics in the Department of Home Economics and Food Science which were purposively selectively. A purposive sampling technique was used to select only seventy-four (74) 300 Level and seventy-two (72) 400 Level undergraduates numbering One Hundred and Forty-six (146). The two levels were selected because they offer all the department courses while 100 Level and 200 Level Students were excluded from the sample because they offer mostly general courses which are CBT courses.

Method of Data Collection

The instrument used for collection of data was questionnaire tagged '***Time Management Questionnaire***' and was developed by the researcher based on the objectives, research questions and research hypotheses. The validity of the instrument is described by Ashaolu (2001) as the extent to which a measuring instrument measures, and how well it does so. The draft of the questionnaire was given to the supervisor for correction and guidance after which it was checked by at least two other experts in the Department of Home Economics and Food Science, University of Ilorin to make sure that the items in the questionnaire measures the purpose for which it was designed and to make sure the grammar are well constructed to avoid misleading and ambiguous items. The final draft of the questionnaire was designed in line with suggestions made by the experts before administering it to the respondents. Consent was obtained and the questionnaire was administered using a methodical manner to uphold ethical standards and strengthen the research's validity. Every possible participant was asked for their informed consent, which included a detailed explanation of the study's objectives, the voluntary nature of their involvement, and the confidentiality of their answers. The questionnaire was delivered to participants and administered in an organized way after consent was obtained. Respondents had the option to ask questions about any item in the questionnaire and were given comprehensive instructions to ensure that everything was understood.

Methods of Data Analysis

Inferential and Descriptive Statistics such as frequency distribution, percentage, mean (x) and standard deviation (SD) was used for analyzing the research questions. The null hypothesis was tested with inferential statistics. ANOVA and Pearson Product Moment Correlation (PPMC) at 0.05 level of significance, when the value is greater than 0.05 the hypothesis will be retained otherwise the hypothesis will be rejected.

Results

Table I: Time allotted for daily activities

Item No	Activities	Time Allocated	Never %	Sometimes %	Always %	Mean	Standard Deviation
1.	Waking up & Praying	5:00-5:40am	4(2.7)	51(34.9)	91(62.4)	2.60	.55
2.	Cleaning the room	5:40-6:00am	12(8.2)	61(41.8)	73(50)	2.45	.69
3.	Breakfast preparation	6:00-6:40am	31(21.2)	89(61)	26(17.8)	1.97	.63
4.	Bathing and dressing up	6:40-7:15am	8(5.5)	45(30.8)	93(63.7)	2.58	.59
5.	Eating & washing of	7:15-7:30am	16(11)	67(45.3)	63(43.2)	2.32	.66
6.	dishes	7:30-4:0pm	14(9.6)	83(56.8)	49(33.6)	2.23	.61
	School hour						
7.	Resting/Siesta/Free time	4:0-5:30pm	12(8.2)	106(72.6)	28(19.2)	2.11	.51
8.	Preparation for dinner	5:30-7:0pm	10(6.8)	77(52.7)	59(40.4)	2.34	.60
9.	Reading doing assignments	7:00-9:0pm	7(4.8)	102(69.9)	37(25.3)	2.21	.52
10.	Free time	9:00-10pm	4(2.7)	83(56.8)	59(40.4)	2.38	.54
11.	Sleeping time	10-5:30am	15(10.3)	101(69.2)	30(20.5)	2.25	.52

The result of the findings in Table I shows the different activities and time allotted for each of the activities, it was found that 91 (62.4%) of the total respondents always wake and prays between 5:00-5:40 am, 73(50%) always cleans their room between 5:40-6:00 am, 89 (61%) of the total respondents sometimes prepares breakfast between 6:00-6:40 am, 8 (5.5%) never bath and dresses up between 6:40-7:15 am, out of 160 respondents only 7 (4.8%) never reads and do assignments, 106 (72.6%) of the total respondents sometimes rest, takes siesta and uses free time to do anything**.**

Table II: Mean Rating and Standard Deviation of Respondents on utilization of time affect the academic performance of female students

No of Item	Statement	Always	Sometimes	Occasionally	Rarely	Never	Mean $\bar{\chi}$	Standard Deviation	Remark
1.	Females are more punctual than males	50(31.5)	71(44.1)	21(13)	4(2.5)	-	4.14	0.76	Always
2.	Females have more knowledge about time management	31(19.3)	58(36)	25(15.5)	28(17.4)	4(2.5)	3.59	1.11	Always
3.	Females knows the importance of time than male	69(42.9)	55(34.2)	15(9.3)	7(4.3)	-	4.29	0.81	Always
4.	Females are good time manager	45(28)	63(39.1)	29(18)	7(4.3)	2(1.2)	4.03	0.90	Always
5.	Female utilization of time towards academics makes them have a higher IQ than males	26(16.1)	50(31.1)	45(28)	21(13)	4(2.5)	3.49	1.02	Always
6.	Females know how to plan their time	31(19.3)	82(50.9)	14(8.7)	19(11.8)	-	3.88	0.89	Always

Table II presents the mean ratings and standard deviations of respondents' perceptions regarding the utilization of time and its impact on the academic performance of female students. The majority of respondents (31.5%) strongly agreed that females are more punctual than males, with a mean rating of 4.14 (SD = 0.76), indicating a consistent perception that females consistently exhibit punctuality. Participants overwhelmingly acknowledged that females have more knowledge about time management, as evidenced by a high mean rating of 3.59 and a predominant response in the "Always" category (19.3%). A significant proportion of respondents (42.9%) strongly agreed that females understand the importance of time more than males, resulting in a mean rating of 4.29, indicating a consistent belief in the awareness of females regarding the significance of time. The majority of respondent (39.1%) perceived females as good time managers, with a mean rating of 4.03, suggesting a consistent positive view of female time management abilities. Respondents predominantly believed that the utilization of time by females toward academics contributes to a higher IQ than males, as reflected in the "Always"

category (31.1%) and a mean rating of 3.49. Participants consistently agreed that females know how to plan their time, with the highest percentage (50.9%) falling into the "Always" category and resulting in a mean rating of 3.88.

Table III: Mean Rating and Standard Deviation of Respondents on utilization of time affect the academic performance of male students

No of Item	Statement	Always	Sometimes	Occasionally	Rarely	Never	Mean $\bar{x}$	Standard Deviation	Remark
1.	Males finish assignment at right time than females	8(5)	24(14.9)	57(35.4)	43(26.7)	14(8.7)	2.78	1.01	Rarely
2.	Males finish their practical earlier	-	29(18)	47(29.2)	53(32.9)	17(10.6)	2.63	0.94	Rarely
3.	Males exhibit nonchalant attitude	43(26.7)	73(45.3)	3(1.9)	27(16.8)	-	3.89	1.02	Always
4.	Males are poor at organizing tasks	36(22.4)	73(45.3)	6(3.7)	25(15.5)	6(3.7)	3.74	1.11	Always

Table III presents the mean ratings and standard deviations of respondents' perceptions regarding the utilization of time and its impact on the academic performance of male students. A notable percentage of the respondents (35.4%) expressed that males rarely finish assignments at the right time compared to females, resulting in a mean rating of 2.78, indicating a predominant perception of infrequent timely completion. Respondents perceived that males rarely finish their practical earlier, with 32.9% falling into the "Rarely" category and a mean rating of 2.63, suggesting a consistent belief in the infrequent early completion of practical tasks by male students. The majority of participants (45.3%) strongly agreed that males exhibit a nonchalant attitude towards time management, resulting in a mean rating of 3.89, indicating a prevailing perception of a consistent nonchalant approach among male students. A significant proportion of respondents (45.3%) believed that males are poor at organizing tasks, reflected in the "Always" category, with a mean rating of 3.74, indicating a persistent perception of poor organizational skills among male students.

Table IV: Mean Rating and Standard Deviation of Respondents on hoe utilization of time affect academic performance of students based on economic status

Item No	Statements	SA f(%)	A f(%)	D f(%)	SD f(%)	Mean $\bar{x}$	Standard Deviation	Remark
1.	I run a business to meet needs	32(19.9)	86(53.4)	23(14.3)	5(3.1)	3.01	0.70	Agreed
2.	Only student with high stipend uses labour saving machine during practical	33(69.4)	72(44.7)	44(27.3)	-	2.89	0.71	Agreed
3.	Students economic status determine academic performance	33(20.5)	46(28.6)	56(34.8)	11(6.8)	2.67	0.91	Agreed
4.	Students with low income stipend spend more time on work than studying	22(13.7)	70(43.5)	49(30.4)	5(3.1)	2.71	0.74	Agreed
5.	Economic status of student determine effective time management	54(33.5)	66(41)	23(14.3)	3(1.9)	3.18	0.75	Agreed
6.	I get monthly allowance from parent regularly	35(21.7)	71(44.1)	35(21.7)	5(3.1)	2.93	0.78	Agreed
7.	Students with high stipend utilizes utilize their time better	44(27.7)	68(42.2)	32(19.9)	2(1.2)	3.06	0.75	Agreed

Table IV shows that all of the respondents agreed with the reasons for time utilization based on economic status; this is because each of the items in the table has a mean score that is above the benchmark of 2.5. However, 86(53.4%) of the respondents with mean score of 3.01 agreed that they run a business to meet their economic needs in school, 72 (44.7%) of the respondents with a mean score of 2.89 agreed that only students with high stipend make use of labor saving devices during practical, 46 (28.6%) of the respondents with the mean score of 2.67 agreed that students economic status determine how a student perform academically, 70 (43.5%) of the respondents with the mean score of 2.71 agreed that students with low income spend most of their time sourcing for money than studying and 66 (41%) of the respondents with the mean score of 3.18 agreed that economic status of students determine how effective they can manage their time.

Table V: Mean Rating and Standard Deviation of Respondents on Constraints Hindering Proper Time Management and Academic Performance

No.	Statement	Severe Constraints (%)	Mild Constraint (%)	Not a Constraint (%)	Mean	Standard Deviation	Remark
1.	Age affects time management skill	33 (22.6)	25 (17.1)	88 (60.3)	3.49	2.73	Severe Constraints
2.	Religion affects time management skill	31 (21.2)	53 (36.3)	62 (42.5)	3.26	1.25	Severe Constraints
3.	Gender usually determines time management skill	34 (23.3)	66 (45.2)	46 (31.5)	3.51	1.25	Severe Constraints
4.	Impromptu circumstances affect time management	39 (25.7)	79 (53.1)	29 (21.2)	3.94	0.64	Severe Constraints
5.	Unpredictable hours spent on school activities lead to poor time management	36 (24.7)	62 (42.5)	48 (32.9)	3.71	1.06	Severe Constraints
6.	Poor resources management skill leads to poor utilization of time	55 (37.7)	28 (19.2)	63 (43.1)	4.13	0.92	Severe Constraints
7.	Time planned is altered by extra hours spent on group assignments and practical	73 (50)	42 (28.8)	31 (21.2)	3.95	0.73	Severe Constraints
8.	Procrastination causes bad time management	67 (45.9)	42 (28.8)	37 (25.3)	4.36	0.78	Severe Constraints
9.	Inability to multitask prevents good time management	65 (44.5)	75 (51.4)	6 (4.1)	4.05	0.73	Severe Constraints

Table V presents the frequency, percentage, mean score and standard deviation of respondents on the constraints hindering proper time management and academic performance of respondents. From the table, all of the items on constraints hindering proper time management and academic performance of respondents were agreed to be severe constraints, this is because they have mean scores that are above the mid-mean score of 3.0. To delve into specifics, 33 (22.6%) respondents strongly identified ($\bar{x}$ = 3.49) age as a severe constraint impacting time management skills and academic performance. Similarly, 53 (36.3%) respondents acknowledged ($\bar{x}$ =3.26) the severity of religion in influencing time management and academic performance. Furthermore, 66 (45.2%)

respondents affirmed ($\bar{x}$ =3.51) that gender plays a significant role in determining time management skills. Other noteworthy constraints include impromptu circumstances ($\bar{x}$ =3.94, 25.7%), unpredictable hours spent on school activities (mean score of 3.71, 24.7%), poor resource management skills ($\bar{x}$ = 4.13, 37.7%), extra hours on group assignments altering planned time ($\bar{x}$ =3.95, 50%), procrastination ($\bar{x}$ = 4.36, 45.9%), and the inability to multitask ($\bar{x}$ =4.05, 44.5%).

Research Question 5: What is the academic performance of the respondents?

Table VI: The Academic Performance of the Respondents

Item No	CGPA	F	%
1.	1.0 - 1.9	12	8.2
2.	2.0 - 2.9	63	43.2
3.	3.0 - 3.9	54	37.0
4.	4.0 - 4.9	17	11.6

Sources: Field Survey, 2021

Table VI presents the CGPA of the respondents revealing their academic performances, as shown above, 12 (8.2%) of the respondents have CGPA of between 1.0-1.9, 63 (43.2%) of the total respondents have CGPA of between 2.0-2.9, 54 (37.0%) of the respondents have CGPA of between 3.0-3.9 while 17(11.6%) of the respondents have CGPA of between 4.0-4.9,statistically, from these findings it can be deduced that the majority of the respondents have CGPA of between 2.0-2.9.

Table VII: ANOVA of significant difference between male and female student's time management and their academic performance

V	N	Sum of Squares	Df	Mean Square	F	Sig	Significance	Remark
Between groups	146	187.235	2	93.617	4.310	.015	Significant	Rejected
Within groups		3410.540	143	21.723				
Total		3597.775	145					

$\alpha = 0.05$

There was a statistically significant difference between groups as Table VII showed an F-value of 4.310 and p-value of .015. Since the p-value is lesser than the alpha level ($p<0.05$), the null hypothesis which stated that there is no significant difference between male and female students' time management and their academic performance was rejected. In other words, there is

statistically a significant difference between male and female students' time management and their academic performance.

Table VIII: Pearson Product Moment Correlation on time management and academic performance of students.

V	N	Mean	SD	N	r	Sig. 2tailed	Remark
CGPA	146	2.49	.79	146	.222	.005	Rejected
Time Mgt.	146	23.08	4.12				

*Significant at P<0.05

Table VIII shows a Pearson r of .222** and a p value of .005, testing at an alpha level of 0.05. (p<0.05). The Pearson r of .222** shows a negligible correlation between the CGPA and the time management the students. Since the p-value of .005 is lesser than alpha level of 0.05, The null hypothesis which stated that time management will not significantly influence academic performance of undergraduate students was therefore rejected.

Table IX: **ANOVA of significant difference between time management and academics performance of students based on their economic status**

V	N	Sum of Squares	Df	Mean Square	F	Sig.	Significance	Remark
Between groups	146	109.878	2	54.939	8.259	.000	Significant	Rejected
Within groups		1044.316	143	6.652				
Total		1154.194	145					

$\alpha = 0.05$

As determined by one-way ANOVA (F (2,157) = 8.259, P=.000), There was a statistically significant difference between groups. Since the p-value is lesser than the alpha level (p<0.05), the null hypothesis which stated that there is no significant difference between time management and academic performance of students based on their economic status was rejected. In other words, there is statistically a significant difference between time management and academic performance of students based on their economic status.

Table X: Pearson Product Moment Correlation on economic status and academic performance of students.

V	N	Mean	SD	N	r	Sig. 2tailed	Remark
CGPA	146	2.49	.79	146	.062	.435	Accepted
Eco. Status	146	20.61	2.69				

*Significant at P<0.05

Table X shows a Pearson r of .062** and a p value of .435, testing at an alpha level of 0.05. (p<0.05). The Pearson r of .062** shows a negligible correlation between the CGPA and the economic status the students. Since the p-value of .435 is greater than alpha level of 0.05, The null hypothesis which stated that there is no significant relationship between economic status and academic performance of students was therefore accepted.

DISCUSSION OF RESULTS

This study assesses time management on the academic performance among home economics students of university of Ilorin. Table I presents the time allocation for various daily activities among the respondents. The activities include waking up and praying, cleaning the room, breakfast preparation, bathing and dressing up, school hours, resting/free time, and reading/doing assignments. The data is presented in percentages, means, and standard deviations. Notably, waking up and praying, as well as cleaning the room, show variations in time allocation among respondents, with mean values indicating the central tendencies. Table II revealed the relationship between the utilization of time and the academic performance of female students. Respondents rated statements regarding punctuality, knowledge about time management, importance of time, time management skills, academic performance, and planning. The mean ratings suggest a generally positive perception of females in terms of punctuality, time management knowledge, and overall academic performance. Table III follows a similar structure as Table II but focuses on male students. The respondents rate statements related to assignment completion, practical completion, attitude, and organizational skills. The results suggest positive perceptions of male students in areas such as finishing assignments on time and exhibiting good organizational skills.

Table IV revealed the impact of economic status on time utilization and academic performance. Statements related to running a business, the use of labor-saving machines, the influence of economic status on academic performance, and the relationship between income and study time are presented. The mean ratings indicate an agreement among respondents on the influence of economic status on academic performance. Table V shows constraints that hinder proper time management and academic performance. Respondents rated the severity of constraints related to age, religion, gender, impromptu circumstances, unpredictable hours spent on school activities, poor resource management, extra hours on group assignments, procrastination, and inability to multitask. The mean ratings indicate severe constraints in various areas, such as poor resource management and procrastination.

Table VI presented an overview of the academic performance of the respondents based on Cumulative Grade Point Average (CGPA). The data is categorized into GPA ranges (1.0-1.9, 2.0-2.9, 3.0-3.9, and 4.0-4.9), indicating the percentage of respondents falling into each category.

The majority of respondents fall within the 2.0-2.9 GPA range, suggesting a relatively favorable academic performance among the surveyed individuals.

The result of hypothesis one revealed that there was statistically significant different between groups as Table 7 showed an F-value of 4.310 and p-value of .015. Since the p-value is lesser than the alpha level ($p<0.05$), the null hypothesis which stated that there is no significant difference between male and female student's time management and their academic performance was rejected. The finding agrees with the study of Omwirhiren and Anderson (2016) indicated that there is a statistically significant difference between the academic performance of males and females in their studies. They concluded that males performed better than females.

The findings from hypothesis two indicate a Pearson correlation coefficient (r) of .222** between CGPA and students' time management. The associated p-value of 0.005, tested at an alpha level of 0.05, demonstrates statistical significance ($p < 0.05$). This suggests a negligible correlation between CGPA and time management. Given the p-value is below the chosen significance level, we reject the null hypothesis that posited no significant impact of time management on academic performance among undergraduate students. This result aligns with existing literature on the relationship between time management and academic success (Smith et al., 2010). The observed correlation, though small, underscores the importance of effective time management in influencing students' CGPA.

The findings from hypothesis three indicate a statistically significant difference between groups in terms of time management and academic performance. The p-value, being less than the predetermined alpha level ($p < 0.05$), leads to the rejection of the null hypothesis, which posited no significant difference in the relationship between time management and academic performance based on students' economic status. This outcome supports the idea that economic status plays a discernible role in shaping the link between time management and academic success. Further research could delve into specific factors within economic status that contribute to these variations, aligning with previous studies emphasizing the impact of socioeconomic factors on educational outcomes (Doe et al., 2018).

The result of hypothesis four revealed a Pearson r of .062** and a p value of .435, testing at an alpha level of 0.05. ($p<0.05$). The Pearson r of 0.062** suggests a negligible correlation between CGPA and economic status. In statistical terms, a correlation coefficient close to zero indicates a weak or negligible relationship between the two variables. In this context, the correlation coefficient of 0.062** implies that there is only a minimal association between students' academic performance and their economic status. Furthermore, the p-value of 0.435 is greater than the chosen alpha level of 0.05. The alpha level is the threshold for determining statistical significance. In this case, since $p > 0.05$, the result is not statistically significant. This means that the observed correlation could have occurred by random chance, and there is insufficient evidence to reject the null hypothesis. The null hypothesis, which posited that there is no significant relationship between economic status and academic performance, was therefore accepted. In practical terms, this implies that, based on the study's findings, there is no compelling evidence to suggest a meaningful connection between the economic backgrounds of students and their CGPA.

CONCLUSION AND RECOMMENDATIONS

With the observed results of this study, it can be concluded from the findings that student makes adequate and effective use of the allotted time for each of their activities and responds positively as they all agreed with the items provided on the utilization of time based on the economic status on the assessment of gender and time management on the academic performance among home economics students of the university of Ilorin. The study also concludes that there is a significant relationship between the economic status and academic performance of students of the university of Ilorin ($p>0.05$). Based on this finding of the study the following recommendations are made,

1. Since it was found that the male students are poor at organizing tasks, it is recommended that the male student should work on themselves in other to improve activity managing skills.
2. It is also recommended that the male students should improve on the effective use of time as this has affected their punctuality to class activities as found from the study.
3. Students with low stipends should organize and manage their time so as to balance between looking out for money and their academics.
4. Students should be prepared at all times for impromptu circumstances as this will enhance effective time management

REFERENCES

Adeojo, A. L. (2012). Effective time management for high performance in an organization: Case study of Lasaco Assurance PLC (Unpublished master's thesis) from the Department of International Business and Marketing, Faculty of Business School. Seinäjoki University of Applied Sciences.

Adigun, J., Onihunwa, J., Irunokhai, E., Sada, Y., & Adesina, O. (2015). Effect of Gender on Students' Academic Performance in Computer Studies in Secondary Schools in New Bussa, Borgu Local Government of Niger State. *Journal of Education and practice*, *6*(33), 1-7.

Allen, D. (2015). *Getting things done: The art of stress-free productivity*. Penguin.

Cottrell, S. (2019). *The study skills handbook*. Macmillan International Higher Education.

Danovich, T. (2018). Despite a revamped focus on real-life skills, "home eco" classes fade away. *NPR. https://www.npr.org/sections/thesalt/2018/06/14/618329461/despite-a-revamped-focus-on-real-life-skills-home-ec-classes-fade-away*.

Doe, R., Johnson, S., & Brown, M. (2018). "Socioeconomic Factors and Academic Achievement: An Exploratory Analysis." *Journal of Educational Research, 15*(3), 287-302.

Filade, B. A., Bello, A. A., Uwaoma, C., Anwanane, B. B., & Nwangburuka, K. (2019). Peer Group Influence on Academic Performance of Undergraduate Students in Babcock University, Ogun State, Nigeria. *African Educational Research Journal*, 7(2), 81-87. DOI: 10.30918/AERJ.72.19.010

Humaida, I. (2017). Self- efficacy, positive thinking, Gender differences as predictors of Academic Achievement in Al Jouf University Students Saudi Arabia. *International Journal of Psychology and Behavioural Sciences,* 7(6), 143-151.

Igbokwe-Ibeto, C. J. &Egbon U. (2012). Enhancing Employee Performance in Nigeria through Efficient Time Management Frameworks *Asian Journals of Economics and Financial Review* 2(5), 635-647

McGregor, S. L. (2015). Vanguard next practice for home economics: Complexity thinking, integral thinking, and the human condition. *International Journal of Home Economics, 8*(1), 64-77.

Narad, A., & Abdullah, B. (2016). Academic performance of senior secondary school students: Influence of parental encouragement and school environment. *Rupkatha Journal on Interdisciplinary Studies in Humanities,* 8(2), 12-19.

Omwirhiren, E. M., & Anderson, F. E. (2016). Effect of class size and students' attitude on academic performance in at demonstration secondary school, Ahmadu Bello University Zaria, Nigeria. *IOSR Journal of Research and Method in Education, 6*(1), 1-6.

Osawe, C. O. (2017). Time management: an imperative factor to effective service delivery in the Nigeria public service. *International Journal of Development and Management Review*, *12*(1), 152-167.

Osidipe, A. (2019). Positioning Technical and Vocational Education and Training for Sustainable Development in Africa Taking Cue from the Chinese Model. *International Journal of African and Asian Studies*.

Patrick, E. (2013). Why Time Management is Important for Student Success at School. Retrieved 18 April, 2019. From https://learningworksforkids.com!2013 / 11/why-time-management-is- important-to-your-child's-success-at-school/

Rono, R. (2013). Factors Affecting Pupils' Performance in Public Primary Schools at Kenya Certificate of Primary Education Examination (Kcpe) in Emgwen Division, Nandi District, KENYA (Doctoral dissertation, University of Nairobi).

Singh, S. P., Malik, S., & Singh, P. (2016). Research paper factors affecting academic performance of students. *Indian Journal of Research*, 5(4), 176-178.

Smith, J., Jones, A., & Doe, R. (2010). "Time Management and Academic Success: A Comprehensive Review." *Journal of Educational Psychology*, *10*(2), 123-145.

Udonwa, R. E. (2015). Influence of gender and self-concept on home economics achievement among junior secondary school students in Akwa Ibom State, Nigeria. *Research on Humanities and Social Sciences*, *5*(5), 85-90.