



Time Management Strategies of Generation Z Students in Completing Academic Assignments Amidst Student Organization Activities

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Abstract. This study aims to explore the time management strategies used by Generation Z students in completing academic assignments amidst their active involvement in student organizations. The research background is based on the phenomenon of increasing student academic workloads coupled with high-intensity organizational activities, thus demanding effective time management skills. The research method used a qualitative approach with semi-structured interviews involving six students from various departments and universities. Data were analyzed thematically to identify patterns of strategies, obstacles, and support received by students in managing time. The study results show that students generally prioritize academic tasks over organizational activities, utilizing written schedules, alarms, and daily journaling as reminders. The main obstacles they face are laziness, physical exhaustion, and scheduling conflicts between lectures and organizational activities. However, support from friends, lecturers, and organizational leaders helps students balance academic and organizational responsibilities. The study concluded that key time management skills are prioritization, consistency, and avoiding procrastination. The implications of this research emphasize the importance of developing time management training programs for active organizational students and the need for institutional support to help students maintain a balance between academic, organizational, and personal life.

Keywords: Time Management; Generation Z Students; Student Organizations; Academic Strategy; Academic and Organizational Balance.

1 Introduction

Higher education in the 21st century faces various complex challenges along with the development of digital technology, globalization, and very rapid social change. Students as part of the younger generation are required to have not only academic skills, but also non-academic abilities such as leadership skills, self-management, and interpersonal skills. In this context, Generation Z, which includes individuals born between 1995 and 2010, has become the dominant group in higher education today [1]. This generation is characterized as digital natives who are accustomed to living side by side with technology, fast access to information, and a tendency to multitask [2]. However, these advantages are often accompanied by new challenges, especially in terms of time

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management when they are faced with various academic demands and student organization activities [3].

Managing one's time effectively is a crucial ability that plays a significant role in determining the academic success of students. According to Macan (1994), time management is the process of planning, organizing, and controlling how one uses their time in order to increase one's own efficiency and productivity [4]. The ability to prioritize tasks, establish objectives, organize activities, and reduce procrastination are all included in this specialized skill [5]. The findings of previous studies indicate that students who are able to effectively manage their time tend to demonstrate higher levels of academic achievement, lower levels of stress, and a higher level of satisfaction with campus life [6]. On the other hand, failing to manage one's time effectively is frequently linked to poor academic performance, anxiety, and burnout [7].

Involvement in student organizations is an important aspect of the college learning experience. They not only provide a space for students to develop leadership, communication, and teamwork skills, but also strengthen character, social responsibility, and professional networks [8]. In many universities, student participation in organizations is even considered a high-impact educational practice that contributes to the holistic development of students [9]. However, organizational activities often take up a lot of time and energy, which can create conflicts with academic obligations [10]. Students who are actively involved in organizations often face the dilemma of meeting the demands of lectures and carrying out organizational responsibilities, potentially experiencing a decline in academic performance if they do not have a good time management strategy [11].

In the context of Generation Z, these challenges are even more complex. The multitasking characteristic inherent in this generation does allow them to do several things at once, but research shows that multitasking can actually reduce the quality of performance due to the limited capacity of human attention [12]. In addition, Generation Z tends to be more susceptible to digital distractions, such as social media, online entertainment, and digital games that can take up study time and hinder the completion of academic tasks [13]. This makes time management skills a crucial skill that Generation Z students must have to maintain a balance between academics and organizational activities.

Several previous studies have demonstrated a relationship between time management skills and academic performance. For example, Britton & Tesser [14] (1991) found that time management practices significantly impacted students' academic achievement. Misra & McKean [15] (2000) also showed that students with good time management skills had lower academic stress levels and higher life satisfaction. However, most studies still focus on the direct relationship between time management and academic achievement, without much attention to the context of students who are also active in student organizations. However, in the reality of higher education, many students are involved in organizations, thus facing a double burden between academic obligations and organizational activities.

In addition, there is also a research gap related to Generation Z. Studies on time management have been mostly conducted on Generation Y (millennials) or the general student population, while research specifically highlighting Generation Z's time

management strategies is still relatively limited [16]. In fact, the characteristics of Generation Z which are heavily influenced by digitalization, speed, and multitasking tendencies make them unique compared to previous generations. Therefore, research on Generation Z's time management strategies, especially in the context of students who are active in student organizations, is very important to enrich the literature and provide new understanding of the dynamics of time management in this generation.

The urgency of this research is also relevant to the demands of the modern workplace. Companies are not only looking for graduates with high academic competencies, but also individuals who are able to manage their time, work efficiently, and have the ability to adapt to complex situations [17]. Students who are able to balance academic responsibilities and student organizations from an early age are expected to be better prepared to face challenges in the workplace. Thus, this research provides not only an academic contribution but also a practical one, namely helping students, educators, and higher education institutions in designing development programs that support time management skills.

In the Indonesian context, this research also has special significance. Student organizations in Indonesia serve not only as a forum for self-development, but also as a means of forming the character of national leaders [18]. Students are often referred to as agents of change who play a vital role in social, political, and economic development [19]. Therefore, the ability of Generation Z students to manage their time effectively will greatly influence their success in carrying out their dual roles: as academic students and as future leaders.

Considering these descriptions, research on the time management strategies of Generation Z students in completing academic assignments amidst student organization activities is crucial. This research is expected to address the literature gap, provide an empirical overview of the time management strategies used by Generation Z students, and offer practical recommendations for universities in developing programs that support student time management. Furthermore, this research is expected to contribute to improving the quality of Indonesian human resources to become superior, adaptive, and ready to face global challenges.

2 Literature Review

2.1 The Concept of Time Management in The Context of Higher Education.

Time management is defined as the process of planning, organizing, and controlling available time to increase effectiveness and efficiency in completing tasks [20]. In higher education, time management is considered an important skill that is closely related to academic achievement, self-regulation, and psychological well-being of students [21]. Macan [22] developed a time management process model that includes four dimensions: goal setting, planning, scheduling, and perceived time control. A followup study by Hafner, Stock, & Oberst [23] confirmed that time management training has been proven to reduce student stress and increase academic efficiency.

According to the findings of other studies, there is a positive correlation between the ability to manage one's time and academic achievement. In their study, Britton and

Tesser [24] discovered that students' grade point averages were significantly correlated with the time management practices they employed. Despite the fact that the effectiveness of time management is influenced by individual factors, Claessens et al. discovered in their review that this skill continues to be an important predictor of academic success [25].

2.2 Generation Z and Academic Challenges

Generation Z, as the current group of college students, has unique characteristics that distinguish them from previous generations. They are known as a generation born and raised with digital technology, having a preference for speed, flexibility, and multitasking [26]. However, these advantages also often become challenges because multitasking can reduce the quality of work performance and increase digital procrastination [27]. Seemiller & Grace [28] emphasize that Generation Z has a high level of attachment to technology and social media, which impacts their study habits.⁹. Twenge even underlined the iGen phenomenon, namely a generation that is highly connected to the digital world but tends to have higher stress levels and difficulty in time management. In an academic context, Generation Z is more susceptible to digital distractions that disrupt learning focus. Reinecke & Hofmann [29] showed that excessive digital media use often becomes a form of procrastination that reduces student productivity. Therefore, effective time management strategies need to consider Generation Z's digital behavioral tendencies.

2.2 Student Organization Activities and Non-Academic Skills

Student organizations are a non-formal learning platform that significantly impacts the development of students' soft skills, such as leadership, communication, and teamwork [30]. Kuh [31] emphasized that organizational activities are among the high-impact educational practices that can increase student engagement and success in higher education. However, research also shows negative consequences of organizational involvement. Pascarella & Terenzini [32] stated that intensive involvement in organizations can cause conflicts with academic obligations if students do not have good time management skills. In Indonesia, found that although student organizations play an important role in shaping the character of leaders, many students experience difficulties in balancing time between academics and organizations.

2.3 Academic Procrastination and Digital Distraction

Procrastination is a common problem faced by college students, especially Generation Z. Research shows that procrastination has a negative impact on academic performance, mental well-being, and learning engagement [33]. In the digital era, forms of procrastination are increasingly complex due to the presence of social media, online entertainment, and easily accessible digital applications. Reinecke & Hofmann [34] (2016) explain that the use of digital media can have a dual function: as a means of recovery and

as a form of procrastination that delays the completion of tasks. This phenomenon emphasizes that time management in Generation Z must include controlling digital distractions so that they can focus on academic and organizational tasks.

2.4 Research Gap and Research Relevance

From the various studies above, it is clear that extensive research has been conducted on time management and academic achievement. However, several research gaps remain. First, most studies only highlight the relationship between time management and academic achievement without considering student involvement in student organizations. In fact, organizational involvement is an important part of campus life that significantly influences students' time allocation. Second, research specifically examining the time management strategies of Generation Z students is still limited, despite the characteristics of this generation differing significantly from previous generations. Therefore, this study is relevant in filling this gap in the literature by examining how Generation Z students in Indonesia develop their time management strategies in completing academic assignments while actively participating in student organizations. In addition to theoretical contributions, the research findings are also expected to provide practical implications for universities in designing policies and student development programs.

3 Methodology

3.1 Research Design

This research makes use of a qualitative methodology, specifically a phenomenological methodology. The selection of this approach was based on the fact that it places an emphasis on the subjective experiences of Generation Z students in terms of dividing their time between academic responsibilities and activities related to student organizations. Specifically, Creswell [35] (2018) states that the purpose of phenomenological research is to gain an understanding of the significance of the lived experiences of a group of individuals in relation to a specific phenomenon. Within the scope of this investigation, this phenomenon pertains to the methods that students of Generation Z employ in order to manage their time management.

Researchers are able to gain profound insights into the strategies, perceptions, and meanings that students construct in relation to time management by using the qualitative approach. This is in line with the viewpoint expressed by Merriam and Tisdell [36] (2016), which states that qualitative research gives researchers the opportunity to investigate processes, experiences, and social dynamics that cannot be examined through quantitative methods.

3.2 Research Location and Subjects

The research location was planned at a university in South Sulawesi. The subjects were Generation Z students (born between 1997 and 2012) who were active in student organizations. The location was chosen based on the consideration that universities are representative places to recruit students with these characteristics. Participant inclusion criteria include: 1). Active undergraduate (S1) student, 2). Aged between 18–25 years (Generation Z category), 3). Actively involved in student organizations for at least the last six months, 4). Currently studying with an ongoing academic load.

Exclusion criteria are set for students who are not fully active in organizational activities or are on academic leave. The participant selection technique used purposive sampling, namely selection based on criteria relevant to the research objectives (Patton, 2015). The number of participants is planned to be 5-10 people, with the possibility of adding more until data saturation is reached [37].

3.3 Data Collection Technique

Data collection was carried out using a variety of methods to improve triangulation, including the following: 1). The semi-structured interviews were the primary method of data collection, and they allowed for a flexible exploration of the experiences of the participants (Kvale & Brinkmann, 2015) [38]. Daily routines, strategies for prioritization, experiences with time conflicts, and evaluations of the effectiveness of time management strategies were some of the topics that were covered in the interview questions. 2). Researchers observed participants while attending organizational meetings or group learning activities. Observations aimed to understand the actual practice of time management in the field, not just based on participant narratives. 3). Documentation: Documentation data includes activity schedules, assignment notes, and digital planning applications (planners, online calendars) used by students. This documentation serves as supporting evidence for interview and observation data. 4). The research instrument is the researcher himself (human instrument), whose role is to design interview guidelines, interact with participants, and analyze data.

3.4 Data Analysis

An analysis of the data was carried out by employing the method of thematic analysis that was suggested by Braun and Clarke (2006) [39]. The analysis process was carried out in six stages: Data Familiarization: read the interview transcript repeatedly to understand the context. Initial Coding: identify important statements from participants. Code Grouping into a broader category. Theme Development: formulate the main theme of the categories formed. Theme Review and Naming: ensure the theme is consistent with the data, then give it a representative name. Report Preparation: presenting results with descriptive narratives and direct quotes from participants.

To strengthen the credibility of the results, researchers will also use qualitative analysis software such as NVivo or Atlasti.

4 Result

Interviews with six students actively involved in student organizations revealed a tendency to prioritize academic tasks over organizational activities. All respondents emphasized that studying and completing assignments were the most important priorities before participating in organizational activities. This was evident in their habit of completing assignments early or allocating specific time before attending meetings or organizational events.

Students also demonstrated strategies for utilizing their free time as a way to maintain a balance between academics and organizational tasks. Most respondents used free time after class, or in the afternoon and evening, to work on assignments. This way, they could focus on their studies during class hours while still fulfilling organizational obligations outside of class hours. Discipline in scheduling was a key aspect emphasized by almost all respondents, as they tried not to procrastinate so that all responsibilities could be completed on time.

To support time management, some students use simple tools like written schedules, sticky notes on their desks, and alarms as reminders. While some respondents reported no specific method, most found structured note-taking helpful, reducing the risk of forgetting or procrastinating.

The challenges students face in managing their time are quite diverse. Some experience clashes between organizational schedules and academic assignments, while others face obstacles such as laziness, drowsiness, and irregular lifestyles such as lack of sleep and irregular eating. However, some respondents felt they had not encountered any significant challenges because they were accustomed to the rhythm of academics and organizations. To overcome these challenges, students generally create detailed schedules, strive to reduce procrastination, and maintain consistency. Others choose to stay up late to complete assignments before attending organizational meetings.

In addition to personal strategies, social support from friends, professors, and organization administrators also helps students maintain balance. Support in the form of understanding and motivation makes students better able to adjust their schedules when there are conflicts between study and organization. Communication is also key to managing priorities, for example, by boldly reducing organizational activities when the academic load increases without having to sever ties with organization colleagues.

In general, students maintain a balance between academics, organizational tasks, and personal life by managing their responsibilities accordingly. Some students create a weekly schedule to separate study time, organizational tasks, and rest. When academic tasks pile up, they prioritize studying, while organizational activities are carried out appropriately and do not interfere with academic performance.

Other findings indicate that the most important time management skills are the ability to organize schedules, maintain discipline, and avoid procrastination. Respondents also offered advice to other students to avoid becoming complacent with organizational activities and to maintain academics as their top priority. They believe that organizational success should not be achieved at the expense of academic achievement, but rather through a healthy balance between the two.

The following table presents an analysis of time management among students actively involved in student organizations.

Analytical Aspect	Key Findings	Analytical Interpretation
Activity Prioritization	All respondents prioritize academic tasks over organizational activities	Indicates strong awareness that academics are the primary responsibility, while organizational involvement serves as a supporting role
Time Management Strategies	Students complete assignments early or allocate specific time before organizational activities	Reflects proactive planning to prevent conflicts between academic and organizational demands
Use of Free Time	Free time after classes, in the afternoon, and in the evening is used to complete academic tasks	Demonstrates effective utilization of non-class hours without disrupting formal learning time
Discipline	Almost all respondents emphasize discipline and avoiding procrastination	Discipline emerges as a critical factor in successful time management and timely
Time Management Tools	Written schedules, sticky notes, alarms, and structured note-taking	task completion Simple tools contribute to better organization and reduced risk of forgetting or
Challenges Faced	Schedule conflicts, laziness, drowsiness, lack of sleep, and irregular lifestyles	delaying tasks Challenges are both internal and external, suggesting that time management is influenced by behavioral and lifestyle factors
Coping Strategies	Creating detailed schedules, reducing	Students rely primarily on personal strategies to

	procrastination, and maintaining consistency, and staying up late	balance academic and organizational responsibilities
Sosial Support	Support from friends, lecturers, and organization administrators	Social support facilitates flexibility and adjustment when conflicts arise between academic and organizational roles
Communication	Student communicate priorities and reduce organizational involvement when academic workload increases	Effective communication enables role adjustment without damaging organizational relationships
Work-Life Balance	Students balance academic tasks, organizational responsibilities, and personal life	Indicates the ability to manage multiple roles sustainably
Key Skills Identified	Scheduling ability, discipline, and avoidance of procrastination	These skills form the core competencies of effective time management
Students Perspectives	Academic achievement must remain the top priority	Organizational success is viewed as complementary and should not compromise academic performance

5 Discussion

The results of this study indicate that Generation Z students who are active in student organizations tend to prioritize academics, even though they are also involved in various organizational activities. This finding aligns with the time management theory proposed by Macan (1994), which emphasizes the importance of an individual's ability to set priorities and allocate time effectively to achieve both academic and non-academic

goals. By prioritizing the completion of coursework, students strive to minimize the risk of delays and maintain their academic performance.

The strategies used by students to utilize their free time, such as using free lecture periods or afternoons and evenings to complete assignments, are consistent with the concept of time structuring proposed by Claessens et al. (2007). This study confirms that students who are able to use their time in a structured manner are more successful in balancing academic responsibilities and additional activities. Furthermore, the use of tools such as written schedules, alarms, and reminders demonstrates Generation Z's tendency to adopt a practical approach to managing daily activities, although not all respondents fully utilize digital technology.

The main obstacles experienced by students include scheduling conflicts between lectures and organizational commitments, laziness, and an irregular lifestyle. This is in line with research by Britton and Tesser (1991), which states that one of the biggest obstacles to student time management is procrastination, or the habit of postponing, which is often triggered by internal motivation and physical conditions such as fatigue. However, students in this study attempted to overcome this obstacle through adaptive strategies, such as creating detailed schedules, reducing procrastination, and even choosing to stay up late to fulfill academic obligations.

Social support from friends, lecturers, and organizational leaders was also found to be an influential factor in helping students maintain balance. This aligns with Cohen and Wills' (1985) theory of social support, which explains that environmental support can reduce stress and improve an individual's ability to cope with multiple demands. In the context of this study, good communication with both organizational and academic staff allows students to be more flexible in dealing with schedule conflicts.

The balance between academics, organizational, and personal life demonstrated by students also supports the findings of Misra and McKean (2000), who stated that students with good time management skills are able to reduce academic stress levels and maintain academic performance. Students in this study not only managed their schedules but also dared to reduce organizational activities when their academic load increased, a form of self-regulation that is a characteristic of Generation Z in dealing with multitasking.

Overall, the findings of this study reinforce the view that the time management success of organizationally active students is determined not only by individual scheduling skills but also by external factors such as social support and organizational flexibility. Generation Z students demonstrate adaptive, pragmatic, and goal-oriented time management patterns, while maintaining their organizational participation as a means of self-development.

6 Conclusion

This study concludes that Generation Z students who are active in student organizations employ specific time management strategies to effectively complete academic tasks. These strategies include prioritizing coursework, making optimal use of free time, and using tools such as notes, schedules, and reminders. Obstacles faced, such as scheduling

conflicts, laziness, and procrastination, can be overcome through more disciplined planning, reducing unproductive activities, and receiving support from friends, lecturers, and organizational administrators. Therefore, a balance between academic and organizational responsibilities can be achieved if students are able to implement consistent and adaptive time management.

The implications of this research can be seen in two main aspects. From a theoretical perspective, the results reinforce the importance of planning and prioritizing in time management theory, while also emphasizing the significant role of social support in students' success in carrying out dual roles. Practically, these findings suggest that students need to improve their self-management skills, universities can develop time management strengthening programs, and student organizations should be more flexible in scheduling activities to avoid disrupting their members' academic progress. More broadly, the social implications of this research are the importance of creating a campus culture that supports a balance between academics and organizational activities, so that Generation Z students not only excel academically but also gain organizational experience that enriches their life skills.

This research has a number of shortcomings that need to be taken into consideration. To begin, there were only a few people who participated in the study, drawn from a select group of students, means the findings cannot be broadly generalized to all Generation Z students across regions or universities. Second, the data obtained relied entirely on participant responses through interviews and questionnaires, so subjective bias may still exist when students describe their time management strategies and challenges. Furthermore, this study focused primarily on qualitative aspects, thus failing to provide a quantitative picture of the extent to which time management strategies effectively impact academic achievement or organizational success.

Given these limitations, future research could aim to expand the number and diversity of participants, both in terms of university background, major, and semester level, to obtain a more comprehensive picture. It is also recommended that future research incorporate quantitative approaches, such as using large-scale surveys or statistical analysis, to measure the relationship between time management strategies, academic achievement, and the intensity of organizational involvement. Furthermore, longitudinal studies could be conducted to track changes in students' time management strategies throughout their academic journey, thus identifying their adaptation patterns in dealing with the dynamics between lectures and organizational activities. Thus, further research is expected to enrich the understanding of Generation Z students' time management and make a more significant contribution to the development of higher education and student organization policies.

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