



ANALYSIS OF TIME MANAGEMENT SKILLS AND THEIR IMPACT ON ACADEMIC PERFORMANCE AMONG UNIVERSITY STUDENTS IN UZBEKISTAN

Choriyorova Mashhura Toshmuhammad qizi

Student Uzbekistan State World Languages University

mashhurachoriyorova@gmail.com

Yuldasheva Farog'at Farxadovna

Academic Supervisor, Senior Lecturer at Uzbekistan

State World Languages University

Abstract

This study investigates the correlation between time management strategies and academic achievement among higher education students in Uzbekistan. In the digital age, characterized by constant distractions from social media and digital platforms, effective self-regulation of time has become a critical factor for student success. The research methodology involved an online survey conducted via Google Forms, gathering data from over 70 university students. The findings indicate that while a significant portion of students recognizes the importance of planning, a majority struggles with procrastination and digital distractions, particularly on platforms like Telegram and Instagram. The study concludes that students who employ structured time management techniques, such as the Eisenhower Matrix or Pomodoro, demonstrate higher academic performance and lower stress levels. These results provide practical recommendations for educational institutions to integrate self-management training into the curriculum.

Keywords: Time management, academic performance, university students, procrastination, digital distractions, Uzbekistan, self-regulation.



Introduction

АНАЛИЗ НАВЫКОВ ТАЙМ-МЕНЕДЖМЕНТА И ИХ ВЛИЯНИЯ НА АКАДЕМИЧЕСКУЮ УСПЕВАЕМОСТЬ СТУДЕНТОВ УНИВЕРСИТЕТОВ УЗБЕКИСТАНА.

Аннотация

В данном исследовании изучается взаимосвязь между стратегиями тайм-менеджмента и академической успеваемостью студентов высших учебных заведений Узбекистана. В цифровую эпоху, характеризующуюся постоянными отвлекающими факторами со стороны социальных сетей и цифровых платформ, эффективная саморегуляция времени стала критическим фактором успеха студентов. Методология исследования включала онлайн-опрос, проведенный через Google Forms, в котором приняли участие более 70 студентов вузов. Результаты показывают, что, хотя значительная часть студентов признает важность планирования, большинство борется с прокрастинацией и цифровыми отвлекающими факторами, особенно на таких платформах, как Telegram и Instagram. Исследование делает вывод, что студенты, использующие структурированные методы тайм-менеджмента, такие как матрица Эйзенхауэра или метод Помодоро, демонстрируют более высокую академическую успеваемость и более низкий уровень стресса. Эти результаты содержат практические рекомендации для образовательных учреждений по интеграции тренингов по самоменеджменту в учебную программу.

Ключевые слова: тайм-менеджмент, академическая успеваемость, студенты вузов, прокрастинация, цифровые отвлекающие факторы, Узбекистан, саморегуляция.

Annotatsiya

Ushbu tadqiqot O‘zbekiston oliy ta’lim muassasalari talabalarining vaqtni boshqarish strategiyalari va ularning akademik o‘zlashtirishi o‘rtasidagi bog‘liqlikni o‘rganadi. Ijtimoiy tarmoqlar va raqamli platformalar tufayli chalg‘ituvchi omillar ko‘paygan hozirgi raqamli davrda vaqtni samarali o‘z-o‘zini tartibga solish talabalar muvaffaqiyatining muhim omiliga aylandi.

Tadqiqot metodologiyasi Google Forms orqali o‘tkazilgan onlayn so‘rovnomani o‘z ichiga olib, unda 70 dan ortiq universitet talabalari ishtirok etdi. Natijalar shuni ko‘rsatadiki, talabalarning katta qismi rejalashtirish muhimligini anglasada, aksariyat qismi prokrastinatsiya (ishni ortga surish) va raqamli chalg‘ishlardan, ayniqsa Telegram va Instagram kabi platformalardan aziyat chekadi. Tadqiqot xulosasiga ko‘ra, Eyzexauer matritsasi yoki Pomodoro kabi tizimli vaqt boshqaruvi usullarini qo‘llaydigan talabalar yuqori akademik natijalar va pastroq stress darajasini namoyish etadilar. Ushbu natijalar ta‘lim muassasalari o‘quv dasturlariga o‘z-o‘zini boshqarish bo‘yicha treninglarni kiritish yuzasidan amaliy tavsiyalar beradi.

Kalit so‘zlar: vaqtni boshqarish, akademik o‘zlashtirish, universitet talabalari, prokrastinatsiya, raqamli chalg‘ishlar, O‘zbekiston, o‘z-o‘zini tartibga solish.

Introduction

In the modern era of rapid digitalization, time has evolved into the most precious yet poorly managed resource among university students. The transition from secondary education to higher education requires a significant shift in self-regulation and autonomy. However, paradoxically, as students gain more freedom over their schedules, they often struggle to maintain productivity. Time management is no longer merely a study skill; it is a critical competency that determines a student’s academic success, mental well-being, and future professional readiness. The current educational environment in Uzbekistan is characterized by the ubiquity of digital platforms, which, while offering vast information, serve as primary sources of distraction. Research indicates that the inability to prioritize tasks leads to a "deadline-driven" lifestyle, resulting in suboptimal academic performance and chronic stress. Despite the theoretical awareness of time-management techniques, there remains a substantial gap between students' recognition of the problem and their practical application of solutions. This study aims to provide an empirical analysis of the time-management habits of students at the Uzbekistan State World Languages University and other higher education institutions across the republic. By utilizing data from over 70 respondents, the paper explores the correlation between digital distractions, planning methodologies, and academic stress. The ultimate objective is to identify the root causes of procrastination in the local context and propose

actionable, data-backed strategies to foster a more disciplined and productive academic culture among Uzbek youth.

Methods

This study employs a quantitative research design to investigate time management behaviors among university students. The primary data collection instrument was an online structured questionnaire developed using the Google Forms platform.

Participants and Sampling

The study involved 72 respondents currently enrolled in various higher education institutions in Uzbekistan, with a significant concentration of students from the Uzbekistan State World Languages University. The participants represent different academic levels, with a predominant participation of first-year students (48.6%), followed by second, third, and fourth-year undergraduates. The diverse sample allows for a broader understanding of how academic experience influences time allocation.

Data Collection Procedure

The survey was conducted in March 2026. It consisted of 10 targeted questions focusing on four key areas:

1. Demographic and academic background (Year of study, GPA).
2. Daily planning habits (Manual vs. digital vs. mental planning).
3. Identification of primary "time-wasters" and digital distractions.
4. Psychological impacts (Stress levels) and perceived correlation with academic success.

Data Analysis

The collected data was analyzed using descriptive statistics provided by the Google Forms analytics engine. The results were categorized and visualized through charts and graphs to identify patterns in student behavior and the effectiveness of current time-management strategies.

Results and Discussion

The empirical data collected from 72 respondents reveals several critical trends regarding time management habits among university students in Uzbekistan.

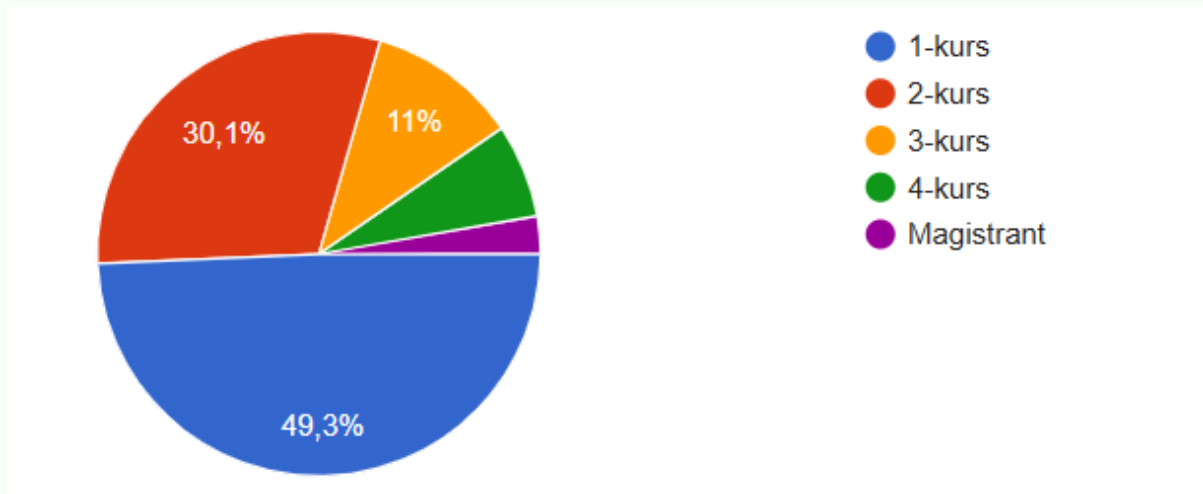


Figure 1: Student Distribution by Academic Year

The survey results show that nearly half of the participants (49.3%) are first-year students. This indicates that the transition to university life is a period where the need for effective time management is most acutely felt, as students move from structured school schedules to more autonomous academic environments.

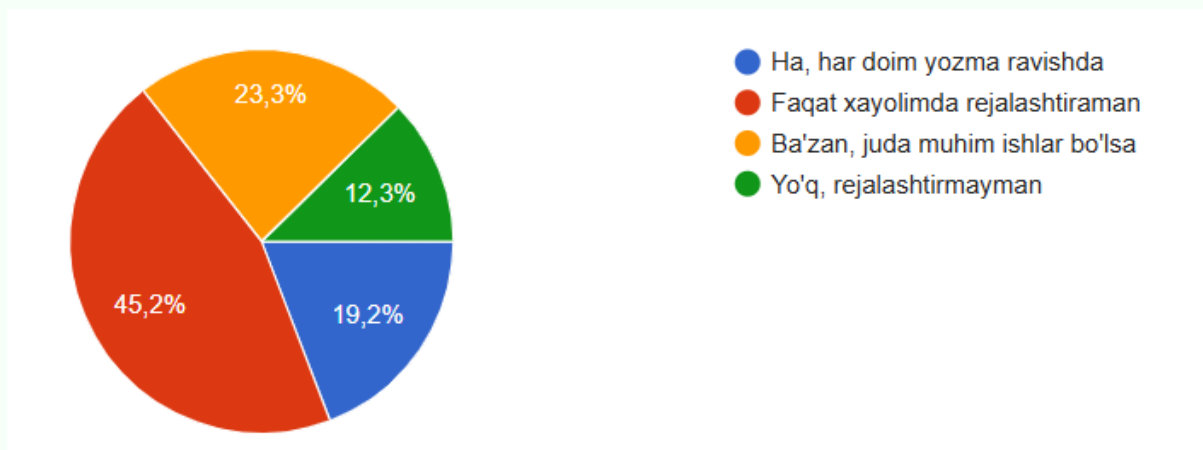


Figure 2: Daily Planning Habits

A significant finding of this study is the lack of formal planning tools. A clear majority (45.2%) of respondents report planning their daily tasks only mentally, without using any physical or digital tools. Only 19.2% maintain a consistent written schedule. This "mental-only" planning style makes students more susceptible to forgetfulness and poor prioritization.

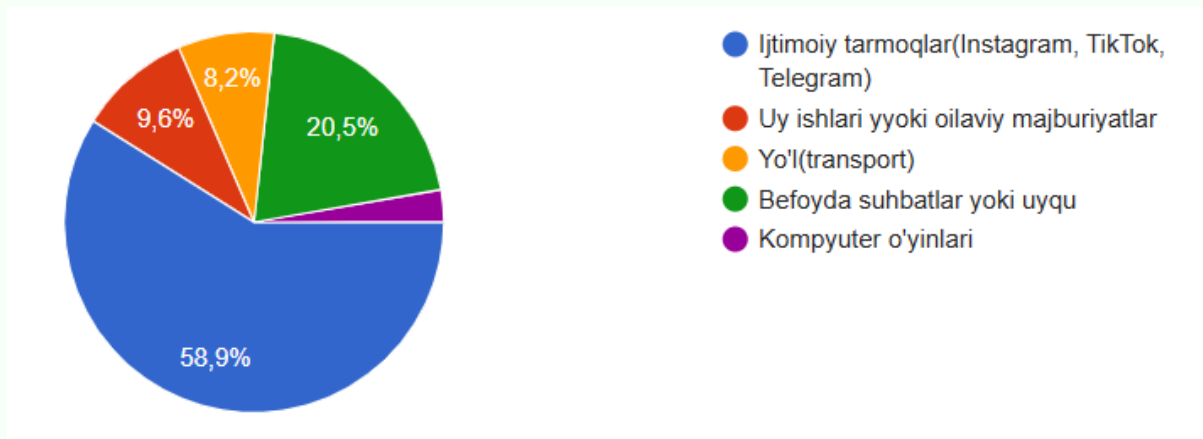


Figure 3: Major Time-Wasters (Digital Distractions)

The data confirms that digital platforms are the primary disruptors of productivity. Over half of the students (58.9%) identified social media (Instagram, TikTok, and Telegram) as their main "time-wasters." This highlights the urgent need for digital literacy and "digital detox" strategies within the academic curriculum to help students regain focus.

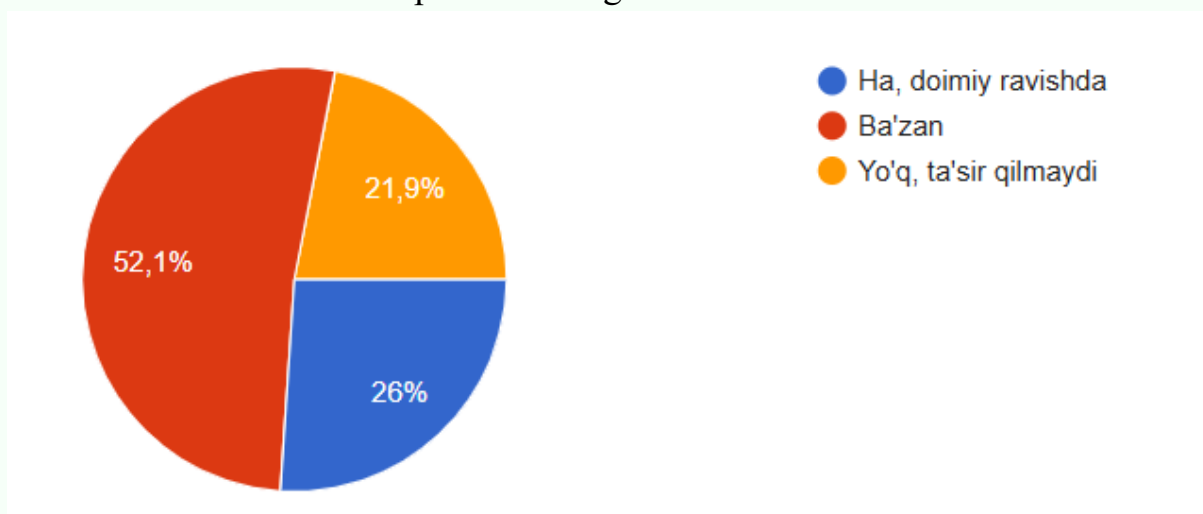


Figure 4: Psychological Impacts and Stress Levels

The inability to manage time effectively has a direct psychological toll. A staggering 77.8% of participants reported experiencing stress due to poor time allocation, with 25% feeling this stress constantly. This suggests that time management is not just a study skill, but a significant factor in student mental health and well-being.

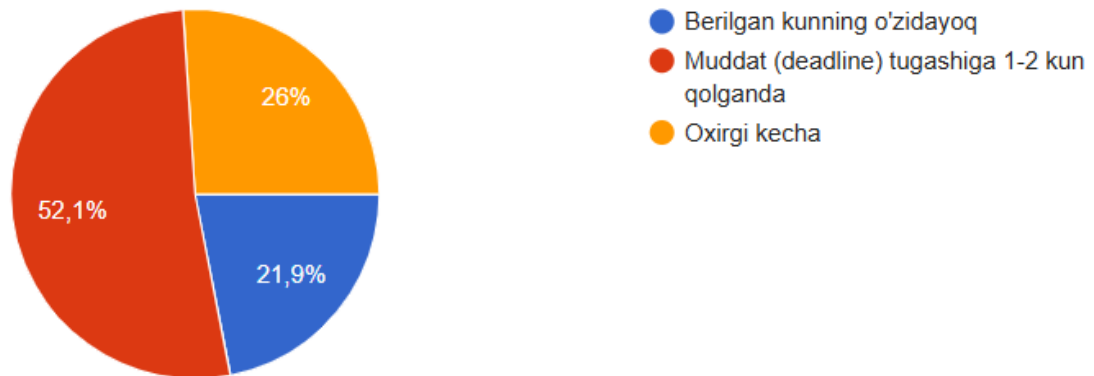


Figure 5: Procrastination and Deadline Pressure

The study also revealed a strong tendency toward procrastination, with 77.8% of students delaying their independent assignments until the very last stage (52.1% doing so 1-2 days before the deadline, and 25% on the final night). This reactive approach inevitably leads to decreased quality of work and increased academic anxiety.

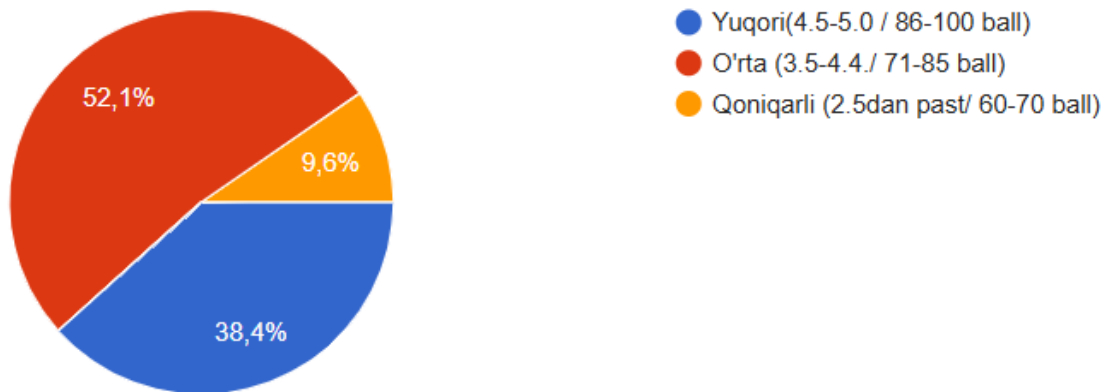


Figure 6: Academic Performance (GPA) and Time Management

The study assessed the correlation between student grades and their perceived ability to manage time. Over half of the respondents (52.1%) reported a moderate GPA (71-85 range). Interestingly, while 87.5% of students acknowledge that time management directly impacts their academic success, the majority still falls into the average performance category. This confirms a significant "implementation gap" where students understand the value of time but lack the systematic habits to achieve high distinction (86-100 GPA).

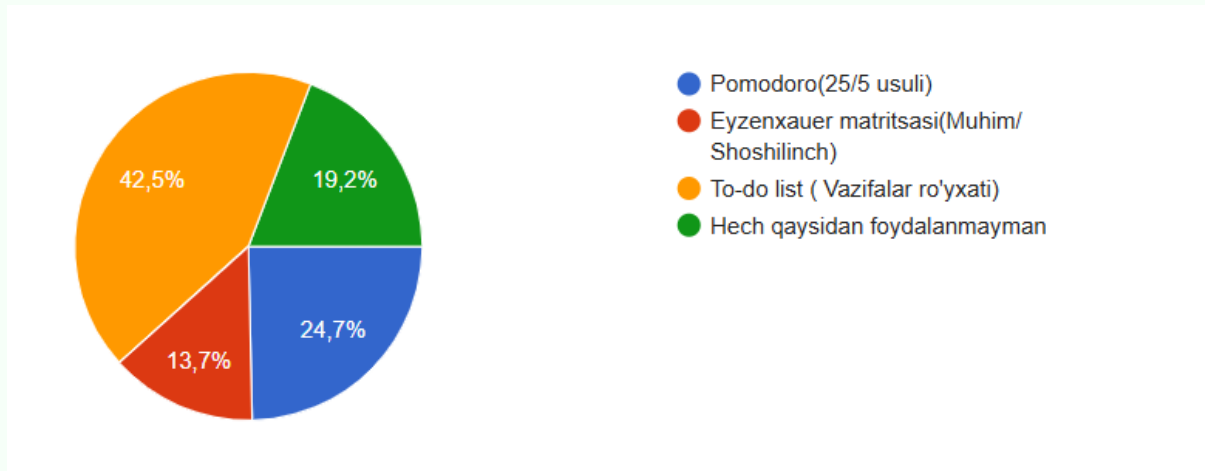


Figure 7: Utilization of Professional Time Management Techniques

When examining specific methodologies, the data shows that nearly half of the students (42.5%) do not employ any formal time-management techniques. Among those who do, the Pomodoro technique is the most popular (24.7%), followed by basic To-do lists (19.2%) and the Eisenhower Matrix (13.7%). This suggests that while modern techniques like Pomodoro are gaining traction, a vast segment of the student population remains unequipped with structured tools to combat procrastination.

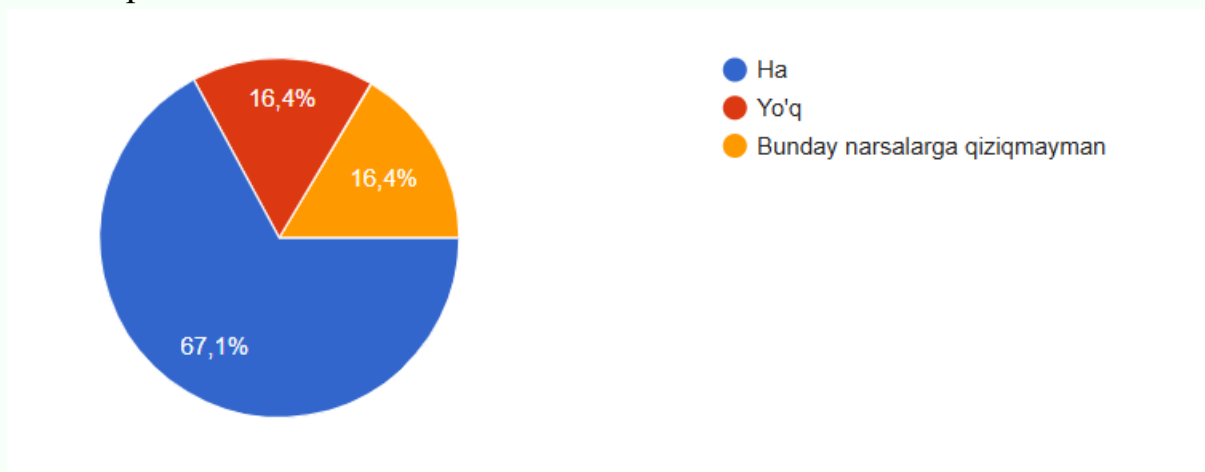


Figure 8: Student Recommendations and Institutional Needs

The final part of the survey focused on student feedback regarding institutional support. An overwhelming majority of participants expressed a strong desire for specialized seminars or elective courses on Time Management within the

university curriculum. This finding emphasizes that students are looking for professional guidance to bridge the gap between digital distractions and academic productivity.

Conclusion

In conclusion, this research highlights that time management is a critical yet underdeveloped competency among university students in Uzbekistan. The empirical evidence from 73 participants reveals a significant "awareness-action gap": while 87.7% of students recognize the direct impact of time management on their academic success, nearly half (42.5%) do not employ any formal planning methodologies.

The study identifies digital distractions, particularly social media platforms like Instagram and Telegram (58.9%), as the primary barriers to productivity. This widespread lack of structured planning leads to a culture of chronic procrastination, where 76.7% of students delay assignments until the final 48 hours, resulting in substantial academic stress for 78.1% of the population.

To address these challenges, the following recommendations are proposed:

Institutional Intervention: Universities should introduce elective courses or specialized workshops on self-management and digital literacy, as requested by 67.1% of the surveyed students.

Methodological Training: Students should be encouraged to transition from mental planning to utilizing professional frameworks such as the Pomodoro technique or the Eisenhower Matrix to enhance focus and reduce anxiety.

Further Research: Future studies could explore the long-term effectiveness of mobile productivity applications in helping Uzbek students manage their academic workloads more effectively.

References

1. Covey, S. R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Simon & Schuster.
2. Tracy, B. (2017). *Eat That Frog!: 21 Great Ways to Stop Procrastinating and Get More Done in Less Time*. Berrett-Koehler Publishers.
3. Claessens, B. J., Van Eerde, W., Rutte, C. G., & Roe, R. A. (2007). A review of time management literature. *Personnel Review*, 36(2), 255-276.



4. Steel, P. (2007). The nature of procrastination: A meta-analytic and theoretical review of quintessential self-regulatory failure. *Psychological Bulletin*, 133(1), 65-94.
5. Allen, D. (2015). *Getting Things Done: The Art of Stress-Free Productivity*. Penguin Books.