

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

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Annotatsiya. Ushbu tadqiqot O'zbekiston OTM talabalarining vaqtni boshqarish strategiyalari va ularning akademik o'zlashtirishi o'rtasidagi bog'liqlikni o'rganadi. 72 nafar respondent ishtirokidagi so'rovnoma natijalari shuni ko'rsatadiki, talabalarning 87.5 foizi vaqtni boshqarish muhimligini anglasa-da, 42.5 foizi hech qanday tizimli usuldan foydalanmaydi. Telegram va Instagram kabi platformalar asosiy chalg'ituvchi omil sifatida aniqlandi.

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

Abstract. This study investigates the correlation between time management strategies and academic achievement among higher education students in Uzbekistan. Drawing on a survey of 72 respondents, the findings indicate that while 87.5% of students acknowledge the importance of planning, 42.5% do not employ any systematic methodologies. Social media platforms, specifically Telegram and Instagram, were identified as the primary digital distractions.

Key words. time management, academic performance, procrastination, digital distractions, Uzbekistan, self-regulation.

Аннотация. Данное исследование изучает взаимосвязь между стратегиями тайм-менеджмента и успеваемостью студентов вузов Узбекистана. Результаты опроса 72 респондентов показывают, что 87,5% студентов осознают важность планирования, однако 42,5% не используют системные методы. Telegram и Instagram определены как основные отвлекающие факторы.

Ключевые слова. Тайм-менеджмент, академическая успеваемость, прокрастинация, цифровые отвлекающие факторы, Узбекистан, саморегуляция.

INTRODUCTION

In the era of rapid digitalization, time has evolved into the most precious yet poorly managed resource among university students. The transition to higher education requires a significant shift in self-regulation and autonomy. However, as students gain more freedom over their schedules, they often struggle to maintain productivity. In the Uzbek educational context, the ubiquity of digital platforms serves as a primary source of distraction, leading to a "deadline-driven" lifestyle and suboptimal academic performance. This study aims to provide an empirical analysis of time-management habits among students at the Uzbekistan State World Languages University and other local institutions, exploring the correlation between digital distractions, planning methodologies, and academic stress.

METHODS

This study employs a quantitative research design to investigate time management behaviors. The primary data collection instrument was an online structured

questionnaire developed via Google Forms. The study involved 72 respondents currently enrolled in various higher education institutions in Uzbekistan, with a predominant participation of first-year undergraduates (48.6%). The survey consisted of 10 targeted questions focusing on four key areas: daily planning habits (manual vs. digital), identification of primary "time-wasters," psychological impacts (stress levels), and the perceived correlation between time allocation and academic success (GPA). Data analysis was performed using descriptive statistics to identify patterns in student behavior.

RESULTS AND DISCUSSION

The empirical data collected from 72 respondents reveals several critical trends regarding time management habits among university students in Uzbekistan. The survey results show that nearly half of the participants (48.6%) are first-year students, which indicates that the transition to university life is a period where the need for effective self-regulation is most acutely felt.

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.

Kunlik vazifalaringizni rejalashtirasizmi?

73 ta javob

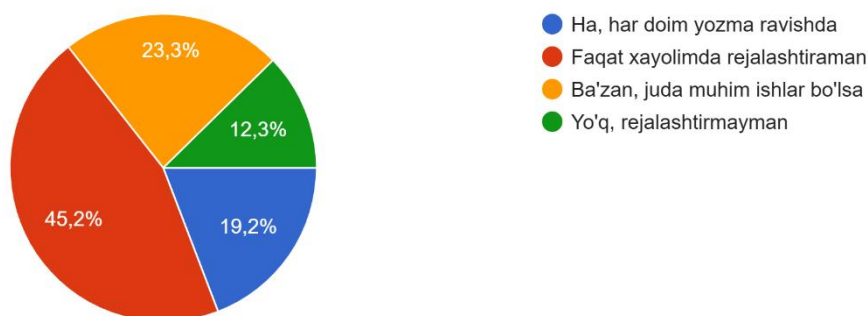


Figure 1. Distribution of planning methods among university students.

As shown in **Figure 1**, only 19.2% of students maintain a consistent written schedule. This "mental-only" planning style makes students more susceptible to forgetfulness and poor prioritization. The high percentage of mental planning suggests that students often underestimate the cognitive load required to manage multiple academic tasks.

The data confirms that digital platforms are the primary disruptors of productivity. Over half of the students (58.9%) identified social media—specifically Instagram, TikTok, and Telegram—as their main "time-wasters."

Kun davomida eng ko'p vaqtingizni nima o'g'iraydi?

73 ta javob

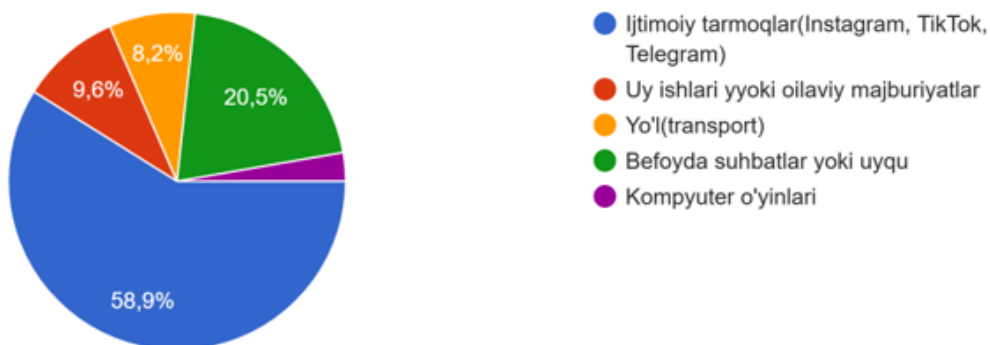


Figure 2. Primary digital distractions impacting student focus.

According to **Figure 2**, the dominance of these platforms highlights the urgent need for digital literacy and "digital detox" strategies within the academic curriculum. This constant connectivity leads to a culture of chronic procrastination, where 77.8% of students admit to delaying assignments until the final 48 hours.

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.

Vaqtini to'g'ri taqsimlay olmaslik sizda stress keltirib chiqaradimi?

73 ta javob

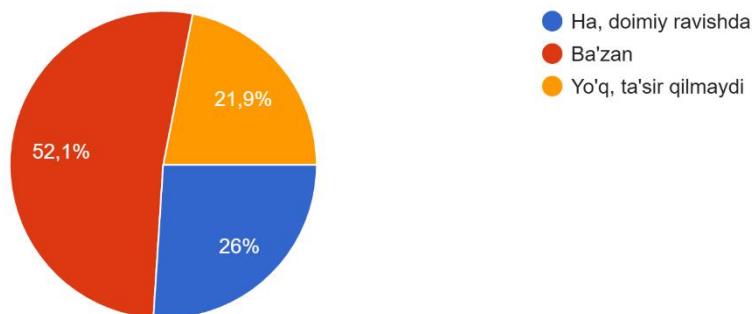


Figure 3. Reported stress levels due to time management issues. As illustrated in **Figure 3**, time management is not merely a study skill but a significant factor in student mental health and well-being. Interestingly, while 87.5% of students acknowledge that time management directly impacts their academic success, the majority (52.1%) still falls into the average performance category (71-85 GPA). This confirms a significant "implementation gap" where students understand the value of time but lack the systematic habits (such as the Pomodoro technique or Eisenhower Matrix) to achieve high distinction.

The final part of the survey revealed that an overwhelming majority of participants expressed a strong desire for specialized seminars on Time Management. This emphasizes that students are actively 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 widespread lack of structured planning leads to chronic procrastination and substantial academic stress. To address these challenges, the study proposes the following recommendations:

1. **Institutional Intervention:** Universities should introduce elective courses or specialized workshops on self-management and digital literacy, as requested by 67.1% of students.
2. **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.
3. **Digital Hygiene:** Promoting a culture of "digital detox" and the use of productivity-tracking applications could help students manage their academic workloads more effectively.

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