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Annotatsiya
Mazkur to‘plamda “Yangi davr ilm-fani: inson uchun innovatsion g‘oya va yechimlar” mavzusidagi XXI Respublika ilmiy-amaliy konferensiyasi materiallari jamlangan. Nashrda respublikaning turli oliy ta’lim muassasalari, ilmiy markazlari va amaliyotchi mutaxassislari tomonidan tayyorlangan maqolalar o‘rin olgan bo‘lib, ular ijtimoiy-gumanitar, tabiiy, texnik va yuridik fanlarning dolzarb muammolari va ularning innovatsion yechimlariga bag‘ishlangan.
Ushbu nashr ilmiy izlanuvchilar, oliy ta’lim o‘qituvchilari, doktorantlar va soha mutaxassislari uchun foydali qo‘llanma bo‘lib xizmat qiladi.

Kalit so‘zlar: ilmiy-amaliy konferensiya, innovatsion yondashuv, zamonaviy fan, fanlararo integratsiya, ilmiy-tadqiqot, nazariya va amaliyot, ilmiy hamkorlik.

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THE ROLE OF TIME MANAGEMENT IN ENHANCING UNDERGRADUATE STUDENTS' SELF-DISCIPLINE AND ACADEMIC SUCCESS

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Annotation. The aim of this study is to explore the relationship between time management, self-discipline, and academic performance among undergraduate students. The target population of the study consisted of bachelor's degree students enrolled at a higher education institution in Uzbekistan. A total of 30 students were randomly selected to participate in the research. The study was conducted in September 2026 and focused on students' time management skills, self-discipline practices, and academic achievements. Data was collected through an online questionnaire designed to examine these three aspects. The collected data was analyzed using graphs based on students' responses to the survey questions. The findings suggest a positive pattern between time management skills and students' academic performance in this sample. The open-ended responses also indicated that some students associated time management with greater discipline and better organization. These results highlight the importance of developing time management skills not only for achieving academic success but also for building personal discipline among university students.

Keywords: Time Management, Self-Discipline, Academic Success, Undergraduate Students, Higher Education, Planning.

BAKALAVRIAT TALABALARINING O'Z INTIZOMINI VA AKADEMIK MUVAFFAQIYATLARINI OSHIRISHDA VAQTNI BOSHQARISHNING ROLI

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Ingliz tili kafedrasi dotsenti

Annotatsiya. Ushbu tadqiqotning maqsadi bakalavr talabalarining vaqtni boshqarish ko‘nikmalari, o‘zini intizomga solish darajasi va akademik natijalari o‘rtasidagi munosabatni o‘rganishdan iborat. Tadqiqot uchun O‘zbekiston universitetlarida tahsil olayotgan bakalavr bosqichi talabalari tanlandi. Umumiy hisobda 30 nafar talaba tasodifiy tanlab olindi va tadqiqot 2026-yil Sentabr oyida o‘tkazildi. Unda talabalar vaqtni boshqarish qobiliyatlari, o‘zini intizomga solish amaliyotlari hamda akademik yutuqlari o‘rganildi. Ma’lumotlar ushbu uch yo‘nalishni qamrab oluvchi onlayn so‘rovnoma orqali to‘plandi. Natijalar esa talabalar javoblari asosida grafiklar yordamida tahlil qilindi. Olingan xulosalarga ko‘ra, vaqtni boshqarish ko‘nikmalari va talabalar akademik natijalari o‘rtasida ijobiy bog‘liqlik kuzatildi. Shuningdek, ochiq savolga berilgan javoblarda ayrim talabalar vaqtni boshqarish ularga intizomli va tartibli bo‘lishga yordam berishini ta’kidladilar. Tadqiqot natijalari vaqtni boshqarish ko‘nikmalarini rivojlantirish nafaqat o‘qishdagi yutuqlar, balki shaxsiy intizomni shakllantirishda ham muhim ekanligini ko‘rsatadi.

Kalit so‘zlar: Vaqtni boshqarish, O‘zini intizomga solish, Akademik muvaffaqiyat, Bakalavr talabalar, Oliy ta’lim, Rejalashtirish.

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Introduction

In today’s 21st century - an era of science, technology, and digital economy - time management is seen as a key factor. Managing time effectively is important not only at work, but also in education and personal life. Only when time is properly organized can individuals achieve better results in their daily tasks and studies. Among students who aim to gain knowledge, poor time management often becomes a challenge. To use time efficiently, it needs to be carefully planned. In order to succeed academically, university students must learn how to manage their time well. [1; B.17.].

As noted by Balduf (2009), poor time allocation leads to lower academic performance. Britton and Tesser (1991) also found that students who use their time productively tend to score higher by the end of the academic year. They identified that around 67% of young undergraduate students struggle with effective time management. Their study revealed that students’ GPA scores could be predicted based on how they managed their time. Using time wisely is seen as a fundamental principle in education. A student’s academic success can be predicted based on how they manage their time. Those who complete tasks on time and stay focused tend to achieve better results. These findings also show that time management is linked not only to academic but also to personal success. Students who set daily routines and build strategies are less likely to face time-related difficulties. While many school students get used to annual exams with teacher guidance, university students must adapt to semester exams on their own. Those with time management skills are less likely to struggle. [2; B.87.].

In schools, teachers often remind students about exams and help them prepare. In contrast, university students are responsible for everything themselves. If they fail to manage their time, they fall behind with assignments, and this leads to poor exam results. Students who allocate time for tasks and assignments can roughly estimate their GPA at the end of the year. A student who manages time well can balance academic responsibilities and personal life with discipline. Such students are respected at university, and are often recognized by professors. These positive relationships help them during their studies. Well-disciplined students avoid wasting time and often spend their free time reading or doing productive activities. They set goals—weekly, monthly, and yearly—and work hard toward them.

Rabin et al. (2011) examined academic procrastination among college students and highlighted the role of executive functioning in students’ academic behavior. This was mainly due to poor time management. Another researcher, Seo (2012), observed that students who fail to plan their study time suffer from stress and sleeplessness during exams. They believe they can study quickly at the last minute, but this often leads to exam failure.

Time should be treated as the most valuable resource for a student. Good time management helps reduce academic stress, anxiety, and pressure. However, students still struggle to balance academic life and personal responsibilities (Adams & Blair, 2019). While forming this habit is difficult at first, it leads to long-term success once it becomes part of daily routine (Macan et al., 1990; Britton & Tesser, 1991; Kearns & Gardiner, 2007). Al Khatib (2014) also emphasizes that students should allocate their time well in order to submit tasks on time. Many top universities around the world now offer time management training for their students. This improves university rankings as better student results enhance institutional reputation.

The main goal of such training is to increase students' motivation, help them meet deadlines, and improve their academic performance. [3; B.55.].

Student GPA scores often depend on how much time they dedicate to their studies. The more time they spend, the higher their results. According to Britton and Tesser (1991), time-management practices were significant predictors of cumulative college GPA. If a student wants to achieve good results, they must know how to use their time wisely. Multiple studies confirm the same conclusion: the first skill a student must develop is time management. Without it, academic achievements remain limited. Effective time planning helps students avoid stress during exams and maintain well-being. [4; B.73.].

According to the literature review, research results vary widely. While many studies are conducted at prestigious universities, fewer are done in smaller regional institutions. Therefore, to understand the current opinions of students, a small-scale study was conducted. It aimed to find out whether students' academic achievements are the result of good time management or whether failure to manage time leads to missed academic opportunities. To investigate this, a set of questions was prepared and students shared their own views and experiences.

Research Methodology

This study is based on a quantitative research design. A Google Forms, online survey, was used to collect opinions and information from the students. The research focused on undergraduate students' time management skills. It aimed to understand whether time management affects their academic grades and achievements, and also to explore students' opinions on how time management can benefit their learning process.

Therefore, this study provides a brief analysis of student perspectives. The students who participated in the survey were from a regional university known for its quality of education. This helped to describe students' views on time management and academic success.

Collecting the data was not easy, as students had different responses. However, many of them stated that time management does have an impact on academic performance. The research population consisted of students from one of the private university in Namangan region. The study included 30 undergraduate students from university. The participants included 17 female students (56.7%) and 13 male students (43.3%). They represented all four years of undergraduate study. Their GPA ranges were also collected to allow a descriptive comparison between study-time planning and academic performance. Data were collected through an online questionnaire created in Google Forms. The questionnaire included three main questions: two closed-ended questions about study-time planning and perceived time-management ability, and one open-ended question about the influence of time management on academic success. The questionnaire also collected gender, year of study, and GPA range. [5; B.83.].

The survey link was shared via Telegram, and participation was completely voluntary. Students could share their opinions freely. Each survey invitation included a short note explaining the purpose of the research and guaranteeing the confidentiality and anonymity of both the participants and the institution. The collected responses provided an overview of students' time management habits and their perspectives on academic success. The survey questions were designed to be simple and understandable, allowing students to answer based on their personal experiences.

The questionnaire focuses on students' time-management habits and their perceived influence on academic success. It examines how frequently students plan their study time in advance, how effectively they believe they manage their time for academic tasks, and how they perceive the role of time management in achieving academic success. The first two questions use closed-ended response options to measure students' study-planning frequency and perceived time-management ability, while the third question is open-ended and allows students to explain their views on how effective time management affects their academic performance. [6; B.72.].

The researchers then organized the responses according to the key research questions and analyzed them to identify general trends. These results provided a basis for describing the relationship between time management and students' academic performance.

Data analysis

After the survey was conducted, a total of 30 students participated in the study. Since the participants' identities were kept confidential, both male and female students were included without distinction. All participants were undergraduate students. The students' responses were presented in pie charts, with frequencies (counts) and percentages used to make the results clear and easy to understand. The responses were examined from different perspectives, including gender, year of study, GPA range, and time-management habits. The closed-ended questions were analyzed using frequencies and percentages. A cross-tabulation was also used to compare students' study-time planning responses with their GPA ranges. The open-ended responses were grouped into six categories based on recurring ideas expressed by the participants. This approach helped identify common patterns in the students' answers and provided a clearer picture of how they viewed the role of time management in their academic success.

The study included 30 undergraduate students. The participants were described according to gender, year of study, and GPA range.

Table 1

Participants' characteristics

Variable	Category	Number	Percentage
Gender	Female	17	56.7%
	Male	13	43.3%
Year of study	1st year	1	3.3%
	2nd year	13	43.3%
	3rd year	14	46.7%
	4th year	2	6.7%
GPA range	2.00–2.49	5	16.7%
	2.50–2.99	10	33.3%
	3.00–3.49	14	46.7%
	3.50–4.50	1	3.3%
Total participants		**30**	**100%**

As shown in Table 1, 17 participants (56.7%) were female and 13 (43.3%) were male. Most participants were third-year students (46.7%) and second-year students (43.3%). Regarding GPA, the largest group of students (46.7%) reported a GPA between 3.00 and 3.49. These characteristics provide a general overview of the participants included in the study.

Table 2

Study-Time Planning by GPA Range

Study-time planning	2.00–2.49	2.50–2.99	3.00–3.49	3.50–4.50	Total
Always	0	4	7	1	12
Often	1	3	2	0	6
Sometimes	3	2	1	0	6
Rarely	0	1	3	0	4
Never	1	0	1	0	2
Total	**5**	**10**	**14**	**1**	**30**

Table 2 presents an analysis of students' responses regarding study time planning in relation to their GPA (Grade Point Average). Among the 12 students who consistently plan their study time in advance, seven have a GPA between 3.00 and 3.49, four fall within the 2.50–2.99 range, and one student has a high GPA in the 3.50–4.50 range. Conversely, students who sometimes, rarely or never plan their study time generally had lower academic performance (GPA) scores. Overall, the results indicate that within this sample, regular study time planning was most frequently observed among students with a GPA in the 3.00–3.49 range.

Table 3

Students planning time in advance

Response Option	Number of Students	Percentage
Always	12	40%
Often	6	20%
Sometimes	6	20%
Rarely	4	13.3%
Never	2	6.7%

Table 3 shows how often students plan their study time in advance. Students have different habits when planning their study time. The responses are divided into five groups: always, often, sometimes, rarely and never. Overall, many students responded that they always have a study plan also a very small number of students never do it. According to the chart, 40% of students or 12 out of 30 reported that they always make a study plan. In contrast, only 6.7% (around 2 students) never made a plan during study time, the lowest percentage in the survey. Meanwhile, both "often" and "sometimes" were chosen by 20% of the students. Finally, in this survey, 13.3% of students said they rarely planned their time. Overall, the results show that most students try to plan their study time, but not all of them do it regularly.

Table 4

Students` ability to manage time effectively for academic tasks

Response Option	Number of Students	Percentage
Very effective	7	23.3%
Effective	12	40.0%
Neutral	7	23.3%
Ineffective	2	6.7%
Very ineffective	2	6.7%

Table 4 shows how 30 students rated their time management skills for academic tasks. The answers are very effective, effective, neutral, ineffective and very ineffective. Overall, many students reported that they had good time management skills, while only a few students said that they had poor time management ability. The category with the most votes is effective, while the least voted are ineffective and very ineffective. According to the table, the highest percentage was found to be effective with 40 % or 12 students voting. Another 23.3% (7 students) said they were very effective. The same proportion, 23.3% (7 students) chose the neutral option. A smaller number of students reported difficulties with time management: 6.7% (2 students) chose ineffective and another 6.7% (2 students) chose very ineffective. Overall, most students have a positive view of their time management skills, although some students still have difficulties managing their academic tasks.

Table 5

Students' Opinion on Time Management and Academic Success

Opinion Category	Frequency	Percentage
Helps complete tasks, stay organized & prepare better	14	46.7%
Provides more free time and better study–life balance	4	13.3%
Helps reduce stress and improve study habits	4	13.3%
Helps improve academic results and grades	2	6.7%
Students understand its importance but struggle with consistency	3	10.0%
Became more disciplined because of workload/ work	3	10.0%
Total	**30**	**100%**

Table 5 presents the students' opinions about how time management influences their academic success. The responses were grouped into six main categories based on their common ideas. The largest group, 46.7% of the students (14 students), mentioned that time management helps them complete their tasks on time; stay organized, and manage their university work better. Another 13.3% (4 students) said that it gives them more free time and helps them balance their studies with their personal life. The same percentage, 13.3% (4 students), mentioned that good time management helps reduce stress and improve their study habits. Two students (6.7%) directly connected time management with better academic results and grades. However, 10% (3 students) said that they understand the importance of time management but sometimes have difficulty following their plans regularly. The remaining 10% (3 students) explained that their workload or starting a job helped them become more disciplined and organized. Overall, the responses show that students mainly see time management as a useful way to organize their academic work, reduce stress, and improve their study habits.

The purpose of this small-scale study was to explore the relationship between time management and academic achievement among undergraduate students studying at a university in Uzbekistan. The findings of the research showed that students in the undergraduate program demonstrated positive results. As the participants' identities remained anonymous, both male and female students were included in the survey. In fact, many students shared similar opinions. According to their views, managing time properly leads to better academic performance and helps them handle personal responsibilities more effectively. Many

students reported that effective time use allows them to complete all their academic tasks on time. The findings suggest that students who manage their time efficiently and follow a daily plan tend to report better academic outcomes. The GPA comparison showed that regular study-time planning was more common among students in the higher GPA ranges in this sample.

The responses from male and female students showed a generally similar view of the importance of time management. In this study, students' answers indicated that planning study activities and organizing daily responsibilities can help them use their time more effectively. Setting goals and keeping track of academic tasks may also help students manage their workload and balance their studies with other responsibilities. This pattern is consistent with previous research showing a positive relationship between time management, particularly time planning, and academic achievement (Adams & Blair, 2019; Razali et al., 2018). At the same time, previous studies have reported that gender differences may exist in students' time-management skills (Kaya et al., 2012).

In conclusion, the findings of this study reveal that effective time management has a positive impact on students' academic performance. Some participants reported difficulties with managing their time consistently. The findings suggest that effective time management is associated with positive academic outcomes in this sample. However, the survey results do not establish a causal relationship between time management and academic performance. Previous research has also shown that the relationship between study time and academic performance can vary depending on students' study habits (Nonis & Hudson, 2010).

Conclusion

Undergraduate students actively participated in the survey and expressed their opinions in detail. They emphasized the importance of avoiding distractions during study hours, working on self-improvement, and using strategic approaches to increase academic success. One of the key strategies highlighted was effective time management. Many students wrote that they had learned to plan and organize their time based on a clear schedule. Moreover, both male and female students reported the importance of effective time management. The GPA comparison showed that regular study-time planning was more common among students in the higher GPA ranges. However, these results should be interpreted as a descriptive pattern rather than evidence of a causal relationship. This highlights the critical role of time management as a foundation for academic success and personal development.

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YANGI DAVR ILM-FANI: INSON UCHUN INNOVATSION G‘OYA VA YECHIMLAR

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