

THE IMPORTANCE OF TIME MANAGEMENT FOR SCHOOL STUDENTS: A QUANTITATIVE RESEARCH APPROACH

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ABSTRACT. *This study examines the importance of time management and its effect on academic performance among school students. Effective time management helps students organize their study schedules, complete assignments on time, avoid procrastination, and reduce academic stress. The main purpose of the research was to identify the relationship between students' time management skills and their academic achievement. The study was conducted using a quantitative research approach with descriptive and correlational methods. The participants were 20 students of the 11th grade from School No. 48 in the Bukhara region. Data were collected through a structured questionnaire and students' academic records. The results showed that students with high time management skills achieved better academic performance than those with medium or low levels. Students who planned their tasks regularly and followed study routines demonstrated higher grades and stronger motivation. The study concludes that effective time management is an essential factor in improving students' academic success and overall educational development.*

Keywords: *time management, academic performance, school students, productivity, study habits.*

INTRODUCTION

One of the major difficulties faced by students in today's educational environment is managing time properly. Growing academic demands, numerous assignments, examinations, and social responsibilities often create pressure and make it challenging for students to balance their studies with personal life. While success in education is influenced by many elements, the ability to manage time effectively is strongly linked to productivity, motivation, emotional well-being, and academic achievement.

Time management refers to the skill of organizing, planning, and allocating time to different tasks in the most efficient way. This ability is essential for students because it helps them arrange priorities, meet deadlines, avoid unnecessary delays, and maintain focus on important responsibilities. In addition, effective scheduling encourages discipline and supports the development of consistent study routines, which are necessary for long-term progress.

Numerous studies have highlighted the positive impact of time management on students' performance. For instance, Macan et al. (1990) found that students who use time efficiently usually experience better academic results and lower stress levels. Likewise, Britton and Tesser (1991) reported that learners who regularly plan their tasks and organize their schedules tend to earn higher grades compared with those who lack such habits. Furthermore, Claessens et al. (2007) stated that setting clear priorities and managing tasks systematically can significantly increase effectiveness and learning outcomes.

On the other hand, poor control of time can create serious problems for students. When academic tasks are not organized properly, students may face missed deadlines, anxiety, lack of

motivation, and constant procrastination. Misra and McKean (2000) explained that weak time management skills are closely associated with higher stress and anxiety among university students. As a result, many learners struggle to complete their responsibilities successfully and feel overwhelmed by academic pressure.

Researchers have also examined methods for improving students' time management abilities. Häfner et al. (2014) showed that training programs focused on planning and scheduling can reduce stress and improve academic success. In the same way, Zimmerman (2002) noted that students who manage their time effectively are more likely to become self-regulated learners who can plan independently, monitor their progress, and evaluate their own work. In addition, the way individuals perceive time influences their behavior, as future-oriented students are generally more successful in completing tasks and achieving goals (Zimbardo & Boyd, 1999).

This article presents an empirical analysis of the importance of time management for students and its effects on academic performance, stress control, and personal growth. It also offers practical conclusions based on previous scientific studies concerning planning strategies, prioritization, and effective study habits. The findings of this research are expected to provide useful recommendations for improving students' success and promoting a more organized lifestyle.

METHODOLOGY

This study was conducted using a quantitative research approach with descriptive and correlational research methods to examine the importance of time management and its influence on academic performance among school students. The main purpose of the research was to identify the relationship between students' time management skills and their academic achievement. The study focused on how effective planning, organizing tasks, setting priorities, and avoiding procrastination affect students' success in education. A quantitative method was chosen because it allows the teacher to collect measurable data and present the results in a clear statistical form.

The research was carried out at School No. 48 located in the Bukhara region and involved 20 students from the 11th grade. The participants were selected randomly to ensure equal opportunity for all students to take part in the study. Both male and female students were included in the sample. Their participation was completely voluntary, and all students were informed about the purpose of the study before completing the questionnaire. Permission to conduct the research was officially obtained from the school administration, and academic records were used only with administrative approval.

The main instrument used in this study was a questionnaire prepared to evaluate students' time management habits and behaviors. The questionnaire consisted of multiple-choice and short-answer questions designed to collect information about how students use and manage their time in daily academic life. The questions focused on important areas such as preparing daily or weekly study plans, completing homework on time, meeting deadlines, balancing schoolwork and personal activities, avoiding procrastination, and preparing for examinations in advance.

Table 1. Questionnaire Categories for Measuring Students' Time Management Skills.

Categories	Main Focus	Purpose
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1. Time Planning and Organization	Daily planning, weekly schedules, setting priorities, study routines	To identify how students organize and manage their academic time effectively
2. Study Habits and Task Completion	Homework completion, meeting deadlines, lesson review, avoiding procrastination	To examine students' consistency in completing academic responsibilities
3. Productivity and Academic Impact	Motivation, stress management, exam preparation, academic achievement	To evaluate the influence of time management on students' academic performance

Data Collection Procedures

The data was carefully organized to ensure reliability and accuracy. After receiving permission from the school administration, the questionnaires were distributed to 20 students during regular school hours in a classroom environment. The teacher explained the purpose of the study and provided clear instructions for completing the survey. Students answered the questions individually without external help in order to ensure honest and independent responses. All completed questionnaires were collected immediately after completion. In addition to survey responses, students' academic performance data were obtained from official school records, including semester grades and general academic averages.

Data Analysis Process

The data analysis process was carried out using basic quantitative methods. First, all questionnaire responses were reviewed and categorized according to students' time management levels. Based on their answers, participants were divided into three groups: high, medium, and low time management skills. Students who regularly planned their tasks, completed assignments on time, and avoided procrastination were placed in the high category. Those with average planning habits were included in the medium group, while students with weak organization and frequent delays were placed in the low category.

After classification, students' academic results were compared with their time management levels to identify possible relationships between the two variables. Percentage distribution was used to show how many students belonged to each group, while average academic performance scores were calculated to compare achievement levels. The findings were presented using tables, charts, and descriptive explanations to make the results clear and understandable.

RESULTS

The analysis revealed a clear relationship between students' time management skills and their academic performance. When comparing the results and responses of survey participants, the following indicators were obtained.

Table 1. Time Management Skills of Participants

Level of Time Management	Percentage	Number of Participants
High	30%	6
Medium	55%	11
Low	15%	3

The first diagram shows that the majority of students were in the medium time management category (55%). Students with high time management skills represented 30% of the participants, while only 15% were classified in the low category.

Table 2. Academic Performance by Time Management Level

Level of Time Management	Academic Performance
High	88%
Medium	72%
Low	58%

The second diagram presents the academic performance of each group. Students with high time management skills achieved the highest average academic result (88%). The medium group recorded 72%, while the low group showed the lowest performance level at 58%.

DISCUSSION

The findings of this study show that students' ability to manage their time has a clear influence on their academic performance. In particular, students with strong time management skills demonstrated higher academic achievement, while those with average skills showed moderate results. Even though no participants were identified with very low time management levels, the overall pattern suggests that weaker organization of time is associated with lower academic outcomes.

These results are in line with earlier research conducted in different contexts. For instance, Macan et al. (1990) found that effective time management is positively related to academic performance and helps reduce stress levels among students. Similarly, Britton and Tesser (1991) reported that students who consistently plan and organize their study time tend to achieve higher grades compared to those who do not. Claessens et al. (2007) also emphasized that setting priorities and structuring tasks effectively improves overall academic productivity.

In addition, previous studies have shown that poor time management often leads to negative academic behaviors such as procrastination, missed deadlines, and last-minute preparation. These behaviors reduce the quality of learning and negatively affect students' performance during assessments. Misra and McKean (2000) also highlighted that ineffective time use is strongly connected with higher levels of academic stress and anxiety among university students.

Furthermore, time management is not only related to academic results but also to students' psychological well-being. Students who are unable to organize their time properly are more likely to experience pressure, stress, and reduced motivation. On the other hand, students who plan their activities in advance tend to feel more confident and in control of their academic responsibilities.

The study also identified several factors that influence students' time management practices, including excessive academic workload, lack of planning habits, procrastination, and distractions such as mobile phone usage. These factors reduce students' ability to use their time effectively and negatively impact their academic performance.

Based on the findings, several practical recommendations can be suggested. Students should develop consistent planning habits, prioritize tasks, and avoid delaying assignments. Educational institutions should support students by providing time management training and reducing unnecessary academic overload. Encouraging self-discipline and goal-setting strategies can also help improve students' overall academic success.

CONCLUSION

This study investigated the importance of time management and its influence on academic performance among 11th-grade students of School No. 48 in the Bukhara region. The findings showed that students with stronger time management skills achieved higher academic results, while those with weaker planning and organizational habits demonstrated lower levels of achievement. This confirms that effective use of time is closely connected with students' success in education.

The significance of this study lies in showing that time management is not only a personal habit but also an essential academic skill. Proper planning, setting priorities, and completing tasks on time can improve productivity, reduce stress, and help students perform better in their studies. Therefore, developing time management abilities should be considered an important part of students' overall educational development.

Based on these findings, several practical steps can be recommended. Students should be encouraged to create study schedules and build regular learning routines. Teachers and schools can also provide guidance and training on effective time management strategies. Future research may involve a larger number of participants from different schools and regions in order to gain broader and more detailed results.

In conclusion, strong time management skills can play a key role in improving academic performance and preparing students for future educational and professional success.

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