

ARTIFICIAL INTELLIGENCE AND TIME MANAGEMENT EFFICIENCY AMONG GEORGIAN UNIVERSITY STUDENTS: A QUANTITATIVE STUDY

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Abstract. Artificial intelligence tools are essential for effective time management. Given that many students work alongside their studies, saving and managing time effectively can significantly increase their efficiency. A total of 791 students from Ivane Javakhishvili Tbilisi State University took part in the study. Quantitative research methodology was chosen, enabling the authors to generalise the obtained results. The data were processed using the SPSS software package. This study aims to determine the impact of integrating artificial intelligence into the learning process on students' time management efficiency. The results of the study showed that artificial intelligence tools are important for effective time management. Respondents claimed that implementing artificial intelligence in the educational process contributes to effective task planning and prioritisation, reducing the time spent on education and increasing leisure time for other activities. However, integrating artificial intelligence into the educational process comes with challenges, despite the many benefits. Students often use various tools in violation of ethical norms. It is also worth noting that they are not taught how to use artificial intelligence tools wisely so as not to jeopardise academic integrity. Universities should educate both lecturers and students in the ethical use of such tools. Furthermore, universities must develop clear standards for the use of AI. The following hypotheses were formulated and tested in the paper using various statistical procedures. H1: Students who actively use artificial intelligence manage their time more effectively; H2: Using AI significantly reduces the time spent on completing tasks; H3: The effectiveness of time management through AI is significantly affected by its use in the learning process to facilitate time allocation, task planning and prioritisation, and increase leisure time; H4: Bachelor's, master's and doctoral students evaluate the overall impact of AI on their time management differently; H5: Using artificial intelligence in the learning process increases students' leisure time. Finally, relevant recommendations were developed. The study was limited in that only students from one university participated in the survey. To enable comparative analysis, the study should be expanded to include students from various universities.

Keywords: artificial intelligence (AI), academic productivity, time management, higher education, leisure time.

JEL Classification: I23

1. Introduction

The use of artificial intelligence largely offers people of all specialties the opportunity to save time. Therefore, it is also relevant for students. Considering that many of them work alongside their education, effective time management and saving time can significantly increase their efficiency. This is why studying the topic is important for researchers.

Researchers have studied the impact of AI use on students' academic performance, among many other issues (Sun & Zhou, 2024). The authors also found that time management skills play a mediating role in increasing the effectiveness of AI use. The frequency and duration of professional AI use affects students' academic performance (Bai & Wang, 2025). However, it is worth noting that this positive effect is only

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observed when students have developed effective time management skills (Kanapathipillai et al., 2025).

A study conducted at the University of Bucharest involving only undergraduate students demonstrated that implementing AI increases teaching quality and saves time. However, striking the right balance between independent and critical thinking remains a significant challenge. According to the study, undergraduates can quickly grasp complex material with the help of AI (Vieriu & Petrea, 2025).

In a study conducted in Morocco involving business and management students, the authors created a model that included the following factors: AI tool efficacy, informativeness, tech-task fit, perceived usefulness, actual usage, student satisfaction, and academic productivity. The researchers found that the effectiveness of AI use is particularly high if students have a well-defined task to complete (Idrissi & f Alami, 2026).

In a 12-month study conducted at a university, researchers evaluated students' experiences of using AI tools. The study was conducted through interviews. The results indicated that using AI tools boosts academic performance, speeds up information processing and frees up time. According to the researchers, AI presents both opportunities and challenges that need to be addressed (Leite, 2025).

From 2020 to 2025, a group of scientists studied the use of artificial intelligence among students. The main focus was on ChatGPT, DeepSeek and Gemini. They identified improvements in personalised learning among students. Notably, innovative approaches to learning empower students and increase motivation (Younas & Noor, 2025).

The study was conducted according to the PRISMA methodology and analysed papers from Scopus and Web of Science. It clearly demonstrated that the use of AI increases the efficiency of both students and professors. This, in turn, increases the efficiency of universities (Kassaye, 2024).

Scientists are investigating the factors that determine the recognition and acceptance of AI among students. The study found that several factors are important to students. In particular, technological factors include ease of use, the benefits of implementing AI and access to systems. Individual factors include trust in AI. Social factors refer to the willingness of students and lecturers to use AI. Competence requires the development of the necessary skills and organisational factors. The organisation's readiness and support for the AI integration process are important (Mukhamedkarimova & Umurkulova, 2025).

In their review of around 100 papers, the authors acknowledge improvements in academic performance, but also highlight the importance of focusing on ethical norms (Aguado-García, Alonso-Muñoz & De-Pablos-Heredero, 2025).

Various studies have shown that implementing AI radically changes the specifics of teaching in higher education and requires new approaches (Mudenda, 2025).

The paper analysed articles published in the Scopus database, emphasising the importance of AI in higher education. The accessibility of AI technologies in different countries was considered a significant issue (Murni, 2026).

It is noteworthy that students' attitudes towards time management have always formed the focus of the research. Several papers have been devoted to research conducted in Georgian higher education (Kharadze & Gulua, 2025). Furthermore, the topic of students' leisure time has been actively researched (Kharadze, Gulua & Dugladze, 2025). Moreover, the present study sought to explore the attitudes of students towards time management at both state and private universities (Kharadze & Dugladze, 2018). Recent studies have examined students' attitudes towards artificial intelligence (Kharadze & Pirtskhalaishvili, 2026; Gagnidze, 2026; Aghekyan & Botkin, 2026).

In light of the significance of the issue, it was deemed imperative to undertake a study at Ivane Javakhishvili Tbilisi State University. The study received participation from 791 respondents. The decision to utilise quantitative research as the methodological framework was made, with the objective of achieving generalisability of the results obtained. The data were processed using the SPSS software package. The article presents hypotheses and recommendations. The objective of this study is to ascertain the impact of integrating artificial intelligence into the learning process on students' time management efficiency.

The study is limited in that it only involved students from one university. To enable comparative analysis, the study should be expanded to include students from various universities.

The scientific novelty of this study lies in its examination of the impact of artificial intelligence on time management among students in the Georgian higher education system. Although several studies have examined student time management issues in Georgia, the impact of artificial intelligence on time management effectiveness has received little attention. Based on data from 791 students, this study fills the research gap in this area and demonstrates the connection between the use of artificial intelligence and time allocation, task planning and an increase in free time.

2. Research Analysis

In a rapidly changing world, effective time management is a key challenge for everyone. Therefore, it is important to emphasise that artificial intelligence can help students to organise their work properly. Not only does it make it easier to complete tasks, it also

saves time. Accordingly, artificial intelligence assumes another crucial role as a time management tool.

The results of the study demonstrate that the majority of students associate the use of artificial intelligence with effective time management during the learning process. This includes reducing the time required to complete tasks and helping with the planning of learning activities. The gender- and level-specific findings are presented in detail in Diagrams 1 and 2 (see Diagrams 1–2).

It is important to note that a similar proportion of students who claim that artificial intelligence has made it easier to manage their time during the learning process also believe that it has reduced the time they spend on completing tasks. The freed-up time can be used to develop the skills necessary for career growth. They can also devote more time to hobbies and achieve a better work-life balance. Saving time can help students avoid tension and stress, which directly affects performance. Saving time can help students develop personal, professional and social skills, making them more competitive in the job market.

When implementing artificial intelligence, it is clear that students allocate time to perform various types of tasks. Higher satisfaction is most likely due to their ability to prioritise tasks and work accordingly. By planning, students avoid doing several things simultaneously. As a result, they can control how much time they spend on each task, which has a positive effect and increases motivation. Dividing work into important and less important categories enables students to focus on the main goal. This approach to time management also develops students' ability to work independently.

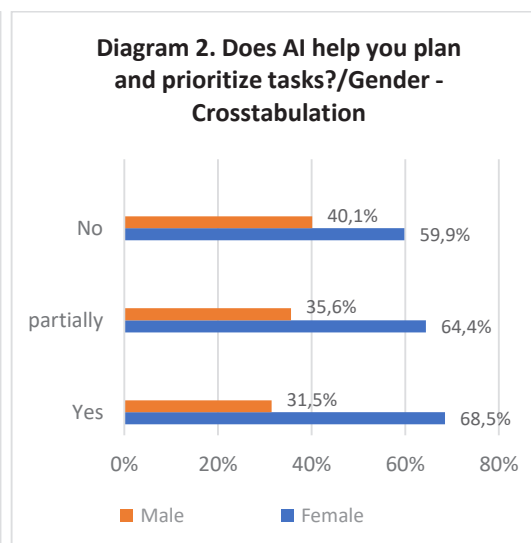
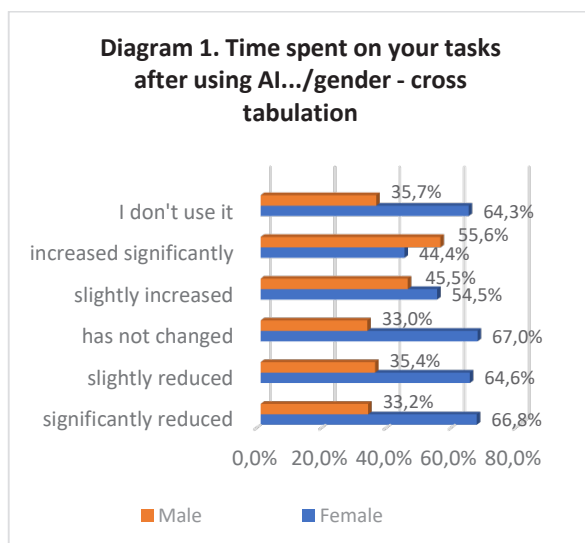
Students who manage their free time effectively are enthusiastic learners who are highly motivated. Rested students are more creative when it comes to generating new ideas, and they can quickly move towards their goals while maintaining their mental and physical health.

Freeing up time and managing it effectively leads to a balanced work-life, a subject that has been researched by various scientists. In today's rapidly changing world, it is challenging for young people to successfully balance work and their personal lives. A slight majority of male respondents (44.7%) believe that the implementation of artificial intelligence provides an opportunity to increase leisure time. A similar opinion was expressed by 42% of women. As expected, the highest percentage of positive responses was recorded among doctoral students (55.6%), followed by BA (42.9%) and MA (41.3%) students.

During the research process, the authors investigated whether the use of artificial intelligence sometimes yielded the opposite result, prolonging task completion. Notably, 13.1% of respondents answered 'often', 31.1% answered 'sometimes', 30.5% answered 'rarely', and 14.2% answered 'never'. Meanwhile, 11% do not use artificial intelligence. It is not possible to assume that greater expenditure of a student's time by implementing artificial intelligence is a negative indicator; it is believed that the student analyses and verifies the information received through AI. It can be posited that an increase in the time allocated to the completion of the task is indicative of the student's commitment to personal growth and development. However, it is important to consider the possibility that the student may not possess the necessary skills to utilise artificial intelligence effectively in the creation of educational material. Should the utilisation of artificial intelligence result in an augmentation of the student's time spent analysing and verifying the material, such an approach has the potential to foster creative thinking and consequently exert a positive effect.

The following hypotheses were formulated and tested in the paper:

H1: Students who actively use artificial intelligence manage their time more effectively.



H2: Using AI significantly reduces the time spent on completing tasks.

H3: The effectiveness of time management through AI is significantly affected by its use in the learning process to facilitate time allocation, task planning and prioritisation, and increase leisure time.

H4: Bachelor's, master's and doctoral students evaluate the overall impact of AI on their time management differently.

H5: Using artificial intelligence in the learning process increases students' leisure time.

To test the hypotheses – H1: Students who actively use artificial intelligence manage their time more effectively, and H2: Using AI significantly reduces the time spent on completing tasks – a correlation analysis using Spearman's rho was utilised. This non-parametric test was selected because the variables are ordinal. Specifically, the variable 'Q4: Frequency of AI use in the learning process' was measured on a 5-point scale (1 = never, 2 = rarely, 3 = sometimes, 4 = often, 5 = almost always). Similarly, 'Q8: Perceived contribution of AI to effective time management' was evaluated using a 5-point Likert scale (1 = completely disagree, 2 = partially disagree, 3 = neutral, 4 = partially agree, 5 = completely agree). Finally, the categories for 'Q6: Changes in task completion time after using AI' were defined as: 1 = significantly decreased, 2 = slightly decreased, 3 = unchanged, 4 = slightly increased, 5 = significantly increased, and 6 = I do not use AI.

As can be seen in Table 1, there is a weak positive correlation between the frequency with which artificial

intelligence is used in the learning process (variable Q4) and the effective use of time when using AI for learning purposes (variable Q8), and the statistical relationship is highly significant ($P < 0.001$). According to the variable categories, the more frequently students use AI in their learning, the more effectively they use their time, which confirms the first hypothesis (see Diagram 3).

Table 1 also shows a weak inverse relationship between the Q6 and Q4 variables, which is statistically significant ($P < 0.001$). According to the findings, using artificial intelligence in the learning process significantly reduces task completion time (see Diagram 4).

H3: The effectiveness of time management through AI is significantly affected by its use in the learning process to facilitate time allocation, task planning and prioritisation, and increase leisure time.

To test the mentioned hypothesis, multiple regression analysis was utilised. The dependent variable is 'Q8. In your opinion, does AI contribute to the effective use of time in the learning process?', with the following categories: 1 – completely disagree, 2 – partially disagree, 3 – neutral, 4 – partially agree, and 5 – completely agree.

The factors consist of the following variables:

'Q5. Has the use of artificial intelligence made it easier for you to allocate time in the learning process?' (Categories: 1 – completely disagree, 2 – partially disagree, 3 – neutral, 4 – partially agree, 5 – completely agree);

'Q7. Does AI help you plan tasks and set priorities?' (Categories: 1 – yes, 2 – partially, 3 – no);

Table 1
Correlations

Q4. How often do you use artificial intelligence in the learning process			
		Correlation Coefficient	Sig. (2-tailed)
Spearman's rho	Q8 In your opinion, does AI contribute to the effective use of time in the learning process?	.297	.000
	Q6. Time spent on your tasks after using AI...	-.283	.000

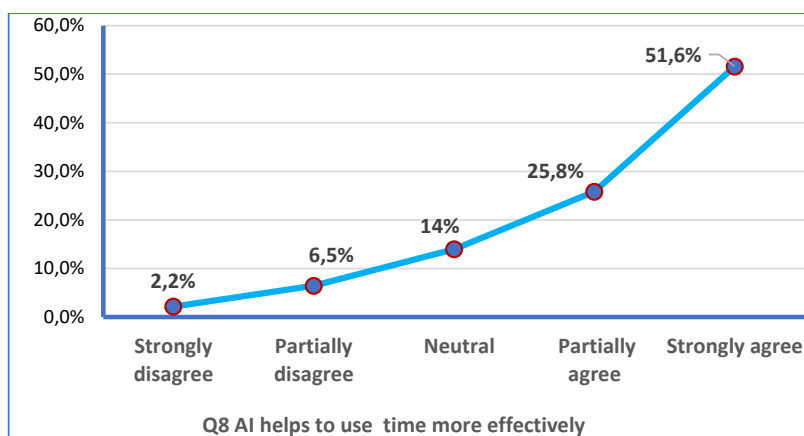


Diagram 3. Effective use of time when artificial intelligence is extensively used in the learning process (almost always)

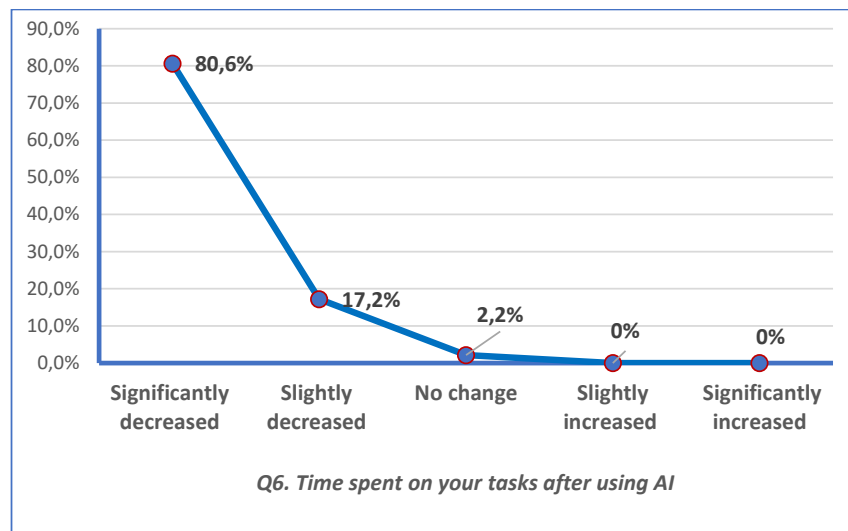


Diagram 4. The time respondents spend completing tasks while making extensive use of artificial intelligence in the learning process (almost always)

'Q9. As a result of using AI, do you have more free time for other activities?' (Categories: 1 – yes, 2 – partially, 3 – no, 4 – I do not use it).

As indicated by the coefficient of determination (R^2) obtained from the 'Model Summary' table (see Table 2), 48.2% of the variance in the dependent variable is explained by the collective influence of all three factors.

The analysis of variance table shows that the model is statistically significant ($P < 0.001$), indicating that it is suitable for further prediction.

As shown in Table 4, the coefficient table demonstrates that a single factor has a very high level of reliability (with a statistical significance level of 0.001) and affects the dependent variable.

The correlation table shows that the factor 'Q5. Has the use of artificial intelligence made it easier for you to allocate time in the learning process?' has a positive

correlation with the dependent variable ($r = 0.363$). Considering the categories of variables Q5 and Q8, it can be concluded that the more easily respondents can allocate time to the learning process using artificial intelligence, the more effectively they manage the learning process.

The factor 'Q7. Does AI help you plan tasks and set priorities?' has a negative correlation with the dependent variable ($r = -0.347$). However, when one consider the Q7 categories (1 = yes, 2 = partially, 3 = no), the conclusion is that planning learning processes using AI has a positive impact on the effective use of time.

The factor 'Q9. 'As a result of using AI, do you have more free time for other activities?' is negatively correlated with the dependent variable ($r = -0.432$). However, considering the Q9 categories (1 = yes, 2 = partially, 3 = no) reveals that having more free time for

Table 2
Model Summary^b

Model	R	R^2	Adjusted R Square	Std. error of the estimate
1	.694 ^a	.482	.480	.754

a. Predictors: (Constant), Q9. As a result of using AI, do you have more free time for other activities? Q5. Has the use of artificial intelligence made it easier for you to allocate time in the learning process? Q7. Does AI help you plan tasks and set priorities?

b. Dependent Variable: Q8. In your opinion, does AI contribute to the effective use of time in the learning process?

Table 3
ANOVA^a

Model	Sum of squares	df	Mean square	F	Sig.
1 Regression	408.632	3	136.211	239.738	.000 ^b
Residual	439.191	773	.568		
Total	847.824	776			

a. **Dependent Variable:** Q8. In your opinion, does AI contribute to the effective use of time in the learning process?

b. **Predictors:** (Constant), Q9. As a result of using AI, do you have more free time for other activities? Q5. Has the use of artificial intelligence made it easier for you to allocate time in the learning process? Q7. Does AI help you plan tasks and set priorities?

Table 4

Coefficients^a

Model		Unstandardised coefficients		Standardised coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. error	Beta			Lower bound	Upper bound
1	(Constant)	3.765	.184		20.467	.000	3.404	4.126
	Q 5. Has the use of artificial intelligence made it easier for you to allocate time in the learning process?	.363	.030	.380	12.254	.000	.305	.421
	Q 7. Does AI help you plan tasks and set priorities?	-.347	.044	-.250	-7.964	.000	-.432	-.261
	Q 9. As a result of using AI, do you have more free time for other activities?	-.432	.048	-.254	-8.960	.000	-.527	-.337

a. Dependent Variable: Q8. In your opinion, does AI contribute to the effective use of time in the learning process?

other activities as a result of using AI positively affects the effective use of time in the learning process. Thus, all three factors affect the dependent variable, confirming hypothesis H3: The effectiveness of time management through AI is significantly affected by its use in the learning process to facilitate time allocation, task planning and prioritisation, and increase leisure time.

According to the correlation coefficients, the factor with the greatest impact on the dependent variable is 'Q9. As a result of using AI, do you have more free time for other activities?' ($r = -0.432$), followed by the factor 'Q5. Has the use of artificial intelligence made it easier for you to allocate time in the learning process?' ($r = 0.363$), and finally, 'Q7. Does AI help you plan tasks and set priorities?' ($r = -0.347$).

Taking into account the correlation coefficients, the regression equation takes the following form:

Q8. 'In your opinion, does AI contribute to the effective use of time in the learning process?' = $3.765 + 0.363 \times Q5$. 'Has the use of artificial intelligence made it easier for you to allocate time in the learning process?' – $(-0.347) \times Q7$. 'Does AI help you plan tasks and set priorities?' – $(-0.432) \times Q9$. 'As a result of using AI, do you have more free time for other activities?'

In conclusion, it can be posited that all three factors have an impact on the dependent variable, thus confirming hypothesis H3: The effectiveness of time management through AI is significantly affected by its use in the learning process to facilitate time allocation, task planning and prioritisation, and increase leisure time.

H4: Bachelor's, master's and doctoral students evaluate the overall impact of AI on their time management differently.

Cross-tabulation analysis and the chi-square test were used to test the fourth hypothesis. Table 5, which was produced as a result of this analysis, shows that more than half of the students at all three levels view the impact of artificial intelligence on their time management positively.

The results of the chi-squared test (see Table 6) suggest that the impact of artificial intelligence on respondents' time management is not affected by their level of education ($P = 0.611$, exceeding the threshold value of 0.05 for a statistically significant relationship).

The results obtained have led to the formulation of a null hypothesis, which suggests that there is a comparable trend among undergraduate, master's, and doctoral students in terms of the assessment of the impact of artificial intelligence on their time management, with the majority of them evaluating it positively.

H5. Using artificial intelligence in the learning process increases students' leisure time.

To test the hypothesis, an independent samples t-test was conducted to compare the means of two distinct groups. The dependent variable was the frequency of artificial intelligence use in the learning process (Q4), evaluated on a 5-point scale: 1 – never, 2 – rarely, 3 – sometimes, 4 – often, and 5 – almost always. The grouping variable was defined by 'Q9. As a result of using AI, do you have more free time for other

Table 5

Cross-tabulation of the variable assessing the impact of artificial intelligence on time management and the variable measuring level of education

		How would you rate the overall impact of artificial intelligence on your time management?		
		Negatively	Neutrally	Positively
Q3. Level of education	BA	6.9%	39.2%	53.9%
	MA	8.5%	39.0%	52.4%
	PhD	12.5%	28.1%	59.4%

Table 6

Pearson Chi-Square Tests

		How would you rate the overall impact of artificial intelligence on your time management?
Q3. Level of education	Chi-square	2.690
	Df	4
	Sig.	.611

Results are based on nonempty rows and columns in each innermost subtable.

activities?', which originally included four categories: 1 – yes, 2 – partially, 3 – no, and 4 – I do not use it. For the purpose of the t-test, the analysis was restricted to the respondents who selected either the first or the third category (specifically, 'yes' and 'no').

The Group Statistics table (see Table 7) demonstrates that the responses recorded in the 'yes' category significantly outweigh the 'no' category, with the average frequency of AI use (3.41) and the 'no' category being 2.5.

Table 8 (Levene's Test for Equality of Variances) indicates that groups Q4 and Q9 have the same variance (Sig. = 0.177). Furthermore, a highly significant statistical relationship was noted at the 0.01 level ($P = 0.002$). The fifth hypothesis was also confirmed according to the obtained results (see Table 8).

3. Conclusions and Recommendations

The results of the study showed that artificial intelligence tools are important for effective time management. Respondents claimed that implementing artificial intelligence in the educational process contributes to effective task planning and prioritisation, reducing the time spent on education and increasing leisure time for other activities. However, while the

integration of artificial intelligence into the educational process offers many benefits, it also presents challenges. Students often use various tools in violation of ethical norms. It is also important to note that they are not taught how to use artificial intelligence tools wisely so as not to jeopardise academic integrity.

Based on the results of the study, the following important conclusions can be drawn:

1. The more often students use artificial intelligence in the learning process, the more effective their time use becomes.

2. The use of artificial intelligence in the learning process significantly reduces the time spent on completing tasks.

3. The effectiveness of time management using AI is significantly affected by using AI to facilitate time allocation, task planning and prioritisation, and increase leisure time during the learning process.

4. Similar trends emerge when assessing the impact of artificial intelligence on the time management of undergraduate, master's and doctoral students, with the majority of them viewing it positively.

Both lecturers and students should be educated about the ethical use of artificial intelligence tools. Additionally, they need to develop clear standards for AI usage.

Table 7

Group Statistics

	Q9. As a result of using AI, do you have more free time for other activities?	N	Mean	Std. deviation	Std. error mean
Q4. Frequency of AI use in the learning process	1 Yes	373	3.41	1.045	.054
	3 No	52	2.90	1.053	.146

Table 8

Independent Samples T Test

		Levene's test for equality of variances		t-test for equality of means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean difference	Std. error difference	95% Confidence interval of the difference	
									Lower	Upper
Q4. Frequency of AI use in the learning process	Equal variances assumed	1,832	,177	3,287	423	,001	,509	,155	,205	,813
	Equal variances not assumed			3,269	65,811	,002	,509	,156	,198	,820

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