

Time Management Skills and Strategies of Hospitality Faculty: Practices and Demographic Differences in a Philippine State University

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Abstract: The purpose of this study was to examine the time management skills and strategies practiced by Bachelor of Science in Hospitality Management (BSHM) faculty members at West Visayas State University (WVSU) across its Calinog, Lambunao, Janiuay, and Pototan campuses. Specifically, the study aimed to assess the extent of time management practices among faculty and determine whether significant differences existed when grouped according to marital status, job status, length of teaching experience, and educational attainment. The study employed a descriptive cross-sectional survey design utilizing a researcher-adapted 25-item Time Management Behaviour Questionnaire (TMBQ) that measured six domains, namely planning, prioritization, organization, distraction control, delegation and boundary management, and recovery. A total of 32 faculty respondents participated through convenience sampling, and data were analysed using descriptive statistics for item ranking and inferential tests such as t-test, ANOVA, Mann–Whitney U, and Kruskal–Wallis to identify significant group differences. Findings revealed that the overall level of time management skills and strategies was rated “very good” across all classifications, with the highest-rated behaviours being setting clear career perspectives, prioritizing wisely, practicing personal goal setting, and demonstrating self-discipline and determination. Results also indicated significant differences when respondents were grouped according to marital status and length of teaching experience, while no significant variations were observed by job status and educational attainment. These findings suggest that personal circumstances and professional tenure influence time management practices more strongly than employment classification or academic degree. The practical contribution of the study reveals the need for institutional strategies such as professional development workshops, mentoring programs, and workload management policies that accept certain demographic and experiential variation while ensuring that there are robust aggregate practices by faculty. Further, the results offer empirical evidence that effective time management provides an essential function that facilitates effective teaching development, work-life balance, and modelling for hospitality program classes such that applied courses and lab-based classes require extensive preparation. The study's novelty and contribution are that hospitality faculty from higher education from the Philippines have never been examined previously for time management scholarship. Through item-level recording of behaviours and investigating demographic variation, the study offers theoretical contribution toward faculty workload management literature as well as practical contribution toward individuals who aspire that faculty efficiency, productivity, and instruction quality could be improved.

Keywords: Faculty Workload, Higher Education, Hospitality Management, Philippines, Teaching Effectiveness, Time Management Strategies

1. Introduction

Time management has become increasingly acknowledged as a key element of academic and professional achievement across faculty members who shoulder multiple and frequently conflicting roles. University educators need to manage time effectively between teaching preparation and classroom instruction, grading and advising, administrative tasks, scholarship production, and community or industry participation. In vocationally oriented programs like hospitality management, these calls become stronger because hands-on training needs to be orchestrated with the collaboration of businesses as well as with classes that occur partially in laboratories. Therefore, time management is as much an issue of personal efficiency as an element of institutional effectiveness and student learning.

In the past few years, the complexities of faculty time management have been intensified by higher education developments such as digitalization and hybrid approaches to teaching. Literature has noted that online and blended learning contexts exacerbate the complexity of academic tasks management, as faculty members experience fragmented timetables, incessant demands for communications, and spillover of professional boundary across personal life (Oyarzun et al., 2020; Gao et al., 2022). The issues are pronounced in resource-heavy subject areas like hospitality and tourism education wherein hands-on skill training and experiential learning need high levels of preparation and coordination (Hong et al., 2023; Stangl, 2024). Productively notwithstanding, there exists an international body of scholarship on faculty workload and professional development that has been helpful; there are gaps in characterizing discipline-based practices of faculty members, specifically from the ASEAN countries and the Philippine situation.

Previous studies tend to concentrate on populations of faculty at large or on students' time management while allocating hospitality faculty relatively sparse representation within scholarly works. Further, few studies examine item-level behaviours like the assignment of tasks for others' execution, management of digital distraction, and allocating recovery time for schedule demands although they matter significantly for sustainable teaching proficiency. These shortcomings usher in an imperative for empirical findings recording actual strategies employed by hospitality educators while interpreting differences across demographic variables.

1.1 Aim

The study aimed to evaluate the time management skills and strategies of Bachelor of Science in Hospitality Management (BSHM) faculty members at West Visayas State University and to identify variations across demographic factors.

1.2 Objectives

- To assess the overall level of time management skills and strategies practiced by BSHM faculty at WVSU.
- To identify the most and least frequently practiced time management behaviours among faculty.
- To determine whether significant differences in time management skills and strategies exist when faculty are grouped according to marital status and length of teaching experience.
- To verify whether job status and educational attainment account for any variations in time management practices.

1.3 Hypotheses

H0₁: There is no significant difference in the time management skills and strategies of BSHM faculty when grouped according to marital status.

H0₂: There is no significant difference in the time management skills and strategies of BSHM faculty when grouped according to length of teaching experience.

H0₃: There is no significant difference in the time management skills and strategies of BSHM faculty when grouped according to job status.

H0₄: There is no significant difference in the time management skills and strategies of BSHM faculty when grouped according to educational attainment.

2. Literature Review

2.1 Conceptualization of Time Management

Classic models of time management framed time management as a multi-faceted set of behaviours—Planning/Goal Setting, Prioritising, Scheduling/Mechanics of Organisation, and Perceived Control of Time—linked with performance and well-being outcomes (Macan, Shahani, Dipboye, & Phillips, 1990). More recently, synthesis confirmed associations these linkages: a meta-analysis reported moderate, positive relationships between use of time management and job performance, student achievement, and well-being, with a moderate negative relationship between time management use and distress (Aeon, Faber, & Panaccio, 2021). Taken as a whole, theory and evidence characterize time management as a behavioural repertoire (e.g., planning, priorities, boundary control) and cognitive appraisal (perceived control) that characterize effective professional practice. (Macan et al., 1990; Aeon et al., 2021.)

2.2 Faculty Workload and Hybrid/Online Teaching

In higher education, hybrid and online modes amplify time-on-task with sustained communication, modularized content, and fusing of work-home boundaries. Survey data from online faculty referred to pedagogical time management strategies—namely, establishing overt expectations and structuring content into discrete modules—as effective strategies for workload management (Oyarzun et al., 2020). At the field level, a 248-paper bibliometric analysis revealed continued growth of scholarship on online faculty professional development and identified emerging foci around training for pedagogy, building of online communities, and facilitation—domains that immediately bridge with instructors' time management requisites (Gao et al., 2022). Qualitative work

before/after the pandemic also recorded fragmentation of scholarly work with faculty relating difficulties across learner expectations, culture, approaches to teaching, and technologies—stressors that aggregate time management complexity (Mulla et al., 2023). Balida & Encarnacion (2020) supports challenges of e-learning tools and their relationship to teaching practices. This connects directly to workload and digital management issues. Together, these studies imply that hybrid time management effectiveness is not solely individual technique but a consequence of course design, institutional resource, and digital environment. (Oyarzun et al., 2020; Gao et al., 2022; Mulla et al., 2023.)

2.3 Hospitality-Specific Teaching Demands

Hospitality and tourism education possesses typical temporal demands of experiential learning, internships, laboratories, and industry partnerships that require advance scheduling, safety guidelines, and external actor coordination. Program-level research carried out recently linked perceived quality of the curriculum, campus receptiveness, and self-efficacious student belief with student satisfaction and career preparation in hospitality programs—implicitly bringing attention to faculty time expenditures involved in designing, delivering, and monitoring applied experiences (Hong et al., 2023). Sector analyses of transferable maps of skills also identified broad portfolios of hard and soft competencies that are hospitality work cores (e.g., problem solving while multitasking), which imply instruction designs that are preparation-centric and time-dependent (Stangl et al., 2024). For faculty members, these attributes evoke increased item-level time management behaviours such as intensive planning, optimization of critical path components of tasks (e.g., windows of procuring/bookings), control of extraneous influences/distractions, and recovery time for buffering against fatigues. (Hong et al., 2023; Stangl et al., 2024.)

2.4 Identified Gaps: Philippine/ASEAN Context and Item-Level Behaviours

Despite a rapidly increasing volume of literature on online/hybrid teaching and faculty development, discipline-spaced evidence from ASEAN hospitality educators—and the Philippines specifically—remains sparser than that from Western and North American contexts (Gao et al., 2022). In addition, nearly all such studies report composite indexes but refrain from describing at an item-level which of these behaviours (e.g., boundary management/task delegation, distractibility control, recovery) are accountable for perceived faculty effectiveness from applied, hands-on fields. The present study meets these limitations by capturing item-level practices from hospitality educators at a Philippine state university system and by validating demographic correlates of marital status, employment status, teaching experience, education, in order to inform targeted professional development initiatives as well as workload policies. (Gao et al., 2022; Oyarzun et al., 2020; Aeon et al., 2021.) Balida & Alhabsi (2024) shows how faculty face complexity in composition writing in Oman, aligning with workload and faculty strategies in the Asian context. Balida et al. (2024) (AI-based digital knowledge ensemble) connects to emerging challenges in teaching practices, highlighting the need for innovative strategies to cope with workload and management of academic tasks.

3. Conceptual Framework

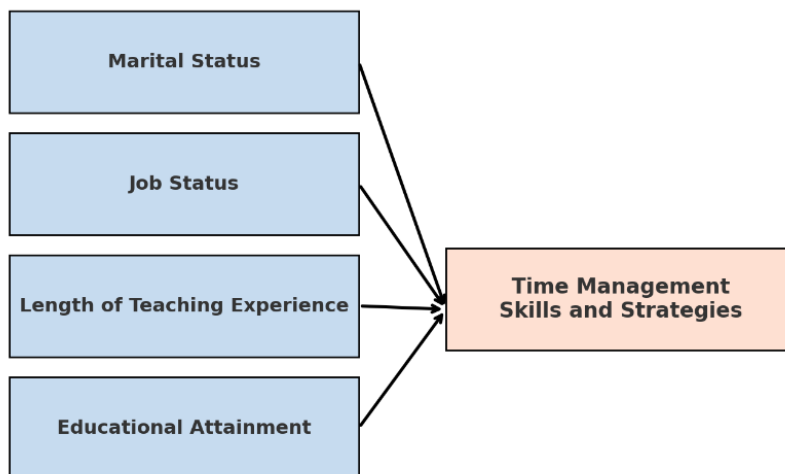


Figure 1: Diagram of Conceptual Framework

Figure 1 provides the conceptual framework of the relationship between the chosen demographic variables and the time management skills and strategies of faculty members of the Bachelor of Science in Hospitality Management program of West Visayas State University. Marital status, employment status, years of teaching experience, and education are the independent variables. These variables are hypothesized as affecting the dependent variable, the overall level of time management skills and strategies adopted by the faculty. The framework provides a picture of how personal and professional attributes could explain differences in faculty's behaviour on planning, prioritization, organization of work, control of distraction, delegation, and recovery. By organizing the analysis in such a way, the study offers a systematic foundation for exploring whether shifts in demographic attributes reflect meaningful shifts in time management practices, thus informing both explanatory interpretation and practical interventions.

4. Materials and Methods

4.1 Research Design

This study employed a descriptive cross-sectional survey design to identify the time management strategies and competence of faculty members of the Bachelor of Science in Hospitality Management of the West Visayas State University. It was an appropriate design as the researcher was able at a single point in time to capture the perceptions of faculty members as well as their usage and provide both descriptive profiles by groups of demographics as well as comparative statistics.

4.2 Participants and Sampling

Participants consisted of 32 BSHM faculty who teach at WVSU campuses of Calinog, Lambunao, Janiuay, and Pototan. Convenience sampling was used given ease of accessibility of the population as well as relatively low faculty. The sample was also representative of diverse demographic profiles like marital status, employment status (permanent/non-permanent or part-time), teaching experience, and education levels.

4.3 Research Instrument

The questionnaire used was a researcher-adapted version of the 25-item Time Management Behaviour Questionnaire (TMBQ) of Macan et al. (1990), later adapted for higher education contexts. The questionnaire aimed at tapping six related areas of time management: planning, including goal-setting and career orientation; prioritization, including keeping essential tasks paramount; organization, including organizing work activities and resources; distraction control, including managing interruption and evading time wasters; delegation and boundary management, including appropriately assigning tasks and establishing professional boundaries; and recovery, including the need for rest and maintaining energy for ongoing productivity. Answers were scaled on a 5-point Likert scale from 1 (Strongly Disagree) to 5 (Strongly Agree), such that faculty practices across these areas could be quantified. The questionnaire had shown acceptable reliability in earlier studies, with Cronbach's alpha coefficients of greater than 0.70 for each of its subscales, and here its content validity was assessed by an expert panel of hospitality and education specialists to ensure that its content was relevant within the Philippine culture.

4.4 Data Collection Procedure

Data were collected from an online questionnaire that was shared on Google Forms. Faculty members were encouraged by official means of communication and made acquainted with the aim of the study. To attain greater correctness, respondents were prompted to respond genuinely and assured of confidentiality. The questionnaire was shared within three weeks of time, and reminders were issued to achieve high response rates.

4.5 Data Analysis

Descriptive statistics, that is, the mean and standard deviation, were used to approximate the aggregate level of time management behaviours as well as sort individual behaviours by the response of faculty. In order to compare differences across demographic categories, a test of inferential statistics was used. The Mann–Whitney U test was utilized comparing two-group classifications of the variable's marital status and job status. The Kruskal–Wallis test was used comparing across multiple categories of educational attainment. Teaching experience was also examined by use of the Mann–Whitney U test with faculty divided into two groups: those who had accumulated ten or fewer years of teaching experience and those who had accumulated a greater

tenure. A significance value of $p < 0.05$ was selected as a basis for determining statistical significance, and effect size was also calculated in addition to significance value to gain a greater insight into the magnitude of effects as well as practical significance of differences that were noted.

5. Results

Table 1: Overall Level of Time Management Skills and Strategies of BSHM Faculty (N = 32)

Category	Mean	Description	SD
Entire Group	4.19	Very Good	0.38
Marital Status – Single	3.99	Very Good	0.34
Marital Status – Married	4.28	Very Good	0.36
Job Status – Permanent	4.21	Very Good	0.37
Job Status – Part-time	4.11	Very Good	0.43
Experience ≤ 10 years	4.12	Very Good	0.40
Experience > 10 years	4.39	Very Good	0.22
Bachelor's Degree	4.20	Very Good	0.56
Bachelor's + MA Units	4.16	Very Good	0.37
Master's Degree	4.16	Very Good	0.14
Master's + Doctoral Units	4.35	Very Good	0.07
Doctoral Degree	3.96	Very Good	1.13

Table 1 demonstrates that WVSU BSHM faculty indicated an extremely good quality of time management skill and strategy ($M = 4.19$). Throughout every demographic grouping, the score always remained within the range of "very good." Those with over 10 years of teaching experience ($M = 4.39$) indicated the highest levels of any grouping, while single faculty members ($M = 3.99$) and doctoral degree recipients ($M = 3.96$) scored a notch lower. These results tend to indicate that faculty personal stage of life and professional maturity could improve faculty skill at managing time, but consistency across groups overall indicates a pervasive strong culture of time efficiency.

Table 2: Most and Least Practiced Time Management Behaviours of BSHM Faculty

Item	Mean	Rank
Setting clear perspective on career choice, goals, and objectives	4.56	1
Set priorities wisely and focus on what is more important	4.50	3
Practice personal goal setting to make good choices	4.50	3
Understand that self-discipline, action orientation, and determination contribute to effective time management	4.50	3
Delegate excess and difficult tasks to others	2.06	19
Go elsewhere when unable to avoid interruptions	3.88	22
Break very big tasks into smaller pieces	4.03	20.5
Firmly allocate time for meetings, emails, paperwork, and visitors	4.03	20.5

Table 2 identifies the most and least practiced time management behaviours. Faculties most frequently practiced behaviours like establishing career outlooks and priorities, goal-setting as a habit, and exercising self-control, all of which demonstrate good personal organization and drive. In contrast, delegating tasks and interrupt-reducing strategies were scored relatively low, perhaps indicative of over-dependency on self-control by faculty at the expense of boundary-setting in practice. This disparity indicates areas of opportunity for institutional support and work management.

Table 3: Mann–Whitney U Test Results for Differences in Time Management by Marital Status, Job Status, and Teaching Experience

Variable	N	Mean Rank	Sum of Ranks	z	p-value
Marital Status – Single	10	11.05	110.50	2.219	0.026*
Marital Status – Married	22	18.98	417.50		
Job Status – Permanent	26	17.02	442.50	0.553	0.514
Job Status – Part-time	6	14.25	85.50		
Experience ≤ 10 years	24	14.52	348.50	2.079	0.038*
Experience > 10 years	8	22.44	179.50		

*Significant at $p < 0.05$

Table 3 demonstrates that there were also substantial differences in time management by faculty marital status ($p = 0.026$) and years of teaching experience ($p = 0.038$). Married faculty members and faculty members with higher teaching experiences reported stronger practices that suggest personal as well as professional maturity fortify time management. No difference was observed between permanent faculty members and part-time faculty members that implies that their employment status did not play a crucial part in their time management.

Table 4: Kruskal–Wallis Test Results for Differences in Time Management by Educational Attainment

Educational Attainment	N	Mean Rank	df	χ^2	p-value
Bachelor's degree	4	16.50	4	3.240	0.518
Bachelors with MA units	14	15.18			
Master's degree	6	13.83			
Masters with Doctoral units	6	22.50			
Doctoral degree	2	15.75			
Total	32				

There was no significant difference in time management skill and strategy by faculty by educational attainment ($p = 0.518$) (Table 4). That is, regardless of whether faculty had bachelor's, master's, or doctoral degrees, their skill at managing their time was the same. It could be that higher education per se does not particularly strengthen time management; workload demands, institutional policies, personal commitments perhaps play greater roles.

6. Discussion

6.1 Key Findings

The survey revealed that BSHM faculty's overall proficiency in time management strategies and skills was assessed as very good. The faculty indicated robust practices pertaining to maintaining a clear career vision, prioritizing tasks, personal goal orientation, and practicing self-discipline. These results indicates that hospitality program faculty exhibit high levels of self-control and organizational abilities that are foundational when sustaining the demands of instruction, administrative tasks, and personal development. Some of the behaviours like boundary management, interruption reduction, and delegation were not exercised frequently enough, suggesting areas of improvement for faculty regarding efficiency.

6.2 Demographic Differences

Differences were also noted when faculty were clustered by marital status and teaching experience. Married faculty indicated higher time management practices than their unmarried peers, an influence that could be linked to the contribution of family commitments towards higher levels of discipline and structured use of time. Likewise, faculty who indicated over ten years of teaching experience scored higher than their peers with lower

years of experience, an indication that professional maturity adds up towards higher standards of time management strategies. In contrast, no differences were realized across job status as well as educational attainment, an indication that neither employment category nor academic credentials made a substantive contribution towards time management behaviours.

6.3 Comparison with Existing Studies

Results are aligned with existing studies which have showcased the positive association between time management structured behaviours and professional competence. Ajayi (2007) stressed that productive use of time minimizes stress related to the professional role, while Aeon et al. (2021) indicated that planning, prioritizing, and boundary control strongly forecast job performance and well-being. Lower use of the practice of delegation and interruption control herein is reflected by the problem noted by faculty members who work in career-related areas like hospitality wherein instruction often involves direct engagement by the instructor for tasks like lab work, industry liaison, and student supervision. This confirms literature citing that hospitality-related teaching environments create specialized temporal demands that are not always present across broad faculty populations. Balida et al. (2024) on EduIntegrity supports link to institutional policy implications for faculty time and integrity practices.

6.4 Implications for Faculty Development and Institutional Policy

The findings highlight the necessity of developing integrated faculty development programs that close the gap in behaviours of delegation, boundary establishment, and recovery. Institutions could provide training on managing workload, cooperative mentoring programs that establish an environment of shared practices, and policies that establish a more balanced mix of teaching, scholarship, and personal life. In hospitality programs focused on experientially-based and industry training programs, institutions will need to study affirmative actions such as providing teaching assistants, strengthening admin support, and incorporating digital scheduling and resource management programs. By institutionalizing such actions, universities will maintain the high-quality time management practices already seen while improving areas of weak practice that could have negative effects on sustained faculty productivity and well-being over the longer term. Balida, Gonzaga, & Gonzaga (2023) on modular distance learning challenges in the Philippines, showing parallels in how faculty balance multiple demands.

7. Conclusion and Recommendations

Time management practices and strategies of the faculty of Bachelor of Science in Hospitality Management (BSHM) of West Visayas State University were studied. From the results, faculty manifested a very good overall level of time management practices. The highest ratings were accorded by faculty members for behaviours like enhancing clear career outlooks, giving priorities to essential tasks, personal goal establishment, and self-discipline. These findings indicate that hospitality faculty are strongly motivated from within and have organizational capabilities to cope with the multiple demands of their calling. However, there were certain behaviours like delegation of tasks, management of boundaries, reduction of interruption, that were not usually practiced by faculty members; these areas of relatively poor practices need areas of strengthening. Significant differences also appeared when faculty were classified by marital status and years of teaching experience, while there was no meaningful difference revealed across job status and educational attainment.

Based on these results, a variety of recommendations are made. First, institutions need to continue strong practices already existing among faculty by rewarding effective time management as part of the performance assessment systems. Second, professional development programs need to emphasize underutilized strategies like delegation, boundary-setting, and recovery that are key components of maintaining productivity while minimizing burnout in high-demand teaching careers. Third, peer-support programs and mentoring could be implemented that partner junior faculty with more senior colleagues who model stronger time management strategies. Finally, institutional policies need to offer structural reinforcements like administrative support, software programs that schedule automatically, and adjustments of workload that reinforce faculty efficiency. By tackling both individual-level practices as well as institutional-level systems, these recommendations aim to maintain high levels of performance while also strengthening faculty well-being and long-term professional development.

Acknowledgment

I express my deepest gratitude to God Almighty for His divine guidance, wisdom, and strength throughout the conduct of this study. I am profoundly thankful to my loved ones for their unwavering love, encouragement, and support during the research process; your presence and faith in me served as a constant source of motivation.

My sincere appreciation also goes to the participants and campuses who generously shared their time, insights, and cooperation during the data collection process, without whom this study would not have been possible. Finally, I extend my heartfelt thanks to the West Visayas State University – University Research Development Center (URDC) for funding this research endeavor and for their continuous support in the pursuit of academic excellence.

Ethical Considerations

The researcher followed ethical standards of research. The respondents were given informed consent. It was voluntary participation of respondents. The data were confidential at all costs. The study did not include any forms of compulsion or undue influence. The response was also anonymized for privacy.

AI Acknowledgment

I acknowledge the use of ChatGPT (GPT-4) by OpenAI, Perplexity.ai, and Quillbot in the preparation and enhancement of this manuscript. These AI tools were employed to assist with drafting and refining responses to peer review comments especially new contents needed to improve the manuscript, summarizing and organizing select literature sources for integration into the Review of Related Literature section, interpreting results to enhance the logical flow and coherence of arguments, paraphrasing and clarifying sections for improved readability.

The outputs from these AI tools were used to enhance language precision, improve transitions, and support the stylistic alignment of the manuscript with academic publication standards. However, these tools were not used to generate original content, structure the manuscript, analyze data, or draw conclusions. All intellectual framing, interpretation of findings, and scholarly analysis remain entirely my own. While the author acknowledges the usage of AI, the author maintains that, Ma. Nellie L. Mapa, is the sole author of this article and takes full responsibility for the content therein, as outlined in the recommendations.

Informed Consent

The author obtained informed consent from all participants.

Conflict of Interest

The author declares that there is no conflict of interest.

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