DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS THROUGH TIME MANAGEMENT TECHNOLOGIES

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Abstract In the rapidly growing tourism industry, the demand for well-prepared specialists continues to rise. This study explores the role of time management technologies in shaping the professional competencies of students specializing in tourism. Effective time management is crucial in the tourism sector, where multitasking, flexibility, and timely decision-making play key roles in career success.

The Progressive Time Layering Method (PTLM) is introduced as a structured approach to integrating time management techniques into the professional training of tourism students. By employing methodologies such as SMART goal-setting, the Eisenhower Matrix, the Pareto Principle, and Parkinson's Law, students enhance their ability to manage complex tasks, meet deadlines, and optimize their learning and practical experiences.

This study highlights the importance of equipping tourism students with time management skills to navigate high-pressure work environments, enhance efficiency, and develop critical decision-making abilities. The findings emphasize the necessity of embedding time management technologies into tourism education curricula to ensure the preparation of competent professionals ready to excel in a dynamic industry.

Keywords: Time management, progressive time layering method, tourism education, professional competencies, SMART goals, Eisenhower matrix, Pareto principle, Parkinson's law

Introduction The tourism industry is a rapidly evolving sector that demands highly skilled professionals capable of managing diverse tasks efficiently. The ability to plan, prioritize, and execute tasks within strict deadlines is crucial for success in tourism-related careers [10]. As a result, professional education institutions must incorporate effective time management methodologies to enhance students' preparedness for industry challenges.

Time management technologies provide structured approaches to organizing daily tasks, optimizing work efficiency, and balancing academic and professional responsibilities [10]. This study investigates the role of time management techniques in the development of tourism students' professional competencies. The focus is on the Progressive Time Layering Method (PTLM), which integrates multiple time management strategies to enhance students' learning experiences and career readiness.

Methods This study employs a qualitative research approach, analyzing existing literature and case studies related to time management methodologies in professional education. The research also includes a survey of tourism students who have integrated PTLM into their academic routines. The following methods were applied:

Time management has been widely recognized as a crucial skill for professional and academic success. Numerous studies have explored various time management strategies and their effectiveness in enhancing student performance and career readiness. This literature review examines key studies and theoretical frameworks related to time management in professional education, with a particular focus on its application in tourism training.

Importance of time management in professional education

Research by Britton and Tesser highlights that students with strong time management skills tend to achieve higher academic performance and demonstrate better preparedness for professional responsibilities[1]. Similarly, Macan et al. found that effective time management reduces stress and enhances students' ability to meet deadlines efficiently. These findings suggest that time management is not only beneficial for academic success but also critical for developing professional competencies [2].

Several models and frameworks underpin the concept of time management in education. The Eisenhower Matrix, created by former U.S. President Dwight D. Eisenhower, is a time management tool that classifies tasks according to their urgency and importance. This model enables students to efficiently prioritize their workload by distinguishing between tasks that require immediate attention and those that are important but not urgent [3].

The SMART Goals framework, established by Doran in 1981, focuses on setting objectives that are Specific, Measurable, Achievable, Relevant, and Time-bound. This approach is widely applied in both academic and professional training to enhance goal-setting effectiveness [4].

The Pareto Principle, introduced by Wilfredo Pareto, asserts that 80% of outcomes are derived from 20% of efforts. This principle highlights the importance for students to prioritize activities that yield the greatest impact [5].

Parkinson's Law, formulated by Parkinson in 1955, asserts that "work expands to fill the time available for its completion". This principle emphasizes the need for setting firm deadlines to enhance efficiency and prevent unnecessary delays [6].

A comparative analysis of time management techniques provides insight into their effectiveness in different educational and professional settings. The following methods are commonly used

The **SMART Goal-Setting** technique, introduced by **George T. Doran** in 1981, is a widely used framework for setting goals that are specific, measurable, achievable, relevant, and time-bound. This technique provides a clear and structured approach to goal setting, making it particularly useful for students in tourism education as they navigate both academic and career planning [4].

Breakdown of the SMART framework

Specific- Goals should be clear and well-defined, with a focus on what needs to be accomplished. In tourism education, this might involve setting a goal to complete a specific project, such as developing a tourism marketing plan or planning a travel itinerary, which aligns with career aspirations.

Measurable- Establish criteria to track progress and determine when the goal is achieved. This could be tracking the number of tasks completed, assignments handed in, or benchmarks reached, which makes it easier for students to monitor their success.

Achievable- Goals should be realistic and attainable, considering the student's resources, time, and abilities. In the tourism field, goals should reflect the student's level of knowledge, skills, and experience in areas such as customer service, event management, or hospitality.

Relevant- The goal must align with the student's broader academic and career objectives. In tourism education, this ensures that students are setting goals that are connected to their future job prospects, whether in hospitality management, tourism marketing, or event planning.

Time-Bound- Each goal should have a clear deadline to create urgency and help students stay focused. In tourism education, having specific timelines for assignments, projects, and career-related tasks is essential in a field where deadlines and planning are key.

In the context of tourism education, applying the SMART framework helps students create goals that align with both their academic studies and career ambitions. By focusing on specific projects, measurable outcomes, achievable steps, relevant career development, and time constraints, students can make significant progress in their professional paths. SMART goal-setting is especially valuable in the tourism industry, which requires precise planning, time management, and execution.

The Eisenhower matrix, named after U.S. President Dwight D. Eisenhower, is a time management tool that helps individuals prioritize tasks based on urgency and importance. The matrix divides tasks into four quadrants, enabling students to focus on what matters most while avoiding distractions. For tourism students, this tool can be especially useful for managing the competing demands of academic assignments, internships, projects, and extracurricular activities. [3].

The four quadrants of the Eisenhower matrix

+ **Urgent and important (Do first)** Tasks that are both urgent and important must be done immediately. These tasks require immediate attention because they are critical to your success or well-being.

+ **Important but not urgent (Schedule)** These tasks are important for long-term success but do not require immediate action. They should be scheduled to ensure they get done at a later time.

+ **Urgent but not important (Delegate)** These tasks demand immediate attention but are not as important in the long run. If possible, they should be delegated to others to free up time for more critical tasks.

+ **Neither urgent nor important (Eliminate)** Tasks that fall into this quadrant are neither urgent nor important and should be minimized or eliminated from your schedule altogether. These activities waste time and hinder productivity.

By using the Eisenhower Matrix, tourism students can better allocate their time, ensuring that they focus on activities that directly contribute to their academic success, career readiness, and personal growth.

Pareto Principle (80/20 rule), was developed by Italian economist Wilfredo Pareto in the late 19th century. Initially, Pareto observed that approximately 80% of land in Italy was owned by 20% of the population. Over time, this concept expanded beyond economics and

became widely applicable in various fields, including time management, business, and personal development [5].

In the context of education and professional training, the Pareto Principle suggests that a small portion of tasks or activities-often around 20%-is responsible for the majority (80%) of the results or outcomes. For students, this means that focusing on the most important and high-impact tasks can significantly enhance their learning and performance, rather than spreading attention thin across less impactful activities.

For example, in studies, 20% of the subjects, chapters, or topics might contribute to 80% of exam questions or overall understanding of the material. By identifying these crucial areas and dedicating more time and energy to them, students can maximize their efficiency and improve their results with less effort.

In professional training, this principle can help prioritize skills or tasks that have the greatest impact on career advancement, performance, or personal growth. It encourages students to identify key activities that will drive the most significant outcomes, thus reducing time spent on less productive efforts.

Implementing the Pareto Principle effectively requires the ability to assess and evaluate tasks or areas that yield the highest return on investment, which often involves reflecting on patterns of success, data analysis, and strategic planning. This way, students can work smarter, not harder, and focus on the right things to achieve their goals.

Parkinson's Law, formulated by Cyril Northcote Parkinson in 1955, posits that "work expands to fill the time available for its completion". Essentially, this means that the more time allocated to a task, the more time it will take to finish, even if the task itself could be completed in a shorter period [6].

For students, this principle underscores the importance of setting strict deadlines to enhance efficiency and prevent procrastination. If students allow themselves an indefinite amount of time to complete assignments or projects, they may spend excessive time on trivial details or delay finishing until the last minute. By imposing specific, firm deadlines, students are encouraged to focus their efforts and work more efficiently, often completing tasks in less time and with better quality.

In coursework, for example, setting a deadline for research, writing, and editing can help students break down a large project into manageable tasks. It discourages the tendency to overthink or perfectionist tendencies that could delay progress. Similarly, when working on

multiple assignments or projects, setting personal deadlines for each phase (research, drafting, revision) can create a sense of urgency, leading to better time management, improved discipline, and ultimately, enhanced productivity.

By understanding Parkinson's Law and applying strict time constraints, students can sharpen their ability to manage time effectively, leading to improved performance in both academic and professional settings.

Each of these methods plays a crucial role in developing professional competencies, ensuring that students can effectively allocate their time and maximize productivity.

Professional education in tourism requires a combination of theoretical knowledge and practical experience. A study by Tribe indicates that tourism students benefit significantly from structured time management practices, as their curriculum often involves real-world applications such as internships, project-based learning, and fieldwork.

Further research by García-Ros et al. found that students who actively employ time management techniques demonstrate higher levels of self-regulation and career preparedness. This aligns with the goals of the Progressive Time Layering Method (PTLM), which integrates multiple time management principles to create a structured learning environment tailored for tourism education [8].

To evaluate the effectiveness of PTLM, a survey was conducted among tourism students to assess how time management strategies influence their academic performance and readiness for professional careers. The study gathered data on students' usage of time management techniques, their ability to balance coursework and practical training, and their perceived improvement in efficiency and self-discipline.

Preliminary findings suggest that students who applied PTLM reported higher levels of productivity, reduced stress, and improved organization skills. Additionally, students who regularly used digital time management tools exhibited greater ability to handle multitasking requirements, a key competency in the tourism industry. Further analysis will focus on statistical correlations between time management practices and academic success to refine the integration of PTLM into the tourism education curriculum.

The literature reviewed highlights the essential role of time management in professional education. Effective time management strategies, such as the Eisenhower Matrix, SMART goals, and digital scheduling tools, have been shown to improve student performance, reduce

stress, and enhance career readiness. For tourism students, these strategies are particularly beneficial in managing the demands of a dynamic and fast-paced industry.

Future research should explore the long-term impact of time management methodologies on professional success, particularly in fields requiring high levels of multitasking and adaptability, such as tourism and hospitality management.

The findings of this study reveal that integrating time management technologies, specifically the Progressive Time Layering Method (PTLM), has a significant positive impact on tourism students' ability to balance academic and professional responsibilities. The following key results were observed:

1. Increased Productivity Students who implemented PTLM reported a notable improvement in their productivity. Through the use of structured time management strategies, such as setting SMART goals and breaking down tasks into manageable parts, students found themselves completing assignments and projects more efficiently. By prioritizing tasks using tools like the Eisenhower Matrix, they were able to allocate time to the most critical tasks first, ensuring that essential activities were completed on time. In addition, using Parkinson's Law, students learned to set firm deadlines that helped prevent procrastination, leading to quicker completion of tasks without sacrificing quality.

Students were able to handle multiple assignments simultaneously while maintaining quality work, thus enhancing their ability to meet both academic and practical industry requirements. This increased efficiency allowed for more focus on high-impact areas of study and professional development.

2. Enhanced decision-making The incorporation of the Eisenhower Matrix into students' time management strategies proved to be particularly effective in improving their decision-making abilities. By classifying tasks according to their urgency and importance, students developed a clear framework for evaluating what needed immediate attention versus what could be delayed. This enabled them to make well-informed decisions about where to allocate their time and energy.

Students reported feeling more confident in their ability to make timely decisions under pressure, an essential skill for the fast-paced and ever-changing tourism sector. Whether managing a tight project deadline or handling an unexpected task during an internship, students applied their prioritization skills to achieve optimal outcomes.

3. Reduced stress levels One of the most significant findings was a reduction in students' stress levels. The structured planning and goal-setting techniques offered by PTLM helped students manage their workload in a way that minimized anxiety. The combination of using tools such as SMART goals, the Pareto Principle, and Parkinson's Law led to a more controlled and predictable work schedule. By breaking down larger tasks into smaller, more manageable chunks, students felt less overwhelmed by their responsibilities.

Students expressed feeling more in control of their tasks, resulting in lower levels of stress and anxiety related to academic demands. This not only contributed to a healthier academic life but also allowed students to maintain a better work-life balance, which is crucial in the tourism field, where long hours and varied schedules are common.

4. Improved practical skills The application of time management strategies also contributed to the enhancement of practical skills, particularly in dynamic work environments. Tourism students often face situations where multitasking is essential, such as managing customer needs while coordinating logistics. PTLM helped students improve their ability to balance multiple responsibilities without compromising performance.

By practicing time allocation strategies in both academic and internship settings, students demonstrated increased adaptability and resilience in handling multiple tasks simultaneously. This was particularly important in tourism, where workers must often juggle customer service, organizational tasks, and unexpected challenges in real-time.

Students exhibited a higher level of competence when engaging in professional scenarios, particularly in internship placements or real-world projects. They became more proficient at adjusting to fast-paced work environments and demonstrated improved problem-solving abilities, key competencies for future employment in tourism.

5. Improved academic performance Through the structured approach to time management, students showed a clear improvement in their academic performance. By using tools like the Eisenhower Matrix and setting SMART goals, students were able to prioritize their study sessions more effectively, leading to better retention of material and higher grades. Additionally, the reduction in procrastination and stress resulted in fewer last-minute cramming sessions, which often hinder student learning outcomes.

The academic improvements observed were not only limited to grades but also reflected in students' ability to apply their learning in practical contexts. Students felt better prepared for exams, assignments, and, most importantly, their future careers in tourism.

6. Greater preparedness for professional roles The integration of PTLM into the curriculum helped students develop a strong foundation for their future careers in the tourism industry. Through the practice of setting realistic goals, prioritizing tasks, and managing time effectively, students were better equipped to face the complexities of the professional world. They were able to approach their internships and part-time roles with confidence, as the skills they gained in time management translated directly into workplace efficiency.

Students reported feeling more ready to take on full-time roles in the tourism industry, with improved practical and theoretical understanding of how to handle the demands of their chosen profession. Employers in internship settings noted that students who employed PTLM exhibited higher levels of professional behavior, such as punctuality, reliability, and the ability to manage multiple tasks at once.

The results clearly indicate that the Progressive Time Layering Method (PTLM) plays a crucial role in shaping the professional competencies of tourism students. By enhancing productivity, decision-making, stress management, practical skills, academic performance, and professional preparedness, PTLM empowers students to excel in both academic and career settings [9]. These findings underscore the importance of integrating time management technologies into the curriculum of tourism education programs, ensuring that students are equipped with the essential skills needed to thrive in a competitive and dynamic industry.

Discussion The research confirms that time management technologies are essential in developing professional competencies among tourism students. PTLM, in particular, provides a structured approach that balances theoretical learning with practical application. The adoption of time management methodologies in professional education fosters efficiency, independence, and critical thinking skills among students.

Tourism professionals often face unpredictable work environments, requiring them to adapt quickly while maintaining high productivity levels. By mastering time management techniques, students can enhance their performance in internships and future employment. Educational institutions should integrate PTLM into their curricula to ensure that graduates possess the necessary skills for career success.

This study demonstrates that time management technologies, particularly the Progressive Time Layering Method, play a vital role in developing the professional competencies of tourism students. The application of structured time management techniques enables students to

optimize their learning processes, enhance their decision-making abilities, and better prepare for the demands of the tourism industry.

The findings suggest that professional education institutions should incorporate PTLM and other time management strategies into their curricula to equip students with essential skills for career success. Further research could explore the long-term impact of these methodologies on students' professional development and workplace performance.

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