

## **EMPOWERING TOMORROW'S LEADERS: UNVEILING THE IMPACT OF EVENT MANAGEMENT ON UNDERGRADUATE EDUCATION**

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### **Abstract :**

Incorporating event management activities into undergraduate education is a strategic response to the ever-changing requirements of the contemporary job market. This research embarks on an exploration of the intricate relationship between event management experiences and the cultivation of crucial life skills among undergraduate students.

The rationale behind introducing such activities lies in recognizing that modern workplaces value not only academic knowledge but also a diverse set of life skills.

Through hands-on event management experiences, students are exposed to scenarios mirroring real-world challenges. Leadership opportunities arise as students take charge of various aspects of event planning and execution, providing valuable leadership experiences. The study uses a multifaceted approach, combining quantitative and qualitative methods to provide a holistic understanding of the research question. Quantitative data was collected through surveys and pre-post assessments, with a structured questionnaire designed to measure students' perceptions of the impact of event management on their life skills development. Pre-event and post-event assessments were conducted to assess changes in specific life skills, such as communication, teamwork, leadership, and problem-solving. Qualitative insights were gleaned from students, event organizers, faculty members, and experts through focus group discussions and interviews. The collected data underwent rigorous analysis to draw meaningful conclusions and insights. Quantitative data was subjected to comprehensive statistical analysis using software like SPSS, which included descriptive statistics, which provide a summary of the data, and qualitative statistics, which provide insights into the best practices and challenges associated with incorporating event management activities.

This research provides valuable insights into the impact of event management on the holistic development of students.

**Keywords:** Empowering, Leaders, Impact, event management, undergraduate education

### **Introduction :**

The traditional landscape of undergraduate education is experiencing a profound shift in response to the rapid changes in our contemporary world. Universities and educational institutions are acknowledging that a curriculum centered solely on academic knowledge and technical prowess is no longer sufficient.

In this context, event management emerges as an integral facet of undergraduate education, offering a distinctive and potent platform for the cultivation of these indispensable life skills. Event

management transcends the boundaries of traditional learning, providing students with hands-on experiences that facilitate the development of crucial attributes such as effective communication, teamwork, adaptability, problem-solving, leadership, and time management.

By immersing students in the multifaceted world of event management, educational institutions prepare them to confront the multifaceted challenges of our modern society. Some of the most important employability skills are required of undergraduates. A selection of them is provided below:

1. Communication skills
2. Critical thinking
3. Collaboration and teamwork
4. Adaptability and Resilience
5. Leadership and Decision-Making
6. Time Management and Organization
7. Emotional Intelligence:
8. Creativity and Innovation
9. Global and Cultural Awareness:
10. Problem solving

**Scope:** The present study applies to the undergraduate education sector and undergraduate students and tries to implement and focus on the important role in empowering the leadership, personal, and career growth of students through such events management.

### **Literature Review:**

Essential life skills, also known as soft skills or 21st-century skills, are increasingly recognized as vital for students' success not only in their academic pursuits but also in their personal, professional, and civic lives (Robles, 2012; P21 Partnership for 21st Century Learning, 2011). In a world characterized by rapid technological advancements, increased global interconnectedness, and evolving workplace demands, traditional academic knowledge alone no longer suffices (Trilling & Fadel, 2009). Effective communication is fundamental to academic success, professional advancement, and interpersonal relationships (Hessel & Bayne, 2010). Event management bridges the gap between theoretical learning and practical application. It allows students to apply concepts learned in the classroom to real-world scenarios, fostering a deeper understanding of their chosen fields of study (Getz, 2012). Events rarely go exactly as planned, requiring students to adapt to unexpected challenges and solve problems on the fly (Wattanacharoensil & Igel, 2016). Students learn to communicate clearly and persuasively with team members, stakeholders, and event attendees. Additionally, events provide an excellent platform for networking, enabling students to build professional relationships and connect with potential mentors and employers (Hede & Jago, 2012).

Effective communication is a foundational life skill, and event management provides a rich environment for its development (Wattanacharoensil & Igel, 2016).

Moreover, decision-making is a fundamental aspect of leadership. Event management exposes students to decisions related to event logistics, budget allocation, stakeholder management, and more. These decisions often involve ethical considerations, and students must navigate the ethical dimensions of their choices. This process cultivates their ability to make ethical and responsible decisions (Robles, 2012).

**Emotional Intelligence:** Emotional intelligence, which encompasses understanding and managing one's own emotions and those of others, is crucial for effective interpersonal relationships and teamwork (Goleman, 1995).

**RESEARCH METHODOLOGY**

A Like scale and a variety of multiple-choice items were included in the questionnaire that was made. The Google Forms platform was used to run the survey; in order to participate, participants had to be connected into an email account; multiple entries from the same account were not allowed. Email, normal message systems, and social media platforms were used to distribute the questionnaire. The Google form included explicit instructions to ensure that the respondent was a student.

Type of Research: Descriptive Research

Source of data Primary source: Personal details of students .

Sampling Method: The convenience sampling method was used.

Sampling Unit: The Age Group Between 18 to 64.

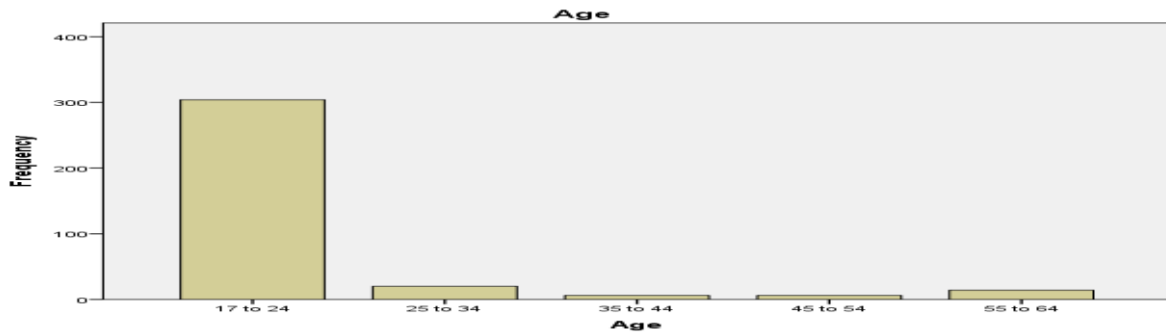
Sample Size: The Sample Size is 350 respondents.

Research Instrument: Google form Questionnaire

**DATA ANALYSIS**  
**Frequency Table**  
**Age**

Age Group	Frequency	Percent	Valid Percent	Cumulative Percent
17 to 24	304	86.9	86.9	86.9
25 to 34	20	5.7	5.7	92.6
35 to 44	6	1.7	1.7	94.3
45 to 54	6	1.7	1.7	96.0
55 to 64	14	4.0	4.0	100.0
Total	350	100.0	100.0	

**Table No 1 : Age wise distribution of responses**



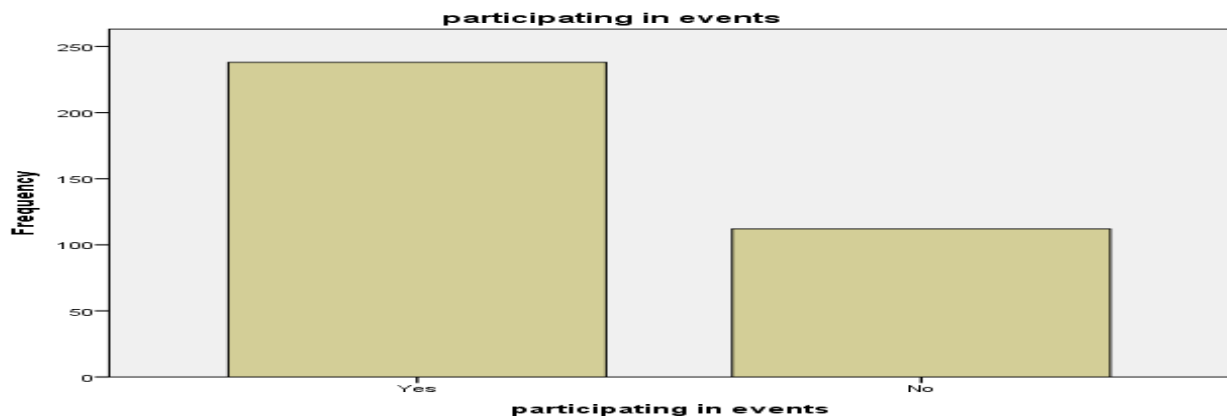
**Graph No 1: Age wise distribution of responses**

Among the 350 respondents, a significant majority, comprising 304 individuals or 86% of the total respondents, belong to the age group of 17-24. Additionally, 20 respondents, equivalent to 5.4% of the total, fall within the age bracket of 25 to 34. The remaining respondents are distributed across different age groups: 6 respondents (1.7%) belong to the 35-44 age group, another 6 respondents (1.7%) are in the 45-54 age group, and 14 respondents (4%) are in the 55-64 age group. This data highlights that the predominant age group among the respondents is 17-24 years old.

**Participating in events**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	238	68.0	68.0	68.0
No	112	32.0	32.0	100.0
Total	350	100.0	100.0	

Table No 6: Student participating in events wise distribution of responses



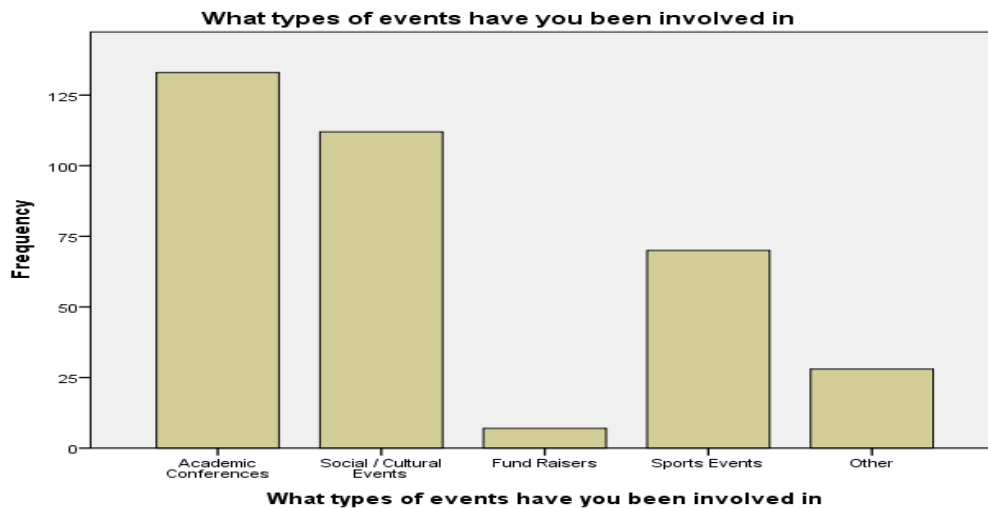
**Graph No 6: Student participating in events wise distribution of responses**

Among the 350 respondents, 238 individuals, which accounts for 68% of the respondents, indicated that they were involved in organizing events. In contrast, 112 respondents, making up 32% of the total, reported that they were not engaged in event organization.

**What types of events have you been involved in**

	Frequency	Percent	Percent	Cumulative Percent
Academic Conferences	133	38.0	38.0	38.0
Social / Cultural Events	112	32.0	32.0	70.0
Fund Raisers	7	2.0	2.0	72.0
Sports Events	70	20.0	20.0	92.0
Other	28	8.0	8.0	100.0
Total	350	100.0	100.0	

Table No 7: Types of events participation wise distribution of responses



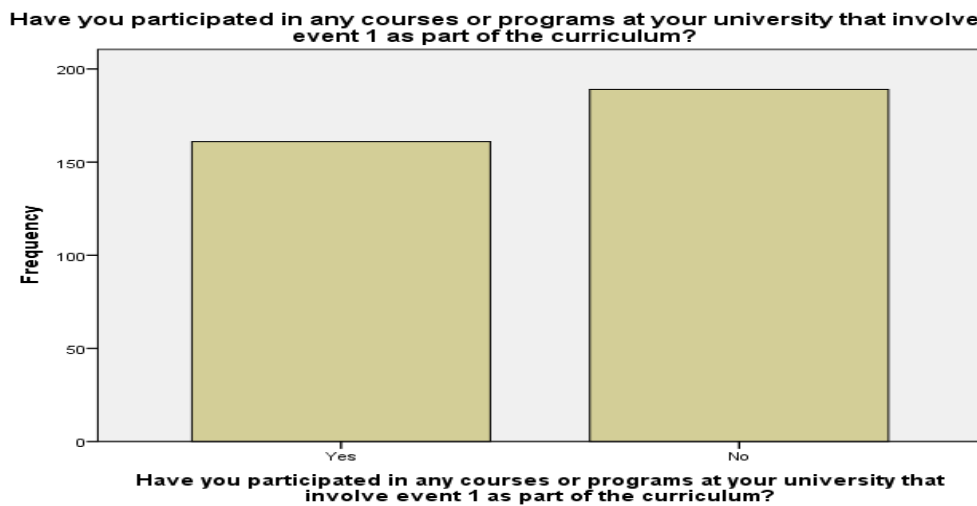
Graph No 7 : Types of events participation wise distribution of responses

Out of 350 respondents, 133 respondents i.e. 38 % were involved in academic conferences, 112 respondents' i.e. 32 % respondents were involved in social/cultural events. 7 respondent's i.e. 2 % respondents were involved in fundraisers events. 70 respondents i.e. 20 % were involved in sports events. And 28 respondents i.e. 8 % were involved in other events. Major respondents were involved in social / cultural events.

**Have you participated in any courses or programs at your university that involve event as part of the curriculum?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	161	46.0	46.0	46.0
No	189	54.0	54.0	100.0
Total	350	100.0	100.0	

Table No 8 : Participation of events that are involved in curriculum distribution of responses



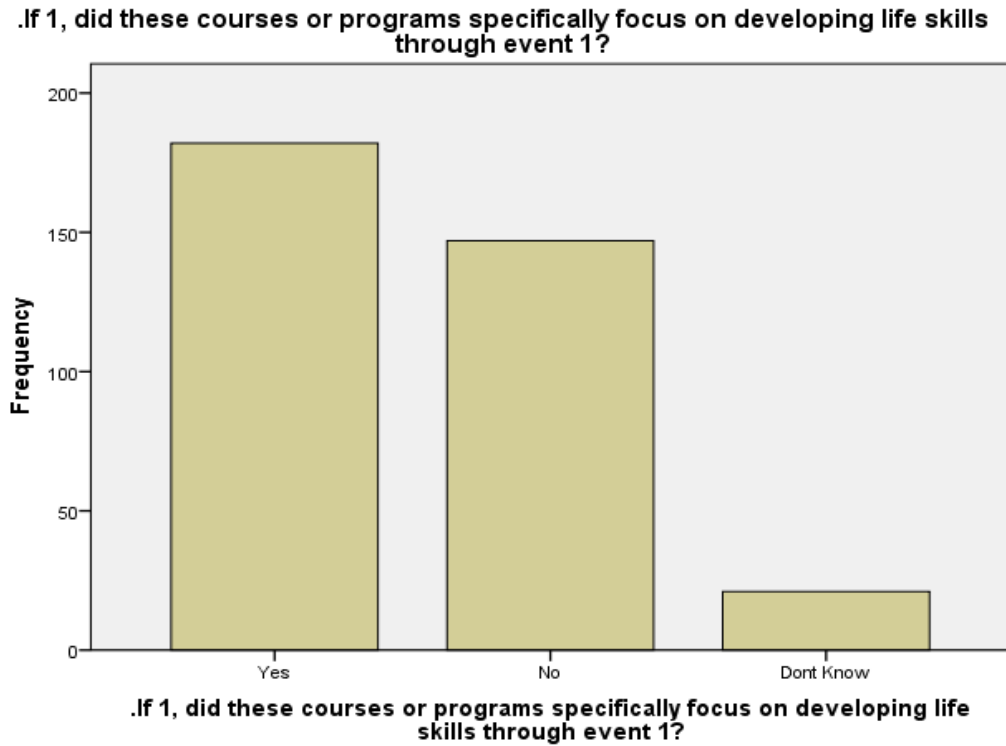
Graph No 8 : Participation of events that are involved in curriculum distribution of responses

Out of 350 students, 161 respondents i.e. 46 % participated in any other courses from university apart from curriculum and 189 respondents i.e. 54 % did not participate in courses apart from curriculum. Major respondents did not participate in any other courses apart from curriculum .

**If yes, did these courses or programs specifically focus on developing life skills through event 1?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	182	52.0	52.0	52.0
No	147	42.0	42.0	94.0
Don't Know	21	6.0	6.0	100.0
Total	350	100.0	100.0	

Table No 9 : Developing life skills through events distribution of responses



Graph No 9: Developing life skills through events distribution of responses

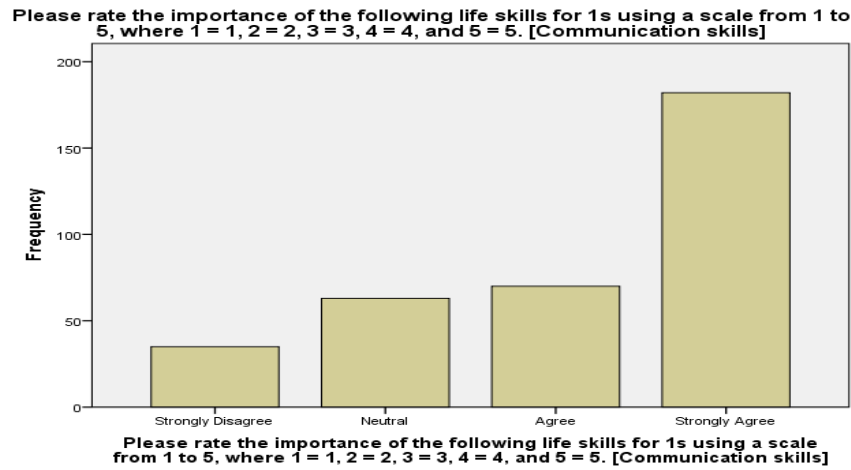
Out of 350 respondents, 182 i.e. 52 % respondents said yes that it focused on developing life skills. 147 i.e. 42 % respondents said no that it did not focus on developing life skills. And 21 respondents i.e. 6 % respondents did not know whether it focused on developing life skills

Major respondents focused on developing life skills through participation apart from curriculum.

**Please rate the importance of the following life skills for 1s using a scale from 1 to 5, where 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree. [Communication skills]**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly Disagree	35	10.0	10.0	10.0
Neutral	63	18.0	18.0	28.0
Agree	70	20.0	20.0	48.0
Strongly Agree	182	52.0	52.0	100.0
Total	350	100.0	100.0	

Table No 10: Importance of the following life skills- communication skills wise distribution of responses



Graph No 10: Importance of the following life skills- communication skills wise distribution of responses

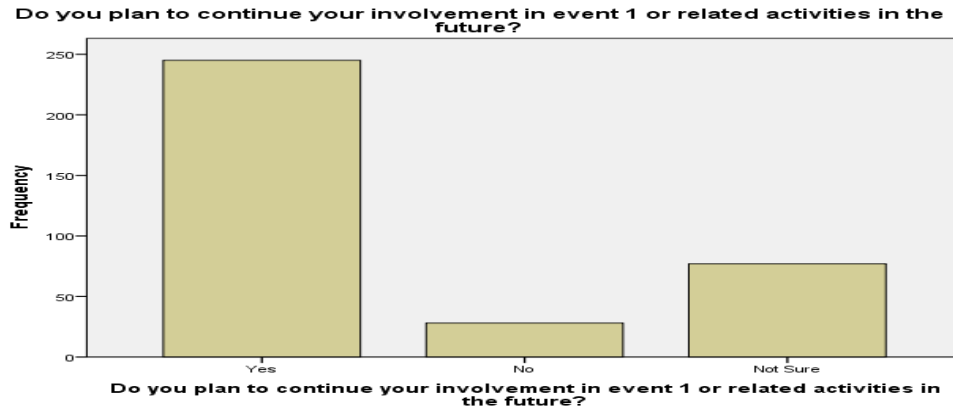
Out of 350 students, There were 35 respondents who strongly disagreed with the statement. This group constitutes 10% of the total number of respondents. 63 respondents, or 18% of the total, expressed a neutral stance, neither agreeing nor disagreeing strongly with the statement. 70 respondents, making up 20% of the total, agreed with the statement. The majority of respondents, 182 individuals, representing 52% of the total, strongly agreed with the statement. In summary, this table provides a breakdown of how respondents in a survey or study answered a particular statement or question. It shows that the largest group strongly agreed with the statement, while smaller percentages fell into the categories of agreeing, being neutral, or strongly disagreeing. This distribution helps to understand the range of opinions or attitudes among the respondents.

**Do you plan to continue your involvement in event 1 or related activities in the future?**

	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	245	70.0	70.0	70.0
No	28	8.0	8.0	78.0
Not Sure	77	22.0	22.0	100.0
Total	350	100.0	100.0	

Table No 21: Involvement of events in future wise distribution of responses





Graph No 21: Involvement of events in future wise distribution of responses

245 respondents, or 70.0% of the total, plan to continue their involvement in "event 1" or related activities in the future. This group intends to remain engaged or participate in these activities. 28 respondents, representing 8.0% of the total, do not plan to continue their involvement in "event 1" or related activities in the future. This group has decided not to participate further. 77 respondents, making up 22.0% of the total, are not sure about their future involvement. This group has not made a definite decision and may still be considering their participation. In summary, this table provides insights into respondents' intentions regarding their future involvement in "event 1" or related activities. A significant majority (70.0%) plan to continue their involvement, while a smaller percentage (8.0%) does not intend to participate further. Additionally, there is a group (22.0%) that is uncertain about their future participation, indicating that they are still considering their level of involvement.

## CONSLUSION

The research on developing life skills in undergraduate education through event management has provided valuable insights into the impact of integrating event management activities into the academic curriculum. Based on the data analysis and findings presented earlier, we can draw the following conclusions:

**Positive Impact on Life Skills:** Participation in event management activities positively influences the development of essential life skills among undergraduate students. These skills include communication, teamwork, leadership, and problem-solving.

**Varied Skill Improvement:** The degree of skill improvement varies among students, with some experiencing more significant gains than others. Academic discipline plays a role in the extent of skill enhancement, highlighting the need for tailored approaches to skill development within different fields of study.

**Experiential Learning Value:** Students recognize the value of experiential learning provided by event management activities. They appreciate the opportunity to apply classroom knowledge in real-world scenarios, reinforcing their understanding of theoretical concepts.

**Collaboration and Communication:** Collaboration and effective communication are integral aspects of event management, and students highlight their importance in developing interpersonal skills and working effectively in teams.

**Leadership Development:** Event management offers students the chance to take on leadership roles, make decisions, delegate tasks, and motivate team members. This contributes significantly to leadership skill development.

**Real-World Relevance:** Students acknowledge the real-world relevance of the skills acquired through event management. They believe these skills will be valuable in their future careers and personal lives

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