

Investigating HM Students' Role in Campus Events and Activities

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Abstract—This research investigates the pivotal yet understudied role of HM (Hospitality Management) students in enhancing the success of campus events within higher education institutions. Guided by the framework of Service-Dominant Logic (S-D Logic), this study explores how HM students actively engage in the planning and execution of campus events, driven by their service-oriented mindset, expertise, and collaborative efforts. The research aims to shed light on the extent to which HM students contribute to the co-creation of value in campus events, ultimately enhancing event quality, enriching the student experience, optimizing resource allocation, promoting cross-disciplinary collaboration, and strengthening university-community relations. This study not only has practical implications for event management within academic settings but also contributes to the broader academic discourse by advancing our understanding of service-oriented value co-creation in the context of campus events.

Keywords— Enter key words or phrases in alphabetical order, separated by colon.

I. INTRODUCTION

In the dynamic landscape of higher education, campus events and activities play a pivotal role in enriching the overall college experience, fostering a sense of community, and providing opportunities for personal and professional development. At the heart of organizing and executing these events are the students themselves, who bring their unique skills, enthusiasm, and perspectives to the table. This qualitative research study delves into the Role of HM (Hospitality Management) Students in Campus Events and Activities at PUP (Polytechnic University of the Philippines) Santa Maria, Bulacan Campus, with a particular focus on the contributions of HM students to the success of these extracurricular endeavors.

As HM programs typically prepare students for careers in the hospitality and service industries, their participation in campus events is expected to bring a distinct flavor to the planning and execution of such activities. This study seeks to explore the extent to which HM students engage in campus events, the roles they assume, and the impact of their involvement on the overall success and outcomes of these events. By delving into these aspects, this research aims to shed light on the valuable contributions HM students make to the campus community, offering insights that can inform both academic institutions and student organizations on how to leverage the unique talents and expertise of HM students to enhance the vibrancy of campus life.

To comprehensively investigate this topic, this study will employ a qualitative approach, drawing upon purposive sampling to select 30 HM students from PUP Santa Maria, Bulacan Campus. The research instrument will consist of a combination of Likert scale questions and open-ended inquiries, allowing participants to provide both quantitative and qualitative input regarding their involvement in campus events. Data analysis will involve descriptive statistics to quantify perceptions and thematic content analysis to capture the nuanced experiences and perspectives of HM students. Throughout this research, ethical considerations, including obtaining university permission and adhering to data privacy regulations, will be upheld to ensure the integrity of the study.

This study contributes to the existing body of literature by offering a focused exploration of the distinctive role of HM students in campus events, shedding light on their contributions, challenges, and potential areas for improvement. Additionally, it provides practical insights for university administrators and student organizations aiming to optimize the involvement of HM students in shaping a vibrant campus culture. As such, this research holds the promise of enhancing the overall quality of campus life and enriching the educational journey of HM students at PUP Santa Maria, Bulacan Campus.

II. THEORETICAL FRAMEWORK

Role of HM Students in Campus Events through Service-Dominant Logic (S-D Logic)

The Role of HM (Hospitality Management) Students in the Success of Campus Events can be effectively understood and analyzed through the lens of Service-Dominant Logic (S-D Logic). This framework, as proposed by Vargo and Lusch (2004), emphasizes the co-creation of value through interactions and shifts the perspective from a goods-centered logic to a service-centered one.

A. Value Co-Creation in Campus Events

S-D Logic posits that value is not created in isolation but emerges through interactions between service providers and recipients (Vargo & Lusch, 2004). In the context of campus events, HM students can be seen as service providers, and event attendees as recipients. The framework recognizes that HM students contribute to the co-creation of value by actively participating in event planning, organization, and execution (Mottiar et al., 2017). This participation is driven by their

service-oriented mindset, cultural sensitivity, and expertise in areas such as food and beverage management (Kusluvan, 2003; Tsaur & Lin, 2004; Mak et al., 2007).

B. Service-Oriented Mindset

The framework acknowledges that HM students, trained to provide exceptional service (Tsaur & Lin, 2004), bring their service-oriented mindset to campus events. This mindset influences their commitment to ensuring the success of events by paying attention to attendee satisfaction (Tsaur & Lin, 2004) and providing quality service (Mak et al., 2007). This service-oriented approach contributes to the creation of positive event experiences and attendee satisfaction.

C. Co-Creation of Memorable Experiences

Within the S-D Logic framework, HM students' involvement in campus events is viewed as an opportunity to co-create memorable experiences for attendees (Pine & Gilmore, 1999). Their expertise in event management and creativity (Henderson & Ng, 2004) enables them to think innovatively and design events that leave a lasting impression on attendees. By contributing their skills and knowledge, HM students enhance the overall quality of campus events, leading to positive word-of-mouth and potential long-term benefits for the university community.

D. Collaborative Value Co-Creation

S-D Logic emphasizes the collaborative nature of value co-creation (Vargo & Lusch, 2004). HM students often work in collaboration with other student groups and event planning committees (Riley et al., 2002). This collaborative approach ensures that different aspects of event planning, such as catering and logistics, are handled efficiently. The framework recognizes that HM students' ability to collaborate seamlessly with diverse teams contributes to the success of campus events.

III. METHODOLOGY

The methodology employed for this qualitative research study, which investigates the Role of

HM Students in Campus Events and Activities at PUP Santa Maria, Bulacan Campus, adhered to a well-structured approach in order to ensure the validity and reliability of the findings.

Participants

The study involved the participation of HM (Hospitality Management) students at PUP Santa Maria, Bulacan Campus. To achieve a balanced and purposeful representation, a purposive sampling technique was utilized. Specifically, a sample size of 30 HM students was selected based on their availability, willingness to participate, and diversity in terms of academic standing, gender, and extracurricular involvement.

Instrument and Data Gathering Procedures

To collect data on the role of HM students in the success of campus events, a structured instrument was developed. The instrument included both quantitative and qualitative components to provide a comprehensive understanding of the topic.

Likert Scale: A Likert scale questionnaire was employed to quantitatively measure the perceptions and attitudes of HM

students regarding their participation in campus events. This questionnaire consisted of statements related to their involvement, with response options ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The Likert scale questionnaire was administered electronically to participants.

Open-Ended Questions: In addition to the Likert scale, open-ended questions were included in the questionnaire to elicit qualitative insights from participants. These questions allowed students to provide detailed explanations and share personal experiences related to their involvement in campus events.

Data collection procedures involved distributing the questionnaire to the selected participants electronically. Students were given sufficient time to complete the survey, and reminders were sent as necessary to maximize the response rate.

Data obtained from the Likert scale responses were subjected to a descriptive analysis. Descriptive statistics, such as means, standard deviations, and frequency distributions, were calculated to summarize the quantitative data. This analysis provided an overview of HM students' perceptions of their role in campus events.

The qualitative data gathered from open-ended questions were analyzed using thematic content analysis. Responses were coded, categorized, and analyzed to identify recurring themes and patterns. This qualitative analysis offered deeper insights into the experiences and perspectives of HM students regarding their involvement in campus events. $c + d = \alpha$

Campus events and activities are integral components of higher education institutions, contributing to the vibrant and holistic college experience. The success of these events often relies on the active participation and engagement of students who bring diverse skills, perspectives, and enthusiasm to the table. This literature review explores the specific variable of interest in the present study: the role of HM (Hospitality Management) students in enhancing the success of campus events. By delving into existing scholarship on this topic, we aim to gain insights into the multifaceted contributions of HM students to campus events and the potential implications for improving the planning and execution of such activities.

HM students are known for their expertise in hospitality, event management, and customer service. Their skills in planning, organizing, and executing events make them valuable contributors to campus event management teams (Mottiar et al., 2017). Research by Mottiar and colleagues found that HM students actively engage in event planning and demonstrate a high level of commitment to ensuring the success of events through their attention to detail and creativity.

One key aspect of HM education is an emphasis on cultural sensitivity and diversity, which can be highly beneficial in planning and executing culturally diverse campus events (Kusluvan, 2003). HM students' understanding of different cuisines, customs, and traditions can facilitate the organization of events that celebrate the diverse backgrounds of students on campus.

HM students are trained to provide exceptional service, which can enhance the overall experience of attendees at campus events (Tsaur & Lin, 2004). Their service-oriented mindset, as highlighted by Tsaur and Lin, can lead to increased

attendee satisfaction and positive word-of-mouth, ultimately contributing to the success of future events.

Many campus events involve catering and food services. HM students' expertise in food and beverage management is a valuable asset in ensuring the quality and efficiency of these services

(Mak et al., 2007). Their knowledge can lead to cost-effective solutions and improved dining experiences for attendees.

HM programs often emphasize leadership and teamwork skills, which are essential for effective event management (Riley et al., 2002). HM students can take on leadership roles within event planning committees and collaborate seamlessly with other student groups to achieve common goals.

HM students' exposure to innovative hospitality concepts can lead to creative event design and concepts (Henderson & Ng, 2004). Their ability to think outside the box can result in memorable and unique campus events.

While HM students have the potential to make significant contributions to campus events, there are challenges to consider, such as balancing academic commitments with extracurricular involvement (Lam & Law, 2016). Additionally, research in this area could benefit from a more in-depth exploration of HM students' motivations and barriers to participation in campus events.

IV. RESULTS

Table 1: Contribution to Campus Events

Section A: Service-Oriented Mindset	Mean
I believe that providing exceptional service is important in campus events	4.48
I am committed to ensuring the success of campus events by paying attention to	4.39
Section B: Value Co-Creation in Campus Events	
I actively participate in the planning and organization of campus events.	4.10
I believe that my involvement contributes to the overall success of campus	4.30
Section C: Co-Creation of Memorable Experiences	
I use my expertise in HM to enhance the quality of campus events.	4.29
I try to think innovatively and come up with creative event ideas to make campus events more memorable.	4.12
Section D: Collaborative Value Co-Creation	
I actively collaborate with other student groups and event planning committees to ensure the success of campus events.	4.07

The data suggests a positive and service-oriented mindset among the respondents, with a strong commitment to contributing to the success and quality of campus events. They appear to be actively involved in various aspects of event planning and show a willingness to collaborate and innovate to create memorable experiences.

HM students' active involvement contributes significantly to the success of campus events by leveraging their expertise, creativity, organization, and teamwork, while also providing valuable learning experiences and enhancing the overall campus community.

Table 2: Thematic Table: The active involvement of HM students Contribute to the success of campus events

Theme	Responses
1. Expertise and Knowledge	3, 44, 49, 68, 71, 120, 156, 161, 163
2. Creativity and Innovation	2, 58, 93, 135
3. Participation and Engagement	6, 23, 54, 139
4. Organization and Planning	38, 48, 64, 132
5. Leadership and Teamwork	63, 82, 87, 121
6. Customer Service	35, 64, 119, 154
7. Confidence and Experience	11, 45, 55, 163
8. Multifaceted Contribution	10, 14, 26, 66, 109, 146, 157
9. Promoting a Sense of Belonging	22, 72, 73
10. Encouraging Wider Student Participation	97, 107, 118
11. Application of Classroom Learning	84, 91, 128
12. Cultural and Thematic Considerations	5, 145

Table 3: Additional Comments or Suggestions

Themes	Sub-Themes
Lack of Specific	- No specific comments or suggestions
Positive Feedback	- Praising HM students' contributions
	- Encouraging active participation
Collaboration and engagement	- Emphasizing collaboration with other organizations
	- Considering insights of other students
Enhancing Event	- Improving event quality
	- Expanding booths
	- Showcasing HM students' skills
Maintain Consistency	- Encouraging HM students to maintain efforts
Mandatory	- Suggesting mandatory participation or integration into curriculum
Providing Opportunities	- Giving opportunities to quiet students
Value Co-Creation	- Highlighting the role of HM students in value co-creation
Infrastructure Support	- Suggesting equipment sponsorship/upgrades

Many respondents did not provide specific comments or suggestions, the thematic analysis reveals a common sentiment that HM students play a crucial role in campus events. Encouraging their active participation, collaboration, and considering the needs and preferences of the campus community are key themes in the responses. Additionally, some respondents highlighted the importance of enhancing event quality and maintaining consistency in their contributions.

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