

**An Investigation into the Relationship Between College  
Students' Extracurricular Involvement and Leadership  
Development in the Sultanate of Oman**

دراسة العلاقة بين مشاركة طلبة الجامعات في الأنشطة اللاصفية وتنمية  
مهاراتهم القيادية في سلطنة عمان

by

**HANI ABBAS MOHAMMED ALBALUSHI**

**A thesis submitted in fulfilment  
of the requirements for the degree of  
DOCTOR OF PHILOSOPHY in EDUCATION  
at**

**The British University in Dubai**

**July 2019**

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March 2019**

**Thesis Supervisor  
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## **ABSTRACT**

Research has shown that students' engagement in extracurricular activities have a wide range of influences on their overall development, particularly on the development of their leadership skills and competencies; other studies present contrary views. This research investigates the relation between students' involvement in extracurricular activities at college and their leadership development. It also examines this relationship in terms of possible differences between male and female college students. The underpinning theories for the study are the student involvement theory (Astin, 1984), the Input-Environment-Outcome's model (Astin,1993) and the Kouzes & Posner's model of leadership. The study adapted a mixed-methods approach, using quantitative and qualitative methods. The quantitative data was collected by using the Extracurricular Involvement Inventory (EII) and the Leadership Practices Inventory (SLPI): the EII was developed by Winston & Massaro (1987) based on Astin's theory of student involvement, to measure the quality and the quantity of the students' involvement in extracurricular activities. The SLPI was developed by Kouzes & Posner (1988, 2013), to measure students' leadership development. The qualitative data was also generated from students' interviews. The study Data was collected from (213) college students. (52.5 %) of them were male students and (47.5%) were female students from four universities in the Sultanate of Oman.

The Findings of the study showed a significant positive relation between students' involvement in extracurricular activities at college level and their leadership development. Further analysis of the data revealed that students who held leadership roles in extracurricular activities were more likely to develop their leadership practices. However, the results of the study did not show any significant differences between male and female students with regards to the involvement in extracurricular activities at college and to their leadership practices.

## الملخص

أظهرت بعض الدراسات ان المشاركة في الأنشطة اللاصفية تؤثر إيجابيا في تنمية الطلاب في مجالات مختلفة بشكل عام، وفي مهاراتهم القيادية بشكل خاص، بينما أظهرت دراسات أخرى وجهات متباينة حول هذا الموضوع، وجاءت هذه الدراسة لبحث العلاقة بين مشاركة الطلاب في الأنشطة اللاصفية عبر الجماعات الطلابية وتنمية مهاراتهم القيادية في الجامعات العمانية، كما هدفت الى التعرف على الفروق بين الطلاب الذكور والاناث -ان وجدت- في مستوى المشاركة في الأنشطة اللاصفية وفي مستوى ممارسة للقيادة لديهم. واستخدمت الدراسة نظرية المشاركة الطلابية (Astin, 1986) ونظرية المدخلات-البيئة-المخرجات (Astin, 1993) ونموذج كوزيس وبوسنر (Kouzes & Posner,1988) للقيادة كإطارات مفاهيمية للدراسة. واستخدمت الدراسة المنهج المزيج (mixed-method) الذي يوظف المنهج الكمي والمنهج النوعي معا في جمع بيانات الدراسة، حيث تم جمع البيانات في المنهج الكمي عبر مقياس المشاركة اللاصفية لونسنتن ومسارو (Winston & Massaro, 1987) لقياس مستوى المشاركة الطلابية في الأنشطة اللاصفية وعبر مقياس ممارسة القيادة لكوزيس وبوسنر (Kouzes & Posner,1988 updated 2013) لقياس مستوى ممارسة الطلاب للقيادة، بينما تم جمع بيانات المنهج النوعي عبر المقابلات الشخصية للطلاب. وشارك في الدراسة (213) طالبا وطالبة في سلطنة عمان، يمثل الذكور منهم (112) بنسبة (52.5%) بينما تمثل الاناث (101) بنسبة (47.5%).

واظهرت نتائج الدراسة ان هناك علاقة إيجابية موجبة بين مشاركة الطلاب في الأنشطة اللاصفية عبر الجماعات الطلابية وتنمية القيادة لديهم، كما أظهرت النتائج أن الطلاب الذي لديهم مناصب قيادية في الجماعات الطلابية لديهم فرصة أكبر لتنمية القيادة عن غيرهم، كما لم تظهر الدراسة فروق بين الطلاب الذكور والاناث سواء في مستوى مشاركتهم في الأنشطة اللاصفية او في مستوى القيادة لديهم.

## DEDICATION

*I am dedicating this thesis to my mother, may rest in peace, who have meant and continue to mean so much to me. Although she is no longer in this world, her memories continue to regulate my life and inspire me.*

*To my hardworking father,*

*To my Wife, Moza,*

*To my children, Mohammed, Anfal, Amna, Ahmed & Abdullah,*

*To my brothers and sisters,*

*To my friends.*

*To researchers.*

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**12. Keys to abbreviations**

EII.....	Extracurricular Involvement Inventory
LPI.....	Leadership Practices Inventory
SLPI.....	Student Leadership Practices Inventory



# **Chapter 1 Introduction**

## **1.1 Introduction**

The students' enrolment in higher education continues to increase in the Sultanate of Oman. According to the latest higher education's statistics, the number of students, enrolled in Omani universities and colleges in the academic year 2018/2019 was (23318) students distributed to (70) universities and colleges (HAEC, 2018). (41) of them were governmental and (29) were private institutes. Also, the Omani higher education sends every year more than (1000) students abroad to get degree in external scholarships to different parts of the world such as to the UK, United states, Australia, Holland, Austria, New Zealand, Russia. This strategy is a part of the country plan to qualify Omani citizens for the new developmental era as the world is shifting to the Fourth Industrial Revolution (4IR).

Recently, Oman has launched many developmental projects and industrial ports as a plan for economic diversifications to minimize the dependence on oil as the main source of economy. Also, it has embarked on a number of long-term strategies for the country development particularly the 2020 vision and 2040 vision. So, Omani people are expected to go in line with the government's directions and to develop in different aspects of life, educationally, socially, psychologically and emotionally, so that they can launch to the new development stage with more confidence.

Higher education institutes have an essential role to play in equipping people with the necessary developmental competences and capabilities (Shin, 2003). The students'

exposure to a range of curricular and extracurricular activities at college can help them to develop and grow and to enrich their learning experiences.

Recently, researches have proved in some ways that the students' involvement in extracurricular activities at college has some impacts on different aspect of the students' growth. For example, participating in extracurricular activities at college has a positive impact on the student high achievement (Wilson, 2009), the development of career outcomes (Keenan, 2009), reducing school drop (Bush, 2003), development of student psychology (Fredricks & Eccles, 2006), increasing school retention (Gilman, Meyers & Perez, 2004), developing student cognition (Nicoli, 2011) and the development of student leadership (Allen, Ricketts & Priest, 2007, Coressel, 2014, Feller, Doucette, and Witry, 2016, Knight & Novoselich, 2017). However, there are some potential of negative aspects of students' involvement in extracurricular activities at college. For example, students might lose focus on their study (Reeves, 2008) and the participation might be overscheduled if it was not guided properly (Eccles & Barber, 1999) and the cost of the student participation might be an additional burden on the low-income families (Smith, 2006).

Among other competences, leadership competence is an important one that higher education tries to develop (Spencer & Peck, 2017), as it is an essential capability for career success and a part of the standards of today's career competition assessment (Harris, Tracy & Fisher, 2014). According to some studies, extracurricular activities at college are good opportunities to develop student leadership. For example, some studies found that student leadership can be developed at college through participating in community services (Calvert, 2011; Soria, Nobbe, Fink, 2013), in athletics (Grandzol, 2008), in student mentoring (Barnes, 2014), in student employment (Mizraji, 2012), in academic clubs

(Foubert & Grainger 2006). While for cocurricular activities, leadership can be developed through the students' exposure to a set of courses and programs in their study plan (Cress, Astin, Zimmerman-Oster & Burkhardt, 2001; Feller, Doucette, and Witry, 2016, Knight & Novoselich, 2017, Zimmerman-Oster and Burkhardt, 1999).

Although leadership, as a concept, is widely used and investigated, it has different definitions based on the theories and dimensions of leadership (Komives, Lucas & McMahon, 2007). The concept is developed over different periods of time. Starting from the Great man's theory in mid 1800s which suggested that leaders were born with some natural abilities and they were not made (Haber, 2006). Then, at the beginning of the twenty's century, the traits approach of leadership appeared which specified some traits for great leaders (Northouse, 2004). After that, between 1950s – 1960s, the behavioural approach of leadership existed. From 1950s up to early 1980s, the practice of different styles of leadership according to the situations as called later "the situational" approach of leadership was developed (Komives et al, 1998).

Later, there was a change in leadership's focus. The focus shifted from concentrating on the "leader" to the "follower". This approach was introduced in two leadership theories developed by Burn (1978) & Rost (1991). This shift, in paradigm of these approaches, existed in the 1970s (Komives et al, 1998). The transactional and transforming leadership developed by Burn (1978) while Rost (1991) emphasized the industrial and post-industrial leadership. Both theories are called the reciprocal theories which referred to the interaction between the leaders and the followers. Also, there were other leadership reciprocal theories such as the authentic leadership (Avolio & Gardner, 2005), the relational model (Komives et al, 1998), the servant leadership approach (Greenleaf, 1977), followership model (Kelley, 1995), and the exemplary practices of

leadership (Kouzes & Posner, 1988). The current study is guided by this exemplary leadership model developed by Kouzes and Posner.

Kouzes and Posner (2007) defined leadership as “a relation between those who aspire to lead and those who chose to follow”. They studied leadership from 1983 through investigating the actions and behaviours that managers reported using when there were at their “personal best” as leaders (Kouzes & Posner, 2012). After their intensive studies on managers’ “best practices” of leadership, Kouzes and Posner came up with five leadership practices. These practices were modelling the way, inspiring a shared vision, challenging the process, enabling other to act and encouraging the heart. The *leadership Challenge* book is the widely-used book for Kouzes and Posner for their model of leadership (Posner, 2012). Later, Kouzes and Posner developed *student version* of their leadership model. This model was developed with a similar case study approach to compare the leadership behaviours of the managers to the college student’s leadership practices (Posner & Brodsky, 1992).

This study focuses on the students’ involvement in extracurricular activities through students’ organizations at college and the students’ leadership development. This study supports the argument that student involvement in students’ organizations might influence the students’ development including leadership development. Particularly, this study investigated the relationship between the students’ extracurricular involvement at college and their leadership development. The students’ involvement in extracurricular activities was guided by the Winston and Massaro’s (1987) model of involvement and the students’ leadership development was guided by Kouzes and Posner’s (1988, 2013) model of leadership which measure leadership in five practices (1) Modeling the Way, (2) Inspiring a Shared Vision, (3) Challenging the Process, (4) Enabling Others to Act and (5)

Encouraging the Heart. *On the other hand, the study's result had some contributions to the Omani higher education, where the study was conducted in, in different aspects. First it will assess the involvement theory' postulates and assumptions in a new context which might add value to both the context and the theory. Secondly, this study will highlight some leadership practices for students that Omani students can might use and assess and relate them to their involvement behaviors at college level. Thirdly, it will differentiate between the quantity and quality of student involvement in extracurricular activities which might help the student affairs professional and supervisors to effectively involve the college students in extracurricular activities. Fourthly, it will look at the gender differences – if any- in the student leadership and in student involvement in extracurricular activities which might give an understanding of impact of the college experiences in Omani male and female students.*

## **1.2 Study Problem**

The study problem was generated from two sources. The First one was from the researcher's personal experience in his first degree at college and the second one was from some studies' findings related to the students' involvement in extracurricular activities and leadership development. To elaborate, back in 1996, I joined a university for undergraduate degree. In the first and second years, I focused only on my formal studies and the courses I took. I didn't participate in any students' organizations or groups and I didn't involve much in the college activities. In the third year, things started to change. I joined the English society which was a students' organization aimed at creating opportunities for the students to use English language outside the classrooms in real life situations to help student develop their speaking skills in a stress-free context. The year

after I was elected to be the president of this society. I took the responsibilities of setting an annual plan, meeting people, discussion events, visiting places and some other duties. My time was divided into my formal study and the students' organization's activities. My colleagues and I in the organization were engaged fully with the activities and we were willing to sometimes devote more time to the society regardless to our other plans. I felt that my engagement in the student activities helped me to develop some skills and practices which I might not get if I depended only on the classroom experiences. At the same time, this participation had some negative aspects. For example, I felt sometimes that I was overscheduled, and I have to conceal some plans in order to do the others. Also, my study achievement was not as it was before I joined the society. So, I conducted this study in order to shed lights on the student involvement in extracurricular activities at college level and its relation to some aspects of student development including leadership development.

The second source of study problem was related to existing literature on the student involvement in extracurricular activities and student development on different aspects such as creativity & confidence (Cotter, Pretz & Kaufman, 2016), stimulate mind and body (Hawkins, 2010), Interparental skill & leadership (Astin, 1993), family economical gap reduced (Kuh, 2009), high achievement (Wilson, 2009, Keenan, 2009), lower absentee rate (Olson, 2008), leadership development (Dugan & Komives, 2007, Cress, Astin, Zimmerman-Oster, 2001), learning experiences (Ryan & Deci, 2000), social networking (Stuart, 2006), positive development at college (Mahoney et al. 2005, Dworkin et al 2003), interaction, instructions follow (Marsh & Kleitman, 2005) and self-perception & keeping fit, (Daley & Leahy 2003). Particularly the positive impact of the students' involvement in extracurricular activities in leadership development as found in some related studies such

as in Allen, Ricketts & Priest, 2007; Black, 2017; Coressel 2014; Gassman, Reed and Widner 2014; Hawkins, 2010; Knight & Novoselich 2017; Lund 2013; Wu 2011. These findings, from different backgrounds and educational contexts, make it important to look at this topic in the Omani context because this investigation might help to assess how consistent this study's findings compared to other studies. Especially this topic was not investigated enough in the Omani context, to the best knowledge of the researcher.

### **1.3 Rationale & Significance**

The current study is significant in different perspectives. First, it is significant because it looks at leadership as a competence and no longer as a position. It is rather a process and every individual is expected to develop for him/her self, for the group and for the community.

Secondly, this study adapted the Kouzes and Posner' model of leadership which is one of the reciprocal leadership's model where both the leaders and the followers interacted with each other. This model of leadership developed the student leadership practices inventory (SLPI) which is widely used in student leadership measurement in different contexts such as Aaker (2003); Brightharp (1999); Daniel (2011); Erwin (2005); Lund (2013); Maitra (2007); Rozeboom (2008); Stout-Stewart (2005). The use of the (SLPI) inventory might bring a holistic view about the Omani college students' leadership practices and development.

Thirdly, there are quite good number of studies which highlighted the impact of the extracurricular activities on the students' growth in general and on the student leadership in specific such as Allen, Ricketts & Priest, 2007; Coressel, 2014; Feller, Doucette, and Witry, 2016; Knight & Novoselich, 2017. So, investigating such relation at Omani colleges which has a about (70) higher education institutes with a big number of students' organizations might lead to guide these organizations for better practices of student involvement and better understanding of students' leadership development.

Fourthly, higher education institutes are called for taking the role of students' development because students spend such a big time there and they have the facilities and the experts to guide such development. Thus, a comprehensive look at how the students spend their time at these institutes and the activities they practice there might help to get better understanding of students' development process in higher education institutes.

Finally, students' leadership development is not getting enough attention in the research fields compared to the adult leadership development (Chan, 2000; Dugan & Komives, 2007; Wu, 2011). According to Wu (2011), though curricular and cocurricular activities may affect the college students' leadership capacity, but this effect has not yet investigated in some Asian contexts. This study might add to the literature to better understanding of the topic in the Omani context.

## **1.4 Study Objectives and Questions**

The study intends to determine the relation between students' involvement in extracurricular activities at college level and their leadership development. First, both the college students' involvement in extracurricular activities and the student leadership practices were investigated separately. Then the relationship between the students'



involvement in extracurricular activities and the student leadership practices was explored. In addition, the relationship between holding leadership roles in extracurricular activities and the students' leadership development was investigated as well. Finally, the study examined the possible differences between male and female college students in their involvement in extracurricular activities and in their leadership development. Particularly, this study aimed to address the following six questions:

*Question (1) How do Omani college students perceive their leadership practices, based on Kouzes and Posner's model of leadership?*

*Question (2) To what extent are Omani college students involved in extracurricular activities based on students' involvement model of Winston & Massaro (1987)?*

*Question (3) What is the relation between Omani college students' involvement in extracurricular activities and their leadership development?*

*Question (4): What is the relation between Omani college students' holding of leadership roles in extracurricular activities and their leadership development?*

*Question (5): Are there any differences between male and female college students in their involvement in extracurricular activities?*

*Question (6): Are there any differences between male and female college students in their leadership practices?*

## **1.5 Context of the Study**

This study was conducted in in four different universities and colleges in Omani context, one of the Arabian Peninsula's countries. In this section, some details about the

history of the higher education in Oman is highlighted as introduced by the Education Council (2018).

The Omani new renaissance started in 1970 with His Majesty Sultan Qaboos bin Said's beginning to rule Oman. Different developmental changes were made in many aspects of Omani life. The education was one of these aspects that has developed dramatically within the last 48 years.

During the 1970s, the beginning of the Omani renaissance, a knowledge unit was established to manage the higher education of national cadres in order to develop their skills to work in different government and private sectors. Its main role was to send people abroad, outside Oman, to get their education as there were no higher education institutes established at that time inside Oman. During 1970s and the beginning of 1980s, the higher education studies were limited to the external scholarships that government sent Omani students to. These scholarships were organized by three main royal degrees: Royal degree no. 7/1973, no/ 22/1977, no13/1985 issued by the Sultan of Oman. These degrees set the mechanics, nature, study needs of the higher educational programs at that time. In 1983, the Omani banking institute was launched to train Omani people to work in banking sector and this institute was considered to be the first higher education college established in Oman. The year after, teacher intermediate colleges were opened to qualify Omani teachers to work in schools in 1984. At the same year, the technical colleges were established to qualify people to work in technical jobs. In the late 1980s, health institutes were opened to qualify Omani nurses to work in hospitals. Then the court and justice institute was opened in late 1980s. In 1986, Sultan Qaboos University was opened as the biggest government educational entity in Oman.

In 1994, the ministry of higher education was established to take the responsibility of students' higher education in Oman. The ministry worked in promoting the higher education to Omani citizens and it expanded its institutes rapidly to include different colleges and universities based on the labour market' needs and requirements. The expansion was not limited to the public sectors' institutes but also to the private universities and colleges which were encouraged to open in the late 1990s as well. This development was accompanied by a variety of programs and specializations in different degrees, diploma, higher diploma, bachelor, master and doctorate programs. The Omani universities and colleges started to create associations with some accredited education entities in Europe, America, and Australia.

Nowadays, the higher education system is composed of (70) educational institutes distributed all over the country. (41) of them are governmental institutes and (29) of them are private institutes. The government institutes consisted of the Sultan Qaboos university (SQU), (6) applied colleges, (7) technical colleges, (1) college of Islamic science, (1) college of finance & banking science and other colleges related to military institutes, and the private institutes consisted of (8) private universities, and (20) colleges (HAEC, 2018).

Every academic year, ministry of higher education supervises the enrolment of the students in universities and colleges inside Oman and the outside Oman which is totally free of charge with some accommodation allowances given to students. The ministry of education established the admission centre in 2005 to coordinate with different higher education institutes, government and private, for the admission of students. This centre was highly recognized and appreciated as one of the efficient electronic projects for student admission purposes in the area.

Now, the number of students who joined the higher education institutes in Oman increased rapidly. Based on the latest higher education statistics, the number of Omani students enrolled in higher education institutes inside and outside Oman in 2018 was 23318, in 2017 was **24,421** students (14248 female - 10173 male) compared to 23,776 students (13699 female - 10077 male) in 2016 as in table 1.1

Table1. 1 Omani Students’ admission at colleges in 2018, 2017 & 2016

Year	Number of students
2018	<b>23318</b>
2017	<b>24,421</b>
2016	<b>23,776</b>

## 1.6 Definition of Term

**Leadership:** The study adapts the leadership’s definition of Kouzes and Posner: “The art of mobilizing others to want to struggle for shared aspiration”. (Kouzes and Posner, 2012)

Kouzes and Posner measured leadership in five practices: (1) modeling the way, (2) inspiring a shared vision, (3) challenging the process, (4) enabling others to act and (5) encouraging the heart. These are short description for each of these practices: (Kouzes and Posner, 2012):

1. *Model the way:* The leaders are aware of the “guiding principles”. Use these principles with people effectively. Also, they set standards of excellence to help other to follow.

*Inspire a shared vision:* leaders believe with passion that they can make positive difference. They can make a good image of their organization. Also, they can help others to see their visions and inspire them (Kouzes and Posner, 2012).

2. *Challenge the process:* leaders look for opportunities to grow. They have the ability to try new things and risk. They can “gain momentum” by getting some “small wins”. They look at drawbacks as “learning opportunities” (Kouzes and Posner, 2012).
3. *Enable others to act:* leaders build spirited teams and develop trust in others. They effectively involve others and make them feel powerful, competent and capable to make positive changes in their work (Kouzes and Posner, 2012).

*Encourage the heart:* leaders recognize efforts and contribution of others and make them feel as winners. They celebrate the victory of their team. They create high reachable expectations for others and help them to accomplish. Also they reward and value the other’s success (Kouzes and Posner, 2012).

**Holding a Leadership Role:** leadership positions that college students might hold in extracurricular activities at students’ organizations at college. This might include – not limited to- president/ chairman, vice-president, secretary, treasurer, and project manager.

**College Students:** are referred to the students who finished 12 years of basic education and post-basic education in Omani context and enrolled in any university and college for any academic degree.

**Students’ organization:** are referred to the organization/group operated by students at a university or a college and the memberships of this organization are limited to

the students or alumni. The words students' organization, students' society, and students' group referred to the same meaning in this study.

**Involvement:** The study adapted the Astin's (1999) definition for involvement "The investment of physical and psychological energy and time into activities, tasks and people". Astin (1999) explained how a students' involvement in extracurricular activities can make him/her an effective leader. There were two types of involvement as suggested by Astin (1999).

1. **Quantity of Involvement:** The number of hours that college students devote to the extracurricular activities for the recent four weeks.
2. **Quality of Involvement:** The students' frequency of five involvement behaviors which are encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting.

**Extracurricular activities:** are the activities that students perform or practice outside the formal curriculum realm at college. These activities might include, but not limited to, students' participation in athletes, in community services, students' organization, students' competitions, scientific clubs.... etc.

## 1.7 Summary of the chapter

This chapter highlights the rationale of the study and discussed the logic behind the investigation of the students' involvement in extracurricular activities and its relation to the leadership development as it is an important competences in students' growth at college nowadays. Also, it introduced the research six questions which focus mainly in the students' involvement in extracurricular activities and the students' leadership

development. In addition, this chapter summarized the history of the higher education in Omani context, which this study chose to explore, and how it was developed overtime. In addition, the three conceptual frameworks that guided this study was discussed in this chapter. At the end of the chapter, the main terms were defined related to the study context.

## Chapter 2 Literature Review

### 2.1 Overview

*Literature review in research has many aims. First, it relates the research to what other researchers found in relation to the current research problem. Also, the literature review guides the current research to properly design the research and it helps in comparing and contrasting between the findings in the current research and what the other research have found (Creswell,2014).*

*It is important to recap the objectives of the study Before starting to introduce the theories and the literature related to the study,. This study investigates the relationship between students' involvement in extracurricular activities and their leadership development at college level. It also explores the relation between students' holding leadership roles at extracurricular activities and the leadership development. In addition, the study examines the possible differences between male and female college students in their involvement in extracurricular activities and in their leadership development practices.*

*This chapter focused on the theories that guided this study and the researches that investigated some of topics which were related to the current study. The study was guided by three conceptual and theoretical frameworks. Particularly, the student involvement at college level was theoretically led by the involvement theory (Astin, 1984) and the input-environment-output model. While the student leadership' concepts was guided by the Kouzes and Posner's model of leadership (1983, 2013) which were discussed in chapter one.*

*The current study had many constructs. The first one was the student involvement in extracurricular activities at college level. This involvement has some positive and*



*negative impacts on the student development. For example, participating in extracurricular activities at college has a positive impact on the student high achievement (Wilson, 2009), the development of career outcomes (Keenan, 2009), reducing school drop (Bush, 2003), development of student psychology (Fredricks & Eccles, 2006), increasing school retention (Gilman, Meyers & Perez, 2004), developing student cognition (Nicoli, 2011) and the development of student leadership (Allen, Ricketts & Priest, 2007, Coressel, 2014, Feller, Doucette, and Witry, 2016, Knight & Novoselich, 2017). However, there are some potential of negative aspects of students' involvement in extracurricular activities at college. For example, students might lose focus on their study (Reeves, 2008) and the participation might be overscheduled if it was not guided properly (Eccles & Barber, 1999) and the cost of the student participation might be an additional burden on the low-income families (Smith, 2006).*

*The second construct of this study was the student leadership which was guided by the Kouzes and Posner' model of leadership (1983, 2013). This model summarized leadership in five practices: enabling others to act, modelling the way, encouraging the heart, challenging the process and inspiring a shared vision.*

*The Student leadership can be developed by both the curricular and extracurricular activities. For example, it can be developed at college through participating in community services (Calvert, 2011; Soria, Nobbe, Fink, 2013), participating in athletics activities (Grandzol, 2008), participating in student mentoring (Barnes, 2014), in student employment (Mizraji, 2012), in academic clubs (Foubert & Grainger 2006).*

*The third construct of the current study was the students' holding of leadership roles in extracurricular activities. The study investigated the relation between the students' holding of leadership roles in extracurricular activities and their leadership development. This section discussed some studies which assessed this relation. For example, Erwin (2005) found that the students who held a leadership position in student government organization obtained higher scores in forming their leadership than those who didn't hold any leadership positions. Also, Warfield (2013) found that the students who were leaders in the music band organizations perceived themselves as more effective leaders than did the other members based on the leadership practices inventory (SLPI). Also, Romero-Aldaz (2001) found that the female students who held leadership positions practiced greater level of leadership development than male students.*

*Finally, this section reviewed the gender differences studies in both the student involvement in extracurricular activities and in the student leadership development. For example, some studies found that there wasn't any a significant difference between male and female students in their leadership practices attributed to the gender such as Black (2017), Erwin (2005), Mendez-Grand (2001), Posner, (2010) and Pugh, (2000). While other studies found that there were some significant differences between male and female students in their leadership practices such as Adams & Keim, 2002; Arendt, 2004; Bardou et al, 2004; Gerhardt, 2008; Endress, 2000; Posner & Brodsky, 1993 and 1994; Romero-Aldaz, 2001; Spencer, 2004.*

## **2.2 Theoretical Framework**

### **2.2.1 Student Involvement Theory**

*Involvement is a part of experiential learnings where learners get experiences from to develop and grow (Astin, 1999). The current study used the student involvement theory of Astin (1984) to guide this study. Astin (1984) created the student involvement theory as there was a lack of the consistency in the student involvement at his time. He gave four reasons for his involvement theory. First, he wanted an easy-to-understand and straightforward theory. Second, he wanted to develop the theory based on accumulated empirical data. Thirdly, he wanted to involve different sources to develop the theory. Fourthly, he wanted to make a well-structured theory to be useful to use in higher education institutes.*

*Astin defined the student involvement as “the amount of physical and psychological energy that the students devote to the academic experiences” (Astin, 1984 p.297). He introduced some environmental factors of students’ development in his student involvement theory. The fundamental primes of this theory was that” student learn by becoming involved” and the students’ benefits of involvement are associated with the quality and quantity of such involvement (Astin,1984). On other words, the amount of time and energy that students devote to the college experiences can determine the intensity of involvement. The student involvement theory was based on five basic assumptions (Astin,1984):*

- 1. Student Involvement is an investment of physical and psychological energy*
- 2. Student Involvement is a continuous process.*
- 3. Student Involvement has both quality and quantity features.*

4. *The student learning and their personal development at college are related to the amount of quality and quantity involvement.*
5. *The amount of involvement in any educational activities can determine the effectiveness of such activities.*

*The theory offered a model for the student participation in extracurricular activities, highlighting the concepts of commitment and time. While the time of involvement referred to the quantity of student involvement in an activity, the commitment referred to the frequency of some quality behaviors that students practice during the extracurricular activities. Astin (1984) believed that the students were interested in what he called the existential benefits of the college experiences. His views supported the importance of the extracurricular involvement in higher education.*

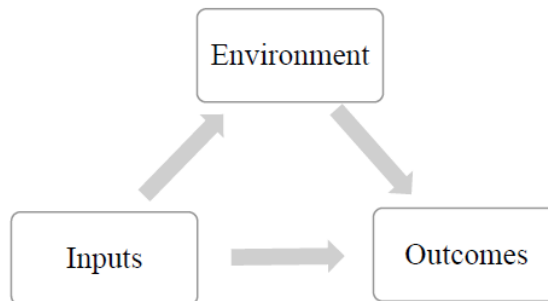
*The current study used the involvement theory postulates to build in different parts of the study. first, it used the theory's postulate one, which suggested that "involvement is an investment of psychosocial and physical energy", to measure the student involvement in different student organizations and activities. Second, the study was guided also by the involvement theory' postulate which suggested two types of involvement: the quantity and the quality involvement. The current study considered these two types in the student measurement of involvement. It measured student quantity involvement by the time the student devoted for their organization's activities. While the quality involvement was measured in this study by the frequency of quality behavior the students practices at their organization based on the involvement theory. Thirdly, this study adapted the Winston & Massaro (1987) inventory for student involvement in extracurricular activities as the main instrument in the study to measure the student involvement. This instrument was developed*

*based on the Astin's theory of involvement. Fourthly, the results of this study were compared to the student involvement theory's postulates.*

### **2.2.2 Astin's (1993) Input-Environment-Outcome model**

*The Input-Environment-Outcome model (I-E-O) of Astin's (1993) is the second conceptual framework for this study. It gives a general understanding of how college students are developed at college. It doesn't focus only on the experiences that the student got from their study at college (Environment) but also it put into considerations the experiences that the students bring with them to the college (Input). And how those input and college experiences impact the students' development (outcome). Figure 2.1 illustrates I-E-O's model.*

*Figure2. 1 Input-Environment- Outcome model of Astin's (1993)*



*According to the model, the inputs can be different variables. for example, it can include fixed variables such as gender or year experience and variable items such as the number of organizations that the students joined before college. While, the environment variables can be any experiences that the students have during the college such as involvement in curricular and cocurricular activities. The outcomes are the developmental*

*changes in students after their exposure to a particular environment such as cognitive abilities or leadership capacity.*

*The I-E-O model of Astin's (1993) is regarded as a famous conceptual framework for student development because of the linear relationship that the model assumes for the relation between the input-environment-outcomes (Black, 2017). However, some researchers didn't fully agree about this linear relation. They believed that the relation between these variables (Input-Environment-Outcome) are more complex or dynamic (Pascarella & Terenzini, 2005).*

*In addition, The model makes it possible to control the inputs such as the gender and race. This is considered to be a strong point in the model as well because this allows for more understanding of the relationship of the college experiences on student developmental outcomes (Black, 2017).*

*The current study considered these three variables (input-environment-outcome) of the model. For example, for the Input, question five and six in this study measure gender difference in the leadership practices. For environment, the main independent variable in this study is an environmental one which related to the college students' involvement in the extracurricular activities based on Winston & Massaro (1987). This variable was explored in three study questions which are question two, three, and five in this study. To elaborate, the level of the students' involvement in extracurricular activities is self-reported by the college students in question two and the relation between the students' involvement in extracurricular activities and leadership practices is investigated in question three. While question five investigates the possible difference of the students' involvement variable between male and female students. Also, there is a sub-independent variable in question four in the study which is the students' holding of leadership roles in extracurricular*

activities at college. This variable is used to compare between the leading and no-leading roles in the students' leadership practices. Whereas the outcomes, the dependent variable of this study is the outcome variable in the I-E-O model. The outcome variable is the students' leadership practices at college which is measured by Kouzes and Posner (1988, 2013). In this study, question one, three, four and six explore the five leadership practices suggested in the model which are modelling the way, inspiring a shared vision, enabling others to act, encouraging the heart and challenging the process. Table 1.2 shows the variables of the study with relation to the Astin's (1993) I-E-O model.

Table2. 1 Study's variables in the input-environment-outcome Astin's (1993) framework.

<b><i>Input measures</i></b>	<b><i>Environment Measures</i></b>	<b><i>Outcome</i></b>
<i>Demographic characteristics:</i>  1. Gender	1. Students' involvement in extracurricular activities  A. Quantity involvement  B. Quality involvement <ul style="list-style-type: none"> <li>• Encouraging others to participate</li> <li>• Volunteering in organization work</li> <li>• Taking responsibilities</li> <li>• Sharing activities with others</li> <li>• Expressing opinions in meeting</li> </ul>	Students' leadership practices:  1. Enabling others to act 2. Modeling the way 3. Encouraging the heart 4. Challenging the process 5. Inspiring a shared vision
	2. Holding leadership roles at extracurricular activities	

## **2.3 Student Involvement in extracurricular activities**

### **2.3.1 Positive impacts of the students' involvement in extracurricular**

There are many evidences from studies of the positive impact of the students' involvement in extracurricular activities in different aspects of the students' growth at college level (Jacqueline, et al, 2018, Nicoli, 2011, Keenan, 2009, Wilson, 2009, Fredricks & Eccles, 2006, Gilman, Meyers & Perez, 2004, Bush, 2003). For example, in a longitudinal study, Astin (1993) investigated the impact of student different types of involvement at college. The result of his study revealed that students who participated in club and organizations showed high competence in interpersonal skills and leadership. *Recently, a study conducted to examine how the extracurricular activities can promote student success outcomes (Vetter, Azusa, McIntosh, & Dugan, 2019). Particularly, it investigated the relation between the quantity and the quality of the student involvement in extracurricular activities and student success outcomes. (2973) college students at (13) colleges and universities were investigated. The study indicated that the both the quality and the quantity involvement directly predicted the students' success. Another study was conducted to identify the skills that the student might gain from their involvement in extracurricular activities (Jacqueline, et al, 2018). It used a mixed method approach to collect the study data. They used a survey for student involvement, document analysis, and focus group interviews to identify the developmental opportunities for the students in three student organizations at University of North Carolina. The study reviewed some key documents of theses organizations such as the student organization website and annual review forms. The study results showed that out of nine competences that the study assessed, six of them were identified as skills developed by the student organization involvement. For example, communication*



*skills, collaboration skills and in-depth knowledge of their specialization were developed in the members of these organizations.* Also, Wilson (2009) assumed that participating in extracurricular activities had a positive impact on student high achievement. Kuh (2009) also noted that students who participated in a variety of activities at college can reduce the gap between students created by the low income of the family and educational background differences. In addition, Dugan and Komives (2007) found that the students who participated in students' organizations at any level scored higher in the social change model of leadership development, than those students who didn't participate in students' organization. Moreover, a meta-analysis study conducted by Mahoney et al. (2005) concluded that the students' involvement in multiple activities can lead to positive development at college. Besides, Dworkin et al (2003) assured that youth activities like arts, sports provided a rich experience for students for positive development. Also, Hawkins (2010) argued that high level of students' participation in athletics, service learning, debates, students' government or other involvement activities would bring more opportunities to stimulate the mind and body. While for the interaction development, Marsh & Kleitman (2005) believed that students who participated in athletes can benefit from the interaction with their peers and learning to follow the instructions of their leaders. Ryan & Deci (2000) claimed that students' extracurricular involvement enriches learning experiences, not found in formal courses and by these activities, they can apply what they learned at classroom. For social networking development, Stuart (2006) found that students' participation in extracurricular activities can provide good opportunities for social networking which can also lead to develop more social skills. Creativity and confidence can be also developed through the students' activities involvement according to Cotter, Pretz & Kaufman (2016). Also, Daley & Leahy (2003) suggested that involvement

in physical activities can develop different aspects of students. First, it can develop the self-perception of students. Second it also can help to keep fit and reduce stress. Thirdly it can make them feel better about their appearances. In relation to absentee rate, Olson (2008) found that the students who joined the fine arts activities as a part of extracurricular involvement had lower absentee rates than students who didn't join at all. Moreover, extracurricular participation can have a positive effect in career outcomes in many ways. for example, it can enhance academic abilities, social contacts, training effects, and to nurture personality traits (Keenan, 2009). Besides, there is a significant gain for students in the development of students' leadership, in the understanding of culture, and in commitment to community service when they are involved in leadership training activities at college level as suggested by Cress, Astin, Zimmerman-Oster (2001). Finally, Erwin (2005) suggested that there is a link between college students' involvement in extracurricular activities to some positive outcomes such as attain graduation, and cognitive and personal development. Table 2.1 summaries the positive impact of the students' involvement in extracurricular activities in some studies.

Table2. 2 The positive impact of the students' involvement in extracurricular activities in some studies.

<b>Study</b>	<b>Positive impact</b>
<i>Cotter, Pretz &amp; Kaufman, 2016.</i>	Creativity & confidence
<i>Jacqueline, et al, 2018</i>	Communication & collaboration skills
<i>Hawkins, 2010</i>	Stimulate mind and body
<i>Kuh, 2009</i>	Family economical gap reduced
<i>Wilson, 2009, Keenan, 2009</i>	High achievement
<i>Olson, 2008</i>	Lower absentee rate

<i>Dugan &amp; Komives, 2007, Cress, Astin, Zimmerman-Oster, 2001</i>	Leadership development
<i>Ryan &amp; Deci, 2000</i>	Learning experiences
<i>Stuart, 2006</i>	Social networking
<i>Mahoney et al. (2005), Dworkin et al (2003)</i>	Positive development at college
<i>Marsh &amp; Kleitman, 2005</i>	Interaction, instructions follow
<i>Daley &amp; Leahy 2003</i>	Self-perception & keep fit
<i>Astin, 1993</i>	Interparental skill & leadership

Moreover, Bentley university suggested twelve benefits for the student to participate in students' organizations (Graduate admissions, 2019):

1. The student will learn more about themselves, their goal, their strengths and weakness. This self-awareness will be beneficial in the future career.
2. The students who participate in students' organization will develop soft skills which help them to interact with other people.
3. The students will learn how to work in a team and how to interact and share ideas with each other.
4. The students can develop networking skills where you they can build relationships and meet new people and make connections. This skill might help them in their future employment.
5. The students will gain practical experiences related to their field if they select the students' organization whose aims are relevant to their study.
6. The students will have the opportunities to use the skills they learned in real situations.

7. Student will have the chance to engage with diverse of people from different backgrounds and different interests.
8. Students will be given the opportunities to develop leadership skills.
9. Student will have a break time from their study to get refreshed and focus.
10. Student will develop their resume and the skills which will be valued in their CV in the stage of job searching.
11. Students will be able to give back to the communities through services acting and events' hosting.
12. Student will have fun meeting new people and participating in different activities.

### **2.3.2 Negative Impact of students' involvement**

Though there are many positive impacts of the students' involvement in extracurricular activities, there are also some potentials of negative side of their participations. According to Reeves (2008) both teachers and parents would have the fear about their students who might lose focus in their academic study if they were too busy in out-side classroom activities. Also, Eccles & Barber (1999) believed that there would be a negative effect of students' involvement if the participation is overscheduled. The students might involve themselves in too many activities without proper planning if they were not guided properly. In addition, Ward & Weiner (2012), highlighted that the students who hold leadership positions in students' organization at colleges can increase risk of using drugs and alcohol if they didn't find proper guidance. Moreover, the cost of the participation in some activities might be a problem for some students. To elaborate, participation in a certain group's activity might require buying some tools and equipment like musical instruments or to pay for the transport for the evening activities which might

be a burden on some low-income family (Smith, 2006). Besides, too many physical activities may result in some students pushing themselves too far with the potential of having a serious sports-related injury as students may need time for relaxation and recovery from intense athletic training (Wilson, 2009).

### **2.3.3 Relation between extracurricular involvement & leadership development.**

There are many studies which found some positive relations between involvement in extracurricular activities and different aspects of student's growth including leadership. In this section, I will focus on the studies that correlate the students' involvement in extracurricular activities and leadership development.

Coressel (2014) investigated the relation between the students' intensity of involvement in student organization and leadership development. The intensity of involvement was measured by both qualitatively (frequency of activity involvement) and quantitatively (time amount of the involvement) in the extracurricular involvement inventory (EII) developed by Winston & Massaro (1987) and the leadership development was measured by socially responsible leadership scale (SRL). A total of (204) students participated in the study. The participants were college students who were on-campus housing organization at Indiana, Illinois and Michigan. The result of this multi-regression analysis study showed that there was a positive relation between students' involvement in college organizations and their leadership development. Also, the study gave evidence of tipping point in the intensity of involvement at which point an increase in leadership is likely to occur. The tipping point in involvement was determined for the students who are involved in multiple organizations than those who are involved in only one organization.

Another study aimed at exploring the relation of the students' participation in clubs in pre-college and collegiate involvement and their leadership development was conducted

by Allen, Ricketts & Priest (2007). The sample of the study consisted of (250) of the alumni students from the college of agriculture at Georgia university. These students served in leadership positions in different students' clubs and organizations. The results shown that there was a positive relationship between the participation in collegiate clubs and the development of leadership. Also, the study revealed that pre-collegiate leadership experiences were important for the leadership development as well. Both in-college and pre-college extracurricular involvement collectively and separately had a positive impact on students' leadership development.

Also, (76,365) students from (82) institutes from US were explored to investigate the relationship between involvement in religious students' organization and socially responsible leadership (Black, 2017). The study was guided by the social change model of leadership (SCM). The study's results showed that the students who participated in both religious and secular students' organizations got higher score in all eight measures of leadership scale than the students who were involved in a single religious students' organization. Also, the study revealed that the highest predictors of the leadership development were precollege capacities, the number of years, and the frequent participation of the collegiate students' organization.

In Addition, Lund (2013) conducted a study aimed to compare the perception of leadership between the students who participated in athletes' activities and those who didn't participate in athletes. The study used the students' leadership practices inventory (SLPI) developed by Kouzes and Posner which measured five practices of leadership: modelling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. The study's sample was (1454) students. 660 of them were student-athletes, and 794 were non-athletes' students. Two-way analysis of variance was

used to investigate the relation between the athletes and non-athletes' students on the five leadership practices suggested in the SLPI inventory. The study result showed that athletes students engaged frequently in four out of five leadership practices (modelling the way, inspiring a shared vision, challenging the process, and encouraging the heart) than the non-athletes' students. The results indicated that the students who were involved in athletes' activities were more likely to develop leadership skills than those who were not involve in such activities.

Moreover, Hawkins (2010) investigated the relation between cocurricular activities and extracurricular activities preparation and it related them to school leadership styles. The main question of the study was "what is the leadership profile of leaders based on extracurricular (sport) and co-curricular (academic) participation? The participants used a 0 to 4 points to rate their leadership styles. Also, they reposted their engagement level in each of the structured activities. The finding of the study showed that most of the participants believed that their prior engagement in cocurricular and extracurricular activities helped them to develop leadership development.

Besides, Cooper, Healy & Simpson (1994) ran students' development tasks and SDTLI (life inventory) twice to students at college in order to examine the relation between involvement in students' organizations and leadership development. The results showed that the students who involved in students' organizations activities scored higher in the development tasks than the students who didn't involve in such activities. Also, it showed that there was a difference between leaders and non-leaders student in their development for the leaders' preference. In other words, students with leading roles performed better in the developmental tasks than the non-leaders. In addition, this study

supported the idea that students' leadership involvement can help to maintain other developmental skills.

Also, Wu (2011) investigated the students' leadership capacity's change after entering college and how this change affected both male and female students in Taiwan context as he believed that this matter had not yet been investigated in this context. The significance of his study can be in three aspects. One of them was the use of a longitudinal study of a single cohort which helped him to trace the change over time. Secondly Wu's study included students across college campuses avoiding the interference of a certain culture. Thirdly in the analysis study, regressions were made separately for female and male students so that the effect, if any, can be clearly noticed. The data of the study was collected from (156) colleges in Taiwan. The results of the study substantiated a positive relation between education at college and students' leadership development. Also, Wu (2011) found that participating in social groups, students' unions, multicultural activities and students' part-time jobs can be a good predictor of leadership capacities development. However, the level of students' leadership capacities in this study was found to be between weak to average.

In Addition, Gassman, Reed and Widner (2014) attempted to find out to what extent the activities in a non-profit students' organization can contribute to the learning and leadership development of the students. In this study, leadership was defined in 17 competences. The study used a convenience sampling of (743) students from alumni and current students at university of Northern Iowa. The results showed that participating in the non-profit students' organization can be helpful for leadership development. Also, it revealed that the numbers of semesters of the students' participation in extracurricular activities mattered. It indicated that students should participate in at least three semesters



to get the benefits of the involvement and if they were involved in five or more semesters, they can move to higher leadership positions.

Besides, Knight & Novoselich (2017) investigated the variance of students' self-reported leadership skills as explained by both the college and pre-college experiences. The study's sample was (5076) engineering students from 31 colleges. The results indicated that involvement in extracurricular activities contributed to the students' leadership development. Surprisingly, the study highlighted the importance of the application of formal leadership development programs. It claimed that the positive impact of the extracurricular involvement as shown in the findings might be misleading if we assumed that these experiences should be the only source of leadership development. This was because nobody could guarantee that all students would be engaged in such extracurricular activities. It concluded that there was a need to identify other ways for faculty members to enhance curricular activities for students' leadership development.

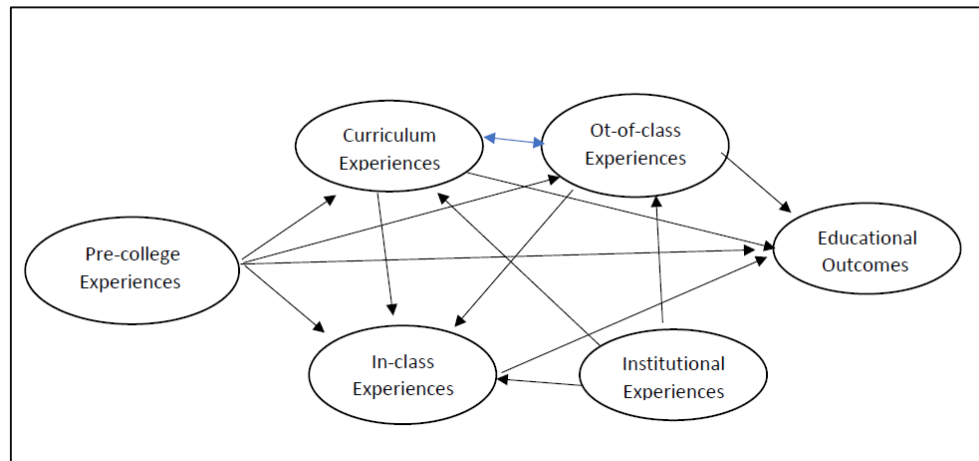
However, there are other studies which didn't show direct correlation between the students' involvement in extracurricular activities and students' leadership development. For example, Huntrods, An and Pascarella (2017) examine the correlation between involvement in the students' intercollegiate athletics and the leadership development. They used a multi-institutional, longitudinal sample for four college using Astin (1993)'s input-environment-outcome model and the socially responsible leadership scale. The study's result showed that athletics didn't seem to have higher leadership capacities than the non-athletics.

Although, there was a relationship between the students' involvement in extracurricular activities at college and leadership development, there were other factors which might influence the outcomes of the students' involvement at college level. For

example, Manyibe, Manyibe and Otiso (2013) found that there were some influencers that might affect the students' leadership development. These influencers were the family influences, church influences, cultural influence, and high school experiences. For family influence, the participants of the study regarded their father, mothers and other family members to have a significant role for their leadership development. Also, the study found that the church has a role to play in shaping the leadership for students which might be similar to mosques' role in Muslims' society. The study's participants were active members in the church where they have to prepare the service for Sunday, reading announcement, counting offerings... etc. Also, the students attended church-sponsored schools whose teaching reinforce Christian traditions. Besides, the Manyibe, Manyibe and Otiso (2013)'s study introduced the culture factor as the third influencer in students' leadership development. The culture referred to the norms, values, shared attitudes and goals. The students regarded their communities as the foundation of the leadership development. The fourth influence was the high school experience. The study divided the high school's influence in three categories: high school as a new experience, leadership roles in high school and the participants performance. Highschool as a new experience referred to the exposure to different people from different backgrounds and share rooms with them and to behave as an independent person. So, they developed interpersonal and communication skills which helped them to develop their leadership as well. While leadership role in high school referred to the leadership positions that students appointed and selected for. These opportunities tuned out to be a good training for leadership development. In addition, the performance at high school referred to the curricular and extracurricular activities that the student took part in while they were at school which was

considered to be other source of leadership development. Figure 2.1 below summaries the four influences of students' leadership development.

Figure2. 3 Influencer of students' leadership development adapted from Manyilbe, Manyilbe and Otiso (2013)



### 2.3.4 Extracurricular activities for Students' leadership development

Students' Participation in a variety of extracurricular and cocurricular activities can provide some experiences that might promote students' leadership development's opportunities at college level (Shim, 2013). Students' leadership can be developed through different extracurricular activities such as community services ( Soria, Nobbe, Fink, 2013), athletics (Grandzol, 2008), students' mentoring (Barnes, 2014), students' work at college (Mizraji, 2012), academic clubs (Foubert & Grainger 2006).

To elaborate, Dugan (2006) examined some leadership capacities of (912) college students in a single institute. The study revealed that participating in students' organization, in community services, and leadership education had a positive impact on students' self-reported leadership capacities as measured by the social change leadership's inventory.

Also, Feller, Doucette, and Witry (2016) explored the leadership development opportunities in some pharmacy schools in the United States. The study summarized these opportunities and related them to some leadership development competencies. A multi-method study design was used to meet the objectives of the study. The first phase of the study was a content analysis of the opportunities of leadership development. Particularly, the analysis of the educational journals and the school websites which were expected to enhance leadership skills. Second phase was a data collection of a semi-structure interview through phone with (12) responsible persons in leadership development identified from the analysis content of the first phase. The study revealed that there were (191) leadership opportunities in the (94) pharmacy schools. These opportunities were collected from the review of the (6) journals, (138) school internet websites and (37) annual meeting abstracts they were grouped in five categories: (1) Leadership, (2) Professionalism & leadership, (3) Entrepreneurship & leadership, (4) Advocacy & leadership (5) Others. After this categorization of the leadership's opportunities, (12) interviews were done to describe them in details and then they were assessed of how these opportunities meet the (11) leadership competences which were classified into three categories:

1. Knowledge of leadership:

- a. Describing the practices, and characteristics of an effective leaders
- b. Explaining why leadership is important
- c. Differentiating between leadership and management
- d. Recognizing the leadership which comes from those with and without titles.

2. Personal commitment of leadership

- a. Personal development of leadership

- b. Self-awareness of leadership
- 3. Development of leadership skills
  - a. Leading team members
  - b. Developing an understanding knowledge of an organizational culture
  - c. Cooperating with others
  - d. Developing a vision of an initiative or a project
  - e. Planning for a change process

The result showed the Leadership formal course was the most common opportunity for leadership development with a (41.9%), followed by leadership programs and projects with an (18.8%) and the other series of events were getting the least, (10.9). In addition, the results showed that (44) schools didn't have leadership development's opportunities in their websites. The study justified this finding to the lack of ability of the faculty members to dedicate the necessary time for leadership development activity. The study gave some limitations for some aspects of the study. First, the research method perhaps missed some other opportunities of leadership development. Secondly the websites of the school didn't contain all the time the archive of the leadership development programs or they were not updated during the time of the research.

Another study which focused on the students' leadership development was a case-study conducted in a school in Perth in Australia by Hine (2011). It was a longitudinal study tracking the leadership development of a group of students over three years ( 2007-2009). It investigated mainly these areas:

1. The implicit and explicit programs used in the school for leadership development from the point of view of the principals and deputy principals, the house coordinators, and the elected students for leadership development.
2. The understanding of the participants' roles in the facilitating the students' leadership development program at school.
3. The opportunities and activities which positively contributed to the students' leadership development
4. The students' perception of the benefits of the leadership development program being pursued in the school.

The study collected the data mostly through a qualitative interview and it used also field notes and journaling. The sample of the study was the students who were elected for leadership positions in the school activities and programs. There were (15) in the cohort A in 2007, (15) students in cohort B in 2008 and (20) student in cohort C in 2009. Also the staff who participated in the research were a school principal, deputy principal for pastoral care unit, and (5) house coordinators. The study results indicated that the school didn't assign for a single leadership development approach. Rather, the school adapted a diverse approach of leadership. However, the finding revealed that the school leadership program helped the students to develop an accurate awareness of the leadership roles and both the elected students for the leadership programs and the non-elected students had exercised leadership. Also, the elected leaders were very active members in the school community where they organized and facilitated events and meetings. Also, this longitudinal analysis study revealed that students were becoming more autonomous in their decision making, taking actions and in their critical thinking. Also, the role modelling was one of the good activities which enabled the elected students to present good behaviours in and outside the

class, such as developing punctuality, grooming, informing and helping other students. In addition, the staff members at the school highlighted the importance of the leadership development opportunities which were related to community services where students contribute positively to the community's needs.

In addition, Besnoy & McDaniel (2016) conducted a study related to students' mentoring activities as a leader development opportunity. This cross-age activity allowed an older student to mentor a younger one (mentee). The study gave detailed description for the mentoring process. To develop such mentoring program, an action plan was needed, and some stakeholders were included such as teachers, students, administrators, counsellors, community leaders and parents. The program team consisted of two principals from both high school and elementary school, counsellors from both schools, two teachers from both schools and two university professors. Recruiting mentors was an essential part in the program which required to select mentors who were willing to work with young people who can be committed to the mentoring program and have the interest to give some social and academic support. While the mentees were selected by school principal who was asked to nominate students with a sustain academic or behaviour deficits for more than six months and they should show a desire to participate in a cross-age mentoring program. After the selection process, the students' parents were notified about the program and were invited to the orientation session. During this session the program coordinator introduced the objectives of the program and educated the parent about the students' needs and difficulties they face. Before introducing the mentor and the mentee, a training session was conducted for the mentors to educate them about the program. After that, both mentor and mentee were matched with each other with some orientation sessions. Then a daily time table was sat. They met once a week during the free time and the gifted student

(mentor) gave the struggling student (mentee) some help in homework and in social skills lessons. Also, mentor was expected to concentrate on the strengths of the mentee and to develop them, not only focusing on the deficits. During this mentoring process, the program coordinator evaluated the mentors' leadership development and reported their growth regularly. The program proved its success in developing both the mentor in his leadership and mentee in his academic and social deficits and similar programs were encouraged as a strategy of students' development.

Similarly, Moreover, Campbell, Smith, Dugan & Komives (2012) conducted a study about the influence of mentoring process (faculty, staff and peer) on the students' leadership capacity. It had three main questions. The first one examined the possible significant relation between the leadership and mentoring process. Secondly, it examined the same relation with each type of mentoring (faculty, staff and peer mentoring). Thirdly it investigated how this relation vary according to the type of mentoring. The study adapted the social change model of leadership and the "input-environment -outcome" Astin's model as the conceptual frameworks for the study. The data was collected by the multi-institutional leadership study (MSL) with a quantitative approach. A total of 101 higher educational institutes with (115,632) students participated in the study. The results gave another evidence regarding the influence of the mentoring process on leadership development of college students. Both the mentoring and the type of mentors were important in explaining the students' leadership capacity. The students who indicated that their mentor helped them to develop personally tended to have higher leadership capacities. Also, the types of mentor (Staff, faculty, peer and employer) influenced the mentee's leadership capacity as well. Interestingly. The study revealed that mentor for



personal development had a larger influence on leadership capacity than mentorship for leadership empowerment.

Finally, Milton & Meade (2018) explored how the library-students' program at Washington university helped the student to develop leadership skills for the students. College libraries usually employed students to do basic tasks including shelving books answering questions, circulating materials and registering books. The study adapted the social change model of leadership development which aimed at developing students' learning and leadership competences and to facilitate more social change. The study had two questions to answer. One of which was to explore personal and leadership qualities which were important to develop in the students who served as the library student liaison. Secondly, to explore which personal qualities were the most supportive of group functioning and positive social change. The study used interviews and observations to collect the data of the study in a qualitative approach and it used a case study of Washington university's library. The result showed that the students who were interviewed believed that their employment at the library effectively facilitated their learning and their leadership development.

## **2.4 Leadership**

### **2.4.1 Theories of Leadership**

The leadership's concept was developed over time. The early conceptualization of leadership was the great man theory which existed in mid 1800s. The great man approach emphasised that leaders were born with some natural abilities and they were not made (Haber, 2006). Then the trait approach of leadership was emphasised at the beginning of the twenty's century. This concept identified certain traits for great leaders, and it

suggested that people were born with these traits, but some leaders possessed them (Northouse, 2004).

The behavioural approach of leadership came after the trait's theory between 1950s – 1960s which concentrated in leaders in workplace. It emphasized the practiced behaviour of both successful leaders and unsuccessful ones.

From 1950s up to early 1980s, the situational approach of leadership was developed. It emphasized the practice of different styles of leadership according to the situations and this approach is still prominent in today's business (Komives et al, 1998).

Then leadership's concept has shifted from the leader-focus approach to be a more follower-focus approach. This approach was introduced in so-called two paradigms of leadership theories developed by Burn (1978) & Rost (1991). This shift in paradigm of these approaches existed in the 1970s (Komives et al, 1998). Burn (1978) introduced the transactional and transforming leadership, while Rost (1991) emphasized the industrial and post-industrial approaches of leadership.

The transformational (Burn) and post-industrial approaches of leadership were classified as reciprocal theories of leadership which focused on the interaction between both the leaders and followers. In addition, there were other reciprocal theories and models of leaderships such as the servant leadership approach (Greenleaf, 1977), followership model (Kelley, 1995), the relational model (Komives et al, 1998), the authentic leadership (Avolio & Gardner, 2005) and the exemplary practices of leadership (Kouzes & Posner, 1995). To elaborate, servant leadership model was a widely-used leadership concept. This approach looked at the leader as a servant who was responsible for the need of the group and the organization. This model suggested that the person should do servant work in order to prove that he/she was reliable and trusted and eventually can become a leader, rather

than starting in the leadership position from the beginning (Greenleaf, 1977). Another reciprocal mode of leadership was the followership approach developed by Kelley (1995). In this model, both the leader and the follower were equal in leadership process. It proposed that the effective followers can manage things just like the leaders. Other reciprocal model of leadership was the relational leadership model (1998). It looked at leadership as a relational process of people who tried to make a difference for a common good. The relational concept of leadership had five main components: empowerment, purposefulness, inclusion, ethical practices and orientation of the process. Moreover, the authentic leadership model was another reciprocal model of leadership which emphasized an authentic relationship between leaders and followers. It referred to leaders as being positive moral perceptive, positive psychological captain, leader and follower's self-awareness and self-regulated. The exemplary leadership model which was developed by Kouzes and Posner (1988, 2013) was another reciprocal approach of leadership. This model will be introduced in detail as it guided the current study.

#### **2.4.2 Kouzes & Posner's leadership model**

The Kouzes and Posner' model looks at leadership as a reciprocal practice where both the leaders and the followers interacted with each other. It defines leadership as "A relation between those who aspire to lead and those who chose to follow (Kouzes & Posner, 2007). Kouzes and Posner's journey for searching for effective leadership started 35 years ago, in 1983. They identify the actions and behaviors that managers' report using when there were at their "personal best as leaders" (Kouzes & Posner, 2012). They collected data of over 1200 managers in case studies about their practices of leadership (Kouzes & Posner, 1987). They used content analysis in these case studies to analyze some behavior patterns used by the managers when they practiced leadership effectively. These

managers 'case studies identified five leadership practices and the instrument was formed based on these five leadership practices as well. These leadership practices included modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. The instrument was referred to as the leadership practices inventory (LPI). Short descriptions for these five leadership practices are as the following (Kouzes & Posner, 2013):

1. *Model the way*: leaders model the behavior which they expect from others. They have to be clear about the “guiding principles” and use these principles with people effectively. They should set standards of excellence to help others to follow. Also, they should find their “own voice” and stand up to their beliefs.
2. *Inspire a shared vision*: leaders should have the desire to make things happen. They can create new things. They should see results in their mind before starting a project. Also, their clear image pulls them forwards. Leaders believe with passion that they can make positive difference. Also, they can help others to see their visions and inspire them.
3. *Challenge the process*: leaders are willing to try new things. They look for chances to improve and innovate. Their contribution can be seen in the new ideas’ recognition and their support to these ideas. Also, they are willing to challenge the system for new service, product and process. They believe in taking risks and experimenting. They can “gain momentum” by getting “small wins”. They look at drawbacks as “learning opportunities”.
4. *Enable others to act*: leaders build spirited teams and develop trust in them. They effectively involve others and make them feel powerful, competent and capable to make positive changes in their work.

5. *Encourage the heart:* Leaders have to show appreciations to other's contributions. They should create the culture of celebrating victories. They make high reachable expectations for others and help them to accomplish. Also, they reward and value the other's success.

Later, the *student version* of this instrument was developed with a similar case study approach to compare the leadership behaviors of the managers to the college student's leadership practices (Posner & Brodsky, 1992). The student case studies consisted of some outstanding students who were leaders at their organizations at a large urban state university at the United State. The students were asked about their 'personal best leadership' experiences in order to identify the behaviors that were the most critical to their success as leaders. Later, the students were interviewed about the leadership actions and behaviors and their responses were reported in the *leadership Challenge* book (Posner, 2012). The students' leadership behaviors were coded and tabulated into the five leadership practices originally proposed by the managers' study. The students' leadership practices inventory was created and was referred to as the (SLPI): **Student Leadership Practices Inventory**. This study adapted this this students' version of the LPI inventory to measure the college students' leadership practices in Omani context.

Kouzes & Posner (2002) introduced ten commitments of leadership which they embedded in the five practices of the exemplary leadership. They described these commitments as "the basic for learning to lead". These are the commitments of leadership according to Kouzes & Posner's model are:

1. Get your voice by being clear of your own values.
2. Set the model by bring into line actions with shared values.
3. Predict the coming future by seeing possible and ennobling choices.

4. Enroll others in a shared vision by engaging to common aspiration.
5. Look for chances by searching for creative ways to change, improve, and develop.
6. Tryout and take risks by creating small successes and benefiting from drawbacks.
7. Adopt collaboration by supporting agreed-upon goals and constructing trust.
8. Empowering others by sharing responsibilities and decisions.
9. Recognize good work by showing gratitude for other people's achievements.
10. Celebrate the wins and achievements by generating a spirit of community.

These ten leadership commitments established the relation between followers, leaders, and the ability to be effective in an organization (Kouzes & Posner, 2002).

The current study uses the Kouzes and Posner's model of leadership as the third conceptual frameworks to guide the study in term of the leadership practices measurement. It adapts the five leadership practices suggested in this model to assess the college students' leadership capacity. These practices are modelling the way, inspiring a shared vision, challenging the process, enabling other to act and encouraging the heart. Students' leadership practices are measured in the current study in question two, three, four and six.

## **2.5 Relation between holding leadership roles and leadership development.**

Many studies investigated the impact of holding leadership role in extracurricular activities. Some of them found positive impact on students' leadership development and other studies didn't fully agree about the direct relation between these two variables with each other. In this section both types of the studies were discussed.

To start, Grandzol (2008) explored the relation between students' participation as captains of the teams in athletics and their leadership development in five high education institutes in Pennsylvania, US. Student were asked to fill the students' practices inventory (SLPI)-self version developed by Kouzes and Posner. The results showed that the team captains with leadership position displayed significant development in all skills of the student practices' inventory than the other team members.

Similar study was conducted in the United State to examine the chief student affairs officers' leadership in college context in order to make an understanding of the leadership practices (Rozeboom, 2008). (338) students filled in the leadership practices inventory (SLPI)-self version and (168) observers who evaluated the students' leadership development. The results showed that the chief student affairs officers perceived themselves, and their observers perceived them, as strong and effective leaders.

Also, (24) student leaders and (5) disengaged student in leadership positions were interviewed to explore some issues related to leadership and involvement at college (Shertzer & Schuh, 2004). The Students reported that they were encouraged to involve in extra-curricular activities by others and they believed that their experiences in pre-college involvement helped them to get leadership positions at college. Also, the study gave some reasons why students didn't hold leadership positions. For example, some students didn't have the capabilities to lead, and others were not given the opportunity to lead. Also lack of confidence and support were other reasons for not involving in leadership positions.

In addition, Lloyd (2006) investigated the relation between the number of leadership positions that a college student held and its relation to their self-confidence, self-efficacy, extroversion, role-model influence and peer influence. (331) students

participated in the study and multi-regression and correlation analyses were used. The study revealed that there was a positive correlation between holding leadership positions and the variables of the study. It recommended that the rotation of the leadership positions among students would be a good idea to give every student the opportunity to develop leadership skills.

Moreover, Erwin (2005) examined the leadership practices of students in Mid-western university in US. Among the study questions, the researcher examined whether holding a leadership position in a students' organization related to leadership development. The study used the students' practices inventory (SLPI)-self version developed by Kouzes and Posner to measure the leadership practices of the students. The results showed that there was a significant difference between students who held leadership position in college organization and non-leaders. Leaders got higher score in 4 out of 5 leadership practices measured by SLPI scale than non-leader students.

Besides, Arendt (2004) examined the leadership practices (SLPI) of some hospitality management students for eight universities. The results of the study showed significant differences for the students who had leadership positions in students' organization. The students with leadership positions scored higher in two leadership practices which were encouraging the heart & enabling others to act compared to the students with no leadership positions. With similar findings, Logue, Hutchens, & Hector (2005) examined six students in in-depth interviews about how they perceived their leadership experiences. They reported that positional leadership experiences gave them the chances to work with others to their objectives. Also, it helped them to be more aware of the organizational dynamics. Also, Kezar & Moriarty (2000) explored the effect of some



extracurricular involvement on (54) groups of students. The results showed that holding leadership position was the biggest predictor of leadership abilities for male students.

In addition to the positive effect of holding a leadership positions in students' organizations to the leadership development, there were other benefits of holding leadership roles in students' organization to other aspects of students' growth. For example, some studies found that the students who were given leadership roles indicated significant growth in multicultural awareness, civic responsibilities, leadership capacities (Cress, Astin, Zimmerman-Oster and Burkhardt, 2001) and had high levels of educational attainment with an increase of personal values (Dugan, 2006). Also, Soria, Fink & Laskowski (2013) investigated the relation between students' leadership positions and their engagement in social change which referred to the identifying the social and community problems and looking for ways to positively change their communities. The study used the social change model of leadership development as a framework for the study and they used the SERU survey to administer to 213,160 college students at nine universities in the United States. The study predicted 41.8% of the students' engagement in social change with an increase of 0.13 for the students who have leadership positions at their organizations. Also the study revealed that the degree of engagement in social change depended on the types of students' organization they participated in. For example, the students who have leadership positions in recreation organizations were less engaged in social change compared to leaders of advocacy group, religious groups and political organizations.

However, there were other studies which didn't show significant difference for holding leadership positions in the students' leadership behaviour. For example, Vogt (2007) explored the difference between the students who experienced leadership positions

on campus for more than one year and the students who had leadership positions for less than a year in their uses of transformational leadership behaviours. It used the student leadership practices inventory (SLPI) to collect data about the student leadership practices at university of Guelph in Canada. (47) students took part in the survey with (61.7%) female and (38.3%) male students. A Mann-Whitney U test used to test the differences between the two groups. The finding of the study showed that there were no significant differences between the leaders with more than one year experience in leadership positions compared to those of less than one year in general score of their leadership practices inventory (S-LPI) scale and there were no differences in each five components of the scale as well: modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. Also, Rand (2004) found no significant differences between the incoming and residence leaders in the five leadership practices introduced in the (S-LPI) scale. In addition, Posner and Rosenberger (1998) came up with similar results about no variance in leadership practices between leaders and non-leaders. Besides, Huntrods, An and Pascarella (2017) examined the correlation between involvement in the students' intercollegiate athletics and the leadership development. They used a multi-institutional, longitudinal sample for four college using Astin (1993)'s input-environment-outcome model and the socially responsible leadership scale. The study result showed that athletic students didn't seem to have higher leadership capacities than the non-athletics

### **2.5.1 Motives of holding Leadership roles in extracurricular activities**

Students have different motives to seek leadership positions at college level. Knowing these motives can help the students' affairs and organizations to better planning and to encourage student to hold leadership positions. According to Phillips (2015) there were three reasons which motivated student to lead in a college organization which are the

students' interest to improve their leadership capacity, to include their accomplishment in their CV and to enjoy the give-back feeling. Also, Moore and Ginsburg (2017) found that students chose to serve as leaders for four main motives. These motives were networking opportunities, believing in their organization's mission, the ability to effect change and the students' legacy. To elaborate, the students were encouraged to seek leadership positions to build professional networking with the local and officials. The second motive was the passion that the students had for their organization and the excitement that they felt when they served the organization. The third motive was related to the affect to change where the students thought that they could positively affect the organizations and apply their ideas more when they had a leading position than only a member. The final motive for the students to serve a leadership position was what they liked to call the "legacy". The students served in a leadership position because they wanted their development in the organization to be valued and worthwhile. This made them feel proud of themselves because they made a sustainable development in their life and they left a legacy in the college which would be remembered and appreciated overtime. However, Moore and Ginsburg (2017) found that there were other factors that might influence these motives including the influence of the family, peers and past leader of the organization. While the influence of the family might be more supportive, the past student leaders might be more directive to pursue a particular position. Also, Peers could have an influence on the students' choices of the type of organizations and the positions' selection including leadership positions.

## 2.6 Gender Differences in leadership development

There were some evidences in literature about the similarity and differences between male and female students in their development and learning including leadership development (Shim, 2013). Every gender had different ways of knowing and had different style of learning. As Sax (2009) states:

Gender shapes not just the characteristics of women and men entering college but also the way in which women and men *experience* college. In various ways and to varying extents, gender influences how women's and men's interactions with people, programs, and services on campus ultimately contribute to their academic success, their beliefs about themselves, and their outlook on life. (Sax, 2009, p. 9)

Though, male and female students were given some similar opportunities to develop their leadership skills at college but sometimes they got developed differently. There were some studies examined the gender differences in their leadership development such as Carter (2012); Adams & Keim, 2000; Ruderman, & Ernst, (2004). Some of these studies showed differences between them in their leadership development skills such as Adams & Keim, 2002, Arendt, 2004, Endress, 2000, Bardou, et al, 2004. While other studies didn't reveal any differences between them like Posner & Brodsky, 1994, Eddington, 1995, Posner & Rosenberger, 1997, Mendez-Grand, 2001.

To elaborate, Spencer (2004) investigated the differences between male and female students in the five-leadership practice measured by the SLPI inventory. The results showed that female students scored higher in "encouraging the heart" leadership practice than male students. Also, the study revealed that female students were relatively more accurate in describing their leadership styles than male students.

*Also, Rahman & Farooq (2017) investigated the student leadership competences in an Indian university and the differences between students on the basis of gender and their courses. (239) students participated in the study which were selected by a convenience-sample strategy. Student reported to have a moderate level of leadership skills. Also, the study found that there were significant differences in their leadership skills between male and female students attributed to the gender. The differences were particularly on their cognitive development and critical analysis.*

Also, Posner & Brodsky (1993) examined the relation between leadership practices of residence life staff as assessed by their supervisors, their residents and themselves. The study found that there was statistically differences between male and female students in their SLPI leadership practices. Female resident assistants practice more frequently “encouraging the heart” leadership skill than males.

In addition, Posner & Brodsky (1994) examined the fraternity (male) and sorority (female) leaders in their leadership effectiveness. The results showed significant difference between them. Female leaders reported engaging more in three leadership practices which were encouraging the heart, muddling the way, and enabling others to act than male students did.

Also, Adams & Keim (2002) investigated the relation between some leadership practices of Greek student leaders. The results showed a significant difference between leaders attributed to their gender. Female students obtained higher score in two leadership practices which were enabling others to act and challenging the process than male students did.

Moreover, Arendt (2004) examined the leadership practices (SLPI) of some hospitality management students for eight universities. The results of the study showed

significant differences for female students in enabling-other-to-act leadership practice compared male students.

Besides, Bardou, Byrne, Pasternak, Perez & Rainey (2004) examined the effect of gender and students' self-efficacy in student leaders. The (SLPI) of leadership practices was used to measure student leadership. The results of the study showed that female students had higher self-efficacy level in "modelling the way" leadership practices than male students.

However, there are some studies which didn't find differences between male and female in their leadership development. For example, Erwin (2005) explored the women's leadership practices at college. One of the study's aims was to explore the intersection between gender and leadership practices. The study used the student practices inventory (SLPI)-self version developed by Kouzes and Posner to measure the leadership practices of the students as well. The results of the study revealed that there are not any significant differences in the practices of students' leadership attributed to the gender.

Besides, Edington (1995) investigated the possible differences of the college students in their leadership practices attributed to the gender, race and age at Indiana university. A total of 187 students were studied. The study used the Bem sex role inventory and student leadership practices inventory to collect the data. The findings revealed that both male and female students most often used the "enabling others to act" leadership practices and this practice was dominant in all age group as well.

## **2.7 Students' Competences for Career Readiness in College Settings**

The career readiness of the college students is a very important issue for many educational parties such as the higher education communities, policy makers, employers, parents, students, labour work (Mathew, 2018). The career readiness is defined as " the

attainment and demonstration of requisite competences that broadly prepare college graduates for a successful transition into the workplace” (National Association of College and employers, 2014). In fact, there is a demand in higher education for the accountability of college graduates to be culturally competent, strong self – awareness, work as a part of a team and to demonstrate different competences in the workplace (National Association of Colleges and Employers, 2016).

Students’ career readiness is the result of different college experiences and students’ engagement at college. The students’ engagement enables them to involve practically in curricular and extracurricular activities that prepare them for post-college life. The success of the graduates in workplace in this century requires more than the knowledge the students to get in their field of study at their college. Rather, It requires the students to possess a variety of competences which can help them to engage in their future work. The competences can be defined as the knowledge, abilities, values or behaviour that effectively contributes to a role of a task (Seemiller, 2013). The study of competences has started long time age, but it gained significance in the 1960s with the work of David McClelland in 1973 who believed that testing the competence was a better predictor of job success than testing intelligence (Seemiller, 2018). However, what competences that are important to develop especially when there are too many of them in workplace. In fact, professionals didn’t look at the competences in a separate-single skill. They rather looked at them as a set of skills and they are narrowed and collectively put in different model of competences. There are many models of competences that educators can select from and they don’t have to create their own. They can use one model, or they can combine more than one in order to design their teaching and learning experiences. I selected two models of competences for college students that they can develop for the workplace:

1. *Students' leadership competences*: This model was developed by Seemiller (2013) for leadership competences for career readiness. The model was developed after conducting a document analysis for more than 17000 learning outcomes for 522 accredited academic programs. The model proposed five leadership competences for college students which are essential for career readiness. These competences are, not in order:

- i. Making decision
- ii. Verbal Communication
- iii. Writing
- iv. Evaluation
- v. Analysis

2. *Building blocks model*: This model consolidated 22 industry competence models aiming at providing a list of competences that are essential in workplace. The model is divided into five tiers of competences which are (Seemiller, 2013):

- i. Personal Effectiveness competences.
- ii. Academic Competences
- iii. Workplace Competences
- iv. Industry-wide Technical Competences
- v. Industry-Sector Technical Competences
- vi. Management Competences

It is important to select one or more models of competences which are appropriate for the situation and the context to use for career readiness development. Nowadays, Higher Educational institutes are responsible for helping the students to develop different competences for life and workplace. They can be ideal places for students' competences



development because the students spend quite good time in learning and training with expert teachers and programs. This development can be done through many tracks in educational settings such as course work, service learning, leadership roles, cocurricular activities and students' organization membership.

## **2.8 Summary of the chapter**

Chapter two reviewed the related literature in two main themes with some sub-themes. The first main theme was the students' involvement in extracurricular activities at college with its positive and negative impact on the students' growth. Then some studies about the relationship between students' involvement and leadership development were reviewed. Also, the chapter presented some examples of the extracurricular activities that can help to develop students' leadership development at college level. The second theme in this chapter related to leadership. In this theme, models of leadership were discussed with the focus on Kouzes & Posner's model of leadership as it guided the leadership's measurement in this study. Also, some studies' findings about the students' holding of leadership roles and its relation to the students' leadership development in extracurricular activities were covered. In addition, the students' motives of holding leadership roles were introduced in references to some related studies. Then, some related literature about gender differences in leadership development were covered as well. Finally, some students' competences for career readiness in college setting were introduced at the end of this chapter.

## **Chapter 3 Methodology**

### **3.1 Introduction**

This chapter presents and discusses the methodology that is used to achieve the aims of this research. As the research investigates the relationship between students' involvement in extracurricular activities at college level and their leadership development, a mixed method approach was used. The mixed method approach is the combination of the qualitative and the quantitative approaches. The two approaches were used to collect data about the topic. The two approaches are discussed in this chapter in relevance to their instruments, validity, reliability, data collection and data analysis. This is followed by an ethical considerations section that discusses ethical issues related to the research and how the issues were dealt with. The chapter concludes with highlights of the main components of the methodology.

The current study aim is to investigate the relationship between the students' extracurricular involvement at college level and their leadership development in the Sultanate of Oman. It addressed six research questions as the following:

Question (1) How do Omani college students perceive their leadership practices, based on Kouzes and Posner's model of leadership?

Question (2) To what extent are Omani college students involved in extracurricular activities based on Winston & Massaro (1987) model of student involvement?

Question (3) What is the relation between Omani college students' involvement in extracurricular activities and their leadership development?

Question (4): What is the relation between Omani college students' holding of leadership role in extracurricular activities and their leadership development?

Question (5): Are there any differences between male and female college students in their involvement in extracurricular activities?

Question (6): Are there any differences between male and female college students in their leadership practices?

### **3.2 Epistemology & Research approach**

Epistemology or “worldview”, as Creswell (2014) described it, is the “a basic set of beliefs that guide actions” (Cuba, 1990). Epistemology gives the philosophical base for deciding how knowledge can be obtained and interpreted. Each study has a certain philosophy, that guides the research, to choose the appropriate research approach to collect data. *The current study used the pragmatic worldview as the philosophy for the research design. The pragmatism is not devoted to any one philosophy and reality, but it can draw literally from different sources. (Creswell, 2014). So, the researcher is free to choose procedures, techniques and research methods that best suit his/her needs and objectives. This pragmatic philosophy sees the world as an absolute unity, so it looks for different approaches to seek reality. In addition, truth in this philosophy looks at “truth” as what works at the time*

#### **Research Approach**

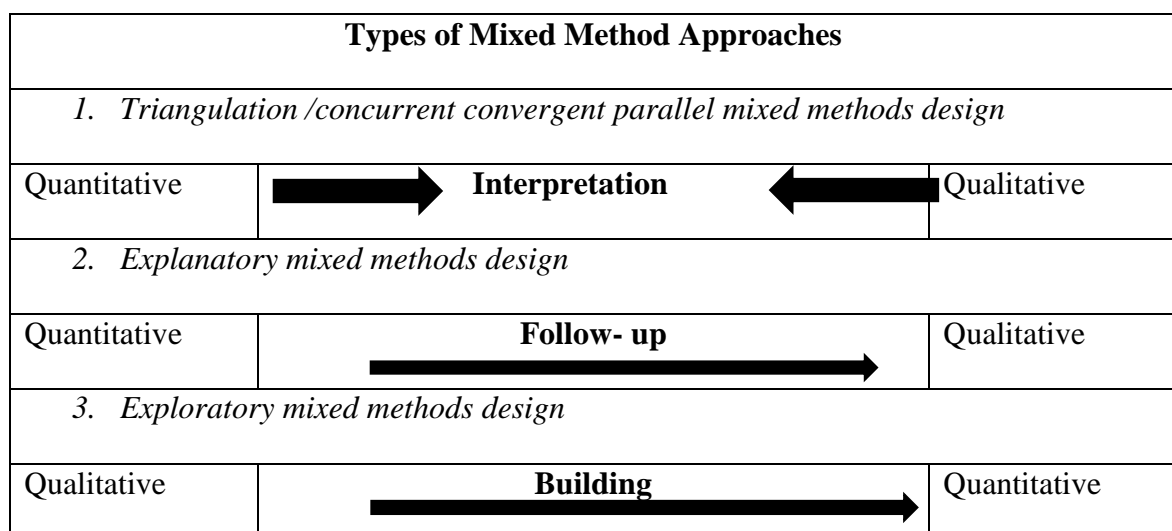
The *research approach* comes under the epistemology and it is defined as the plan and process that narrows the research from broad assumptions to a more detailed one to effectively analyze the collected data and interpret (Creswell, 2014). There are three

criteria for selecting a certain research approach: the nature of the research, the researchers' personal experiences and the audience of the research. Based on these three criteria, qualitative, quantitative or mixed methods or both can be adapted and used. This does not imply that a certain study has only one method to apply but it simply means that the research tends to be more quantitative than qualitative or vice versa. So, either to use one of them or to go pragmatically and use a mixed method approach, it should be well justified to meet certain epistemology and knowledge traditions (Creswell, 2014).

*In the current study, the researcher adapted a mixed-method approach where both quantitative and qualitative methods were used to collect the study data. It is a pragmatic philosophy which the study researcher seeks knowledge and understanding of study problems from multiple sources using different methods, techniques and procedures. The rationale and the value behind using this mixed method approach were seen in three levels as described by Creswell (2014). At general level, the mixed method approach was used because of the strengths of the both the quantitative and the qualitative methods and minimizing the limitations of each one. At the practical level, it can give a sophisticated approach to research and it can be an ideal one if both the quantitative and the qualitative data can be accessed. At procedural level, the mixed method approach can help to build different perceptives from both approaches and to develop better instruments for measurement. There are some challenges of using the mixed method design. For example, this design needs an extensive data collection where different instruments and procedures are required. Also, more time is expected for the nature of the data collection and the data analysis and the requirements of the researcher to be familiar with both the qualitative and the quantitative approaches.*

There are different classifications of the mixed method design and in these classifications, different terms and designs used and substantial amount of overlap of its types found (Creswell, 2014). However, there are three types of the mixed-method approach usages that most of the researches can be related to. These three types are the convergent parallel, explanatory, and exploratory mixed methods. In the *convergent/concurrent* design, the data is collected by the qualitative and quantitative methods and is analyzed separately and then, the study results are compared to see if the match or not with each other. as shown in figure 3.1.

Figure3. 1 Types of Mixed Method Approach

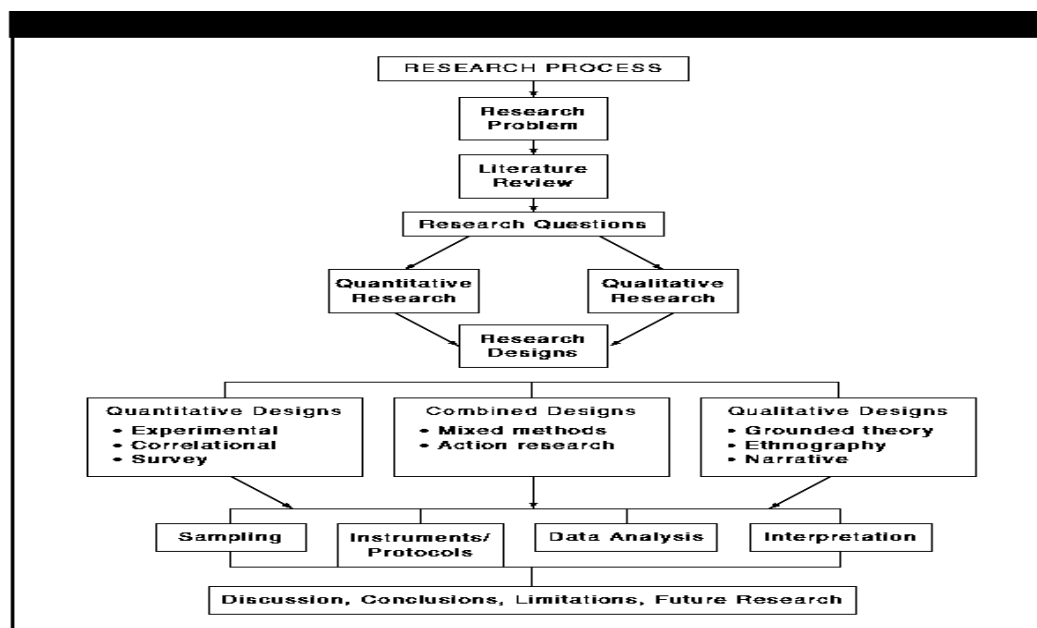


In the current study, the concurrent parallel mixed- method was used to collect the data about the relationship between the student extracurricular involvement and their leadership practices at college level where the two approaches, the qualitative and qualitative, were used to collect the study data and they were analyzed parallelly.

In this study, the data was analyzed separately in both approaches and then the side-to-side comparison strategy was used where the researcher started reporting the finding of one approach and then reporting the other findings with the discussions of

whether they matched or not and then the interpretations of the findings based on the two approaches were discussed (Creswell, 2014). Figure 3.2 introduce the flow of the research process through the quantitative and qualitative approaches.

Figure3. 2 The flow of the research process through the quantitative and qualitative approaches.



### 3.2.1 Sample of the study

The Sample in the mixed method approach can be addressed in the two study parts, quantitatively and qualitatively. they were usually selected based on the sample population's fraction (e.g. 5%) or based on the previous related studies (Creswell, 2014). The sample size of the current study was selected in two different ways. For the quantitative part, the random sample strategy was used to collect the data. The sample was randomly selected from the registration records of the students' organizations at their college. This strategy gave an equal chance for the students to be selected and could generate a representative sample for the study as well. Also, this random sample strategy

could generate students from different background and leadership experiences (Barnes, 2014). The total number of the participants in the study was (213) college students. For the quantitative part only, the participants were (176) of students.

While for the qualitative study, the purposeful sampling strategy was used where the student with leadership positions and active members at students’ organizations were selected for the interviews based on the students’ affairs records and the total participants for the qualitative part was (37) college students. Figure 3. 3 introduces the description random and purposeful sampling.

Figure3. 3 Introduces the Random and Purposeful Sampling

Difference Between Random Sampling and Purposeful Sampling			
Random “Quantitative” Sampling		Purposeful “Qualitative” Sampling	
Select representative individuals		Select people or sites who can best help to understand our phenomena	
To generalize from sampling to the population		To develop aa detailed understanding	
To make “claims” about the population To build/test “theories” that explain the population		That might provide “useful” information That might help people “learn£ about phenomena That might give voice to “silenced” people	

In addition, the study reviewed some relevant studies which investigated the student involvement and leadership practices to decide about the sample size of the current study. Particularly the study sample size was compared to the studies of Dick (2010), Ingram (2017) and Endress, (2000).

The total number of the participants in the current study for both parts, quantitative and qualitative, was (213) college students; (176) of them participated in the survey for the quantitative part of the study while (37) students participated in the interviews for the qualitative part of the study. The number of the male students in both parts, qualitative and quantitative, was (N: 112 Percent; 52.6%) and the female students was (N: 101 Percent: 47.4%) as shown in table 3.1.

Table3. 1 Quantitative and Qualitative Sample of the Study

Approach	Male	Female	Total
Quantitative	90	86	176
Qualitative	22	15	37
Total	112	101	213

### 3.3 Part 1: Quantitative Approach

The quantitative approach looks at the world as a *single reality* with a set of facts that can be discovered. Also, it tries to make relations between phenomena and gives justifications for the relation causes as well (Fraenkel & Wallwn, 2009). This study adapted



a quantitative methodology of the survey in parallel with qualitative study to investigate the relationship between students' involvement in extracurricular activities and their leadership practices at college level. This quantitative or numeric description of a population would allow to generalize the finding of the study (Fowler, 2002). Also, this approach was chosen because of the nature of the data collection and the study objectives (Barnes, 2014). In addition, the approach selection aligned with the previous researches related to the students' involvement and the students' leadership development particularly the study of Erwin, (2005); Grandzol, (2008); Lund, (2013); Mays, (2016).

### **3.3.1 Participants in the Quantitative Study**

The participants of the quantitative study were (176) college students from the Sultanate of Oman and they were registered in at least one students' organization/group at their college. The number of the male students took part in this part were (N: 90 Percent 51.1%) while the female students were (N: 86 Percent: 48.9%). Also, the participants were from four different sites /universities: (29.7%) from site1, (43.2%), from site2, (18.9%), from site3 (8.1%) from site4. About (57.1%) of the participants were from humanity colleges and (42.9%) of them were from science colleges.

In addition, the participants were from different study years; (19.4%) of them were in the first year, (27.4%) in the second year, (24%) in third year, (15.4%) in the fourth year and (13.7%) more than four years. The participants' GPA varied from below 2 to 4. For example, more than (60%) of the participants were between (2 to 3) which were in the middle of the GPA scale while about (5.7%) of them were in the lowest level of the scale (below 2) and the same percentage were in the highest scale (more than 3.75). While (14.3%) of them didn't give their grades. The participants were from three campuses;

(22.5%) of them lived inside the university campus, (41.0%) lived outside the university campus and (36.4%) lived with their families because their homes are close to the university. Also, the students were asked to rate their participation in extracurricular activities in order to get an initial overview about the students' involvement at their organization at their colleges. They were given five scales to rate which were *never*, *rarely*, *sometimes*, *often*, *always*. (44.8%) of the participants rated themselves as they *always* participated in the extracurricular activities and (24.1%) of them *often* participated and (24.1%) of them *sometimes* participated in extracurricular activities. While (6.8%) they *rarely* participated in the activities, though they were registered in students' organizations. Besides, the participants were asked about the number of students' organizations they registered in; The (50%) of them registered only in one students' organization. (26.7%) of them registered in two students' organizations and more than (17%) registered in three or more organizations. Moreover, about (70%) of the participants had a leading role at their organization and (28.7%) of them didn't have any leading roles. Table 3.2 gives some descriptive details of the participants in the Quantitative part.

Table3. 2 Descriptive details of the sample in the Quantitative study

<i>Quantitative</i>		
<i>N: (176)</i>		
Variables	N	Percent
<i>Gender</i>		
Male	90	51.1%
Female	86	48.9%
<i>Study Sites</i>		
Site 1	84	47.7%
Site 2	49	27.8%
Site 3	23	13.1%
Site 4	20	11.4%

<i>Study Year</i>		
Year one	34	19.4%
Year two	48	27.4%
Year three	42	24.0%
Year four	27	15.4%
More than four years	24	13.7%
<i>Student GPA</i>		
3.75-4.00	10	5.7%
3.30-3.74	24	13.7%
2.75-3.29	40	22.9%
2.30-2.74	46	26.3%
2.00-2.29	20	11.4%
below 2	10	5.7%
No grade	25	14.3%
<i>Campus (n = 173)</i>		
University campus	39	22.5%
Hired places Outside	71	41.0%
Live with their families	63	36.4%
Missing	3	
<i>Participation in extracurricular activities</i>		
Never	10	5.7%
Rarely	2	1.1%
Sometimes	42	24.1%
Often	42	24.1%
Always	78	44.8%
Missing	2	
<i>Number of students in Organizations</i>		
One organization	88	50%
Two organizations	47	26.7%
Three organizations	16	9.1%
Four organizations	7	4%
Five & more	8	4.5%
Not given	10	5.6%

In Addition, the participants in the study for the quantitative part were from different students' organizations which covered most of the students' specialisations and study fields. Table 3.3 gives the number of the participants distributed in the fields and the students' organization.

Table3. 3: The distribution of the students in the study fields and students' organizations

Field	N	Percent	Organizations/group
Art	27	16.5%	Fine art group, theatre group
Science	22	13.4%	Physics group, mechanic group
Business	18	11.0%	Entrepreneur group, marketing group
Law	17	10.4%	law-awareness group, law-clinic group
Media	17	10.4%	Media group, photography group
Sport	13	7.9%	Horse-riding group, sport group
Community service	13	7.9%	Handicapped-support group, childhood-support group
Education	11	6.7%	Psychology group, Self-awareness group
Language	9	5.5%	English society group, translation group
Arab Literature	6	3.7%	Arabic Poetry, Arabic literature
Computer	5	3.0%	Open software group, Computer group
History	3	1.8%	History group, Archaeology group
Tourism	2	1.2%	Tourism group
Student Council	1	.6%	Student council

### 3.3.2 Instrumentation of the Quantitative study

Quantitative approach used instruments to measure the variables of the study. These instruments were tools for documenting or observing data. Examples of the quantitative instruments were surveys, questionnaires, and standardized tests (Creswell, 2014).

For the quantitative data collection, the current study used an instrument which consisted of three parts: demographic part, the Leadership Practices Inventory (SLPI) and the Extracurricular Involvement Inventory (EII). The description of each part is as the following:

## **(1) Demographic Information**

The demographics of the instrument included the gender of the study, the four study's sites, student year, student GPAs, students' campus, type of students' organizations and number of student organizations.

## **(2) Student Leadership Practices Inventory (SLPI)**

The student leadership practice inventory (S-LPI) identifies the actions and behaviors that college students report using when there are at their “personal best as leaders” (Kouzes & Posner, 2012). This inventory was developed by James Kouzes and Barry Posner in 1988 and updated by them in 2013. The original version of the leadership practices inventory was developed by collected data of over 1200 managers in a case-study approach about their practices of leadership (Kouzes & Posner, 1987). The use of content analysis of these case studies generated some behavior patterns used by the managers when they practiced leadership effectively. These managers' case studies identified five leadership practices and the instrument was formed based on these five leadership practices which were modelling the way, inspiring a shared vision, challenging the process, enabling other to act and encouraging the heart. Short descriptions for the five leadership practices measured in the (SLPI) inventory are as the following (Kouzes & Posner, 2012):

1. *Model the way*: leaders model the behavior which they expect from others. They are clear enough of the “guiding principles” and use these principles with people effectively. They set standards of excellence to help other to follow. They find their “own voice” and stand up to their beliefs.

2. *Inspire a shared vision:* leaders have the desire to make things happen. They create new things. They see results in their mind before starting the project. Their clear image pulls them forwards. leaders believe with passion that they can make positive difference. Also, they help others to see their visions and inspire them.
3. *Challenge the process:* leaders are willing to try new things. They look for chances to improve and innovate. Their contribution can be seen in the new ideas' recognition and their support to these ideas. Also, they are willing to challenge the system for new service, product and process. They believe in taking risks and experimenting. They can “gain momentum” by getting “small wins”. They look at drawbacks as “learning opportunities”.
4. *Enable others to act:* leaders build spirited teams and develop trust in them. They effectively involve others and make them feel powerful, competent and capable to make positive changes in their work.
5. *Encourage the heart:* Leaders show appreciations to other's contributions. They create the culture of celebrating victories. They make high reachable expectations for others and help them to accomplish. Also, they reward and value the other's success.

The original version of this inventory was for general leadership measurement and it was referred to as the **Leadership Practices Inventory (LPI)**. Later, the *student version* of this inventory was developed with a similar case study approach to compare the leadership behaviors of the managers to the college student's leadership practices (Posner & Brodsky, 1992). The students' case studies consisted of some outstanding students who were leaders at their organizations at a large urban state university at the United State. The students

were asked about their ‘personal best leadership’ experiences in order to identify the behaviors that were the most critical to their success as leaders. Then, the students were interviewed about the leadership actions and behaviors and their responses were reported in the *leadership Challenge* book (Posner, 2012). The students’ leadership behaviors were coded and tabulated into the five leadership practices originally proposed by the managers’ study. The student leadership practices inventory was created and was referred to as the **Student Leadership Practices Inventory (SLPI)**.

The student leadership practices inventory (SLPI) has two versions; *self*-version and *observer*-version. The difference between these two versions was in term of the person who filled it. The *self*- version of the (SLPI) was completed by the student himself/herself as a self-reported instrument, while the *observer* version of the (SLPI) was completed by the person who directly observed the students’ leadership behaviors.

The current study adapted the self-version of the student leadership inventory (SLPI) where college students were asked to complete the revised Arabic version of the inventory by themselves. It consisted of 30 statements. Each six statements were used to measure each of the five leadership practices: model the way, inspire a shared vision, challenge the process, enable other to act and encourage the heart (see appendix 1). The students were asked to rate the statements in a five -Likert scale: 1 for *Rarely or Seldom*, 2 for *Once in a while* 3 for *sometimes*, 4 for *often* and 5 for *very frequently*. Table3. 4 gives some sample statements for each of the five practices of leadership in the (SLPI) inventory used in the study.

Table3. 4: Some sample statements in the (SLPI) inventory.

Leadership Practice	Items' number in the instrument	Sample Statements
Model the Way	22, 27, 32, 37, 42, 47	<ul style="list-style-type: none"> <li>• <i>I set a personal example of what I expect from other people.</i></li> <li>• <i>I spend time making sure that people behave consistently with the principles and standards we have agreed upon.</i></li> <li>• <i>I follow through on the promises and commitment I make.</i></li> </ul>
Inspire a Shared Vision	23, 28, 33, 38, 43, 48	<ul style="list-style-type: none"> <li>• <i>I look ahead and communicate about what I believe will affect us in the future.</i></li> <li>• <i>I describe to others in our organization what we should be capable of accomplishing.</i></li> <li>• <i>I talk with others about a vision of how things could be even better in the future.</i></li> </ul>
Challenge the Process	24, 29, 34, 39, 44, 49	<ul style="list-style-type: none"> <li>• <i>I look for way to develop and challenge my skills and abilities.</i></li> <li>• <i>I look for ways that others can try out new ideas and methods.</i></li> <li>• <i>I search for innovative ways to improve what we are doing.</i></li> </ul>
Enable Others to Act	25, 30, 35, 40, 45, 50	<ul style="list-style-type: none"> <li>• <i>I foster cooperative rather than competitive relationships among people I work with.</i></li> <li>• <i>I actively listen to diverse points of view.</i></li> <li>• <i>I treat others with dignity and respect.</i></li> </ul>
Encourage the Heart	26, 31, 36, 41, 46, 51	<ul style="list-style-type: none"> <li>• <i>I praise people for a job well done.</i></li> <li>• <i>I encourage others as they work on activities and programs in our organization.</i></li> <li>• <i>I express appreciation for the contributions that people make.</i></li> </ul>



### **(a) Studies Used Leadership Practices Inventory (SLPI)**

The student leadership practices inventory (SLPI) was widely used to measure leadership practices of the college students in different educational contexts such as Aaker (2003); Brightharp (1999); Daniel (2011); Erwin (2005); Lund (2013); Maitra (2007); Rozeboom (2008); Stout-Stewart (2005). Examples of these studies are as the following

1. Lund (2013) investigated the possible differences between athletes and non-athletes' students in their leadership practices.
2. Daniel (2011) investigated the students' differences in their perceived leadership practices.
3. Rozeboom (2008) investigated the leadership practices of chief student officers in some selected institutes.
4. Maitra (2007) investigated the factors of leadership development that female students in college campus can be attributed to.
5. Erwin (2005) investigated the differences between genders in their leadership practices in their government organization at college.
6. Stout-Stewart (2005) investigated students' self-reported leadership practices.
7. Aaker (2003) examined the differences in leadership styles of female administrators.
8. Brightharp (1999) investigated the leadership practices of the mid-level administrative positions in student affairs.

### **(3) Extracurricular Involvement Inventory (Winston & Massaro, 1987)**

The extracurricular involvement inventory (EII) was developed by Winston and Massaro (1987) based on the Astin's theory of student involvement to measure students' involvement in extracurricular activities at college level. The Astin theory of involvement

suggested that there were three aspects of the student development in an educational program which were cognitive, psychological and skill development. These development was proportional to the quality and quantity of student involvement (Astin, 1984). Based on this theory, Winston and Massaro (1978) proposed that the combination of the quality and quantity of student involvement to measure the “intensity of involvement” in the extracurricular involvement inventory (EII). The (EII) inventory defined the quantity involvement as the time the students allocated for the activities in a students’ organization for the last four weeks. While the quality involvement was defined by the frequency of students’ involvement in five student behaviors in extracurricular activities which the students practiced to assist their organization to reach its goals. These five student behaviors were encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting (Winston & Massaro, 1987).

The student overall involvement or the intensity of involvement as called by Winston & Massaro was the combination of the student quality and quantity of involvement. The quantity of the student involvement was measured by the number of hours that students devoted to the extracurricular activities for the recent four weeks While the quality of the student involvement, which seems to be more difficult than quantity to measure (Coressel, 2014), is determined by the frequency of the five behaviors the students practiced in extracurricular activities. The sum of the student involvement of the quality and quantity scores measured the students’ intensity of involvement in extracurricular activities. This was called the student involvement index intensity score (INIX).

The extracurricular involvement inventory (EII) consisted of eight questions. Two of these questions were informative and the other six questions measured the quality and quantity of the students' involvement in the extracurricular activities (appendix 1). The quantity question asked the students to specify the number of hours that they spent in their organization for the recent four weeks. For every eight hours they spent in the activity, they scored one point. For example, if a student spent (15) hours in an activity, he would get 2 credit points of quantity involvement. Table 3.5 gives the range of hours for the quantity involvement in the (EII) inventory.

Table3. 5 Range of hours for the quantity involvement in the (EII) inventory

Hour range	Credit Point
1-8	1
9-16	2
17-24	3
25-32	4
33-40	5
41-48	6
49-56	7
57-64	8
65-72	9
73-80	10

While the quality involvement were measured by the student frequent practices of five involvement's behaviours which were encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting. The students were asked to rate these behaviours as the following: *very often, often, occasionally, and never*. The sum score for these five questions represented the quality of the student involvement. The five quality behaviours questions in the EII inventory are shown in table 3.6.

Table3. 6 The five questions of the student quality involvements in the EII inventory

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1.	<i>When I attended meetings, I expressed my opinion and/or took part in the discussions.</i>
2.	<i>When I was away from members of the group/organization, I talked with others about the organization and its activities, or wore a pin, jersey, etc. to let others know about my membership.</i>
3.	<i>When the group/organization sponsored a program or activity, I made an effort to encourage other students and/or members to attend.</i>
4.	<i>I volunteered or was assigned responsibility to work on something that the group/organization needed to have done.</i>
5.	<i>I fulfilled my assigned duties or responsibilities to the group/organization on time.</i>

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The student involvement index intensity score (INIX) is the combination score of both the quality and the quantity scores. For example, a student who spends 12 hours in extracurricular activity, the quantity score would be 2 (see table 3.5) and answers “often” for the whole five-quality behaviour, the quality score would be 10 (2\*5), the intensity of involvement would be 20 (2 quantity \*10 quality).

The range of the quality involvement in the EII inventory is between 0 to 15 and the range of the quantity involvement is between 0 to 10. Therefore, the maximum score for the intensity of involvement INIX is 150 (15\*10) (Coressel, 2014).

#### **(a) Studies Used Extracurricular Involvement Inventory (EII)**

The extracurricular involvement inventory (ELL) was used in different studies to measure the intensity of students’ involvement in extracurricular activities (Coressel, 2014; Elliott, 2009; Endress, 2000; Atkinson, 2010). Some of these studies are as the following:

1. Coressel (2014) examined the influence of college students’ involvement in students’ organization on their leadership values.

2. Atkinson (2010) investigated the effect of culture-based fraternities and sororities' support on leadership development.
3. Elliott (2009) examined the relationship between involvement in formal co-curricular programs and students' success in a community college.
4. Endress (2000) investigated the relationship between cocurricular involvement, formal leadership course and on-campus employment with the relation to leadership styles in Malaysian context.

### **3.3.3 Translation Process**

The study's quantitative instrument consisted of two inventories to collect the data. They were the extracurricular involvement inventory (EII), developed by Winston and Massaro (1987), and the student leadership practices inventory (SLPI) developed by the Kouzes and Posner (1988, 2013). Both of them were originally written in English language. While the LPI inventory had an official Arabic version which this study built on, the (EII) inventory was fully translated from English to Arabic as the participants of the study were college students who spoke Arabic. The study chose to translate the instrument to Arabic language for better students' understanding of the behaviors and the practices measured in the instrument.

The translation of the instrument should not focus only in the linguistic equivalence to the target language, but it should also consider the cross-cultural variances between the two languages. In order to achieve this, the study used different steps and strategies for the translation process which were:

1. Forward Translation
2. Back Translation
3. Expert Panel

#### 4. Piloting (Pre-test)

For the *forward translation step*, this study chose one translator, who was familiar with educational terminology and areas covered in the study and his primary language was Arabic, to handle the task of translating the instrument. The translation approach at this stage emphasized the context rather than the literal translation and it considered the simplicity and clarity of the concepts as it would be used by college students.

For *back-translation step*, the same steps used in forward translation were used with an independent translator who translated back the Arabic version, created in the forward translation step, to English language. Once again, the emphasis of this translation was the cultural and contextual equivalence not the linguistic equivalence. The two version of the forward and back translations were compared together, and the final Arabic version was created.

For *expert panel step*, the final Arabic-translated version of the instrument was sent to (3) experts in educational leadership from Sultan Qaboos university to review. The goal of this step was to check the appropriateness of content, concepts and the language's clarity for the college students. Feedback given by the expert were considered.

For *piloting step (pre-test)*, the final Arabic version of the instrument was piloted with (6) college students to identify the clarity of statements and concepts to avoid any misunderstanding and ambiguity.

### 3.3.4 Validity of the Quantitative Instruments (SLPI & EII)

In a convergent mixed- method approach, validity of the instrument is established for both the qualitative and quantitative parts separately (Creswell, 2014). There are three

forms of validity for the quantitative study which are (1) content validity, (2) predictive or concurrent validity, and (3) construct validity. To establish the content validity in this study, the instrument which consisted of the leadership development practices inventory (SLPI) & the extracurricular involvement inventory (EII) scale were sent to a group of experts from the educational leadership department in the college of education at Sultan Qaboos University to reflect and validate for content relevance assessment and language appropriateness. They were asked whether the items of the instruments measure the content they were intended to measure and whether the language clear and appropriate in each statement. The feedback obtained from them were related to some issues. for example, they suggested to paraphrase item 4 and 9 in the leadership inventory to make them clear enough and to avoid asking about the students' students' age. Also, they suggested to make the instrument as short as possible and to use the same Likert scale for the all the instrument's parts so that the analysis might be more consistent. Besides some language modification were suggested as well.

For the concurrent validity, the findings of the both tools and the procedures of this study were compared with similar studies in the discussing section.

In addition, the study was piloted on (6) students in order to get feedback about the instrument in three areas: the clarity of the content of the instruments, the appearance, and the instruments' length. The feedback given in the piloting were taken into account. Some modifications were made including some wording amendments and joining some parts together to reduce the length of the instrument.

Also, the data collected from piloting were used to check the validity and the reliabilities of the two instruments. Though both the SLPI & ELL tools measurements

were widely used in the studies and they proved to be valid and reliable in different contexts, the two instruments (SLPI & EII)'s validity and reliability were tested in the Omani context. For the student leadership practices inventory (SLPI), the Pearson's correlation of the statements was made in two different ways from the data collected from the piloting. First, the correlation between each of the five leadership practices with the overall student leadership's score was made. Secondly, the correlation between the five leadership practices with each other was tested as well. The correlation's result showed that there was a significant positive correlation at (0.05) level between each of the five leadership practices with the overall students' leadership's score. The correlation scores were between (0.88) to (0.95) which could be considered as a high correlation as the correlation's range from +1.00 to -1.00. Table 3.7 gives the Pearson's correlation between each of the five-leadership practice with the overall leadership score.

Table 3.7 Pearson's correlation between each of the five-leadership practice with the overall leadership score.

Five Leadership Practices	Overall leadership score
<i>Challenge the Process</i>	.95
<i>Inspire a Shared Vision</i>	.93
<i>Model the Way</i>	.91
<i>Encourage the Heart</i>	.90
<i>Enable Others to Act</i>	.88

Also, the results, collected from the piloting, showed that there was a significant positive correlation between the students' five leadership practices with each other. The Pearson correlations between were between (0.72) to (0.88) which were considered as



strong correlation between the five practices. Table 3.8 gives the correlation's result between the five leadership practices with each other.

Table3. 8 Correlations between the five leadership practices.

Leadership Practices	Challenge..	Enable..	Encourage..	Inspire..	Model..
<i>Challenge the Process</i>	1	.81	.83	.88	.84
<i>Enable Others to Act</i>	.81	1	.72	.78	.75
<i>Encourage the Heart</i>	.83	.72	1	.79	.78
<i>Inspire a Shared Vision</i>	.88	.78	.79	1	.81
<i>Model the Way</i>	.84	.75	.78	.81	1

In addition, the results, collected from the piloting, were used to test the validity for the extracurricular involvement inventory (EII). The study tested the correlation between the five student involvement's behaviors with the overall score of the quality involvement. The results showed that there was a significant positive correlation at (0.01) level between them. The correlation scores were between (0.82) to (0.57) which is considered a strong correlation as well as shown in table 3.9.

Table3. 9 Pearson's Correlation between the five student involvement behaviors with the overall score of the quality involvement in the (EII) inventory.

Five Involvement Behavior	Overall quality involvement score
<i>Encouraging others to participate</i>	.82
<i>Volunteering in organization work</i>	.79
<i>Expressing opinion in meetings</i>	.73
<i>Sharing activities with others</i>	.72
<i>Taking responsibilities</i>	.57

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### 3.3.5 Reliability of the Quantitative Instruments (SLPI & EII)

Reliability describes the consistency of a measurement (Remler & Van Ryzin, 2011). The current study used the Cronbach's alpha to measure reliability for the two instruments: the student leadership practices inventory (SLPI) and the extracurricular involvement inventory (EII). The result showed that the Cronbach's alpha's score for the reliability of the leadership practices inventory (SLPI) was (0.96) which is considered a high score and the alpha scores for the five leadership practices was between (0.79 and 0.86) which are considered also high reliability score as shown in table 3.10.

Table3. 10 The reliability of the leadership practices inventory and its sub-practices.

Leadership Practice	Items	Cronbach's Alpha
<b>Leadership Practices Inventory</b>	<b>30</b>	<b>.96</b>
<b>Sub-Leadership Practices</b>		
<i>Model the Way</i>	6	.79
<i>Inspire a Shared Vision</i>	6	.86
<i>Challenge the Process</i>	6	.85
<i>Enable Others to Act</i>	6	.83
<i>Encourage the Heart</i>	6	.85

Also, the Cronbach's alpha score was used to test the reliabilities of the extracurricular involvement inventory (EII). The results showed that the Cronbach's alpha for the (EII) inventory was (0.77) which is a high reliability score as shown in table 3.11.

Table3. 11 The reliability of extracurricular involvement inventory (EII)

Variable	Items	Cronbach's Alpha
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### 3.3.6 Variables of the Study

The independent variable is studied to assess the possible effect on one or more other variables, while the dependent variable is the one which the independent variable is assumed to affect (Wallen & Fraenkel, 2001). In the current study, the independent and dependent variables were assessed based on the Astin's (1993) Input-environment-Outcomes conceptual framework. The independent variable was the level of the students' involvement in extracurricular activities (participation in students' organizations at college) developed by Winston & Massaro (1987). While the dependent variables were the leadership practices as defined by the leadership practices inventory (SLPI) including the five leadership practices: modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart developed by Kouzes and Posner (1988, 2013) as shown in table 3.12.

Table3. 12 The variables of the study.

<b>Variable</b>	<i>Type</i>
<b>Level of Student Involvement</b>	<i>Independent</i>
<b>Student Leadership Practices</b>	<i>Dependant</i>
<b>Sub-Leadership Practices</b>	
<i>Modelling the Way</i>	<i>Dependant</i>
<i>Inspiring a Shared Vision</i>	<i>Dependant</i>
<i>Challenging the Process</i>	<i>Dependant</i>
<i>Enabling Others to Act</i>	<i>Dependant</i>
<i>Encouraging the Heart</i>	<i>Dependant</i>

### **3.3.7 Data Collection of the Quantitative Approach**

The researcher got the approval from the research ethics committee at British university in Dubai to start collecting data from the study's sites. The student affairs sections in the four sites/universities were contacted by the researcher in person and got their written permissions to conduct the study at their campuses. Then, the student affairs departments were visited to get the support needed to reach the study sample (students who were registered at student organization).

The instrument was put in two forms: written and electronic. The electronic form was created by google docs and the link was send to participants. While the written form of the instrument was made available to the students who were met in person in their organization's avenues. The researcher made effort to maximize the participation of the students by contacting the students' organizations' supervisors and the heads of the students' organizations to encourage the students to take part in the study. Any students from any students' organization were allowed to participate in the study regardless to his programs or specializations. The collection of the data took around 6 months to finish.

### **3.3.8 Data Analysis of the Quantitative Approach**

The analysis of the quantitative data was required to deal with mathematical procedures and statistics. These procedures require breaking down the data collected into parts, comparing groups and relating scores in order to answer the study's questions. Then, the results were interpreted after the analysis process in reference to the initial predictions and related studies.

In the current study, there were six questions to analysis. For questions one and two, which investigated the level of the students' involvement in extracurricular activities

and the level of the student leadership practices, descriptive statistics of the means, standard deviations and the percentage were used for the data analysis procedures. While for question three, which investigated the possible relationship between the students' involvement in extracurricular activities and the level of the student leadership practices, Pearson's correlation coefficient was reported to measure the relation between the two variables. For question four, which explored the differences between two groups (leading and non-leading) in their leadership practices and in their extracurricular involvement, the independent sample T.test was used to analyze the data. Finally, for question five and six which investigated gender difference in their involvement in extracurricular activities and in their leadership practices. All data analyses statistics were made by the (SPSS) software program version 21.

### **3.4 Part Two: Qualitative Approach**

As state earlier, the convergent mixed-method required to collect the data for both quantitative and qualitative separately. These two data were used for triangulation purposes where the data collected from the two methods would be compared and interpreted. In part one earlier, the quantitative approach was discussed in term of the participants, instrumentation, data collection and data analysis. In this part the qualitative approach procedures were discussed as well.

It is an important for the researcher in a qualitative study to introduce the readers to the purpose of the research, to mention the specific designs used, and reveal carefully on the researcher's role in the study (Creswell, 2014). Qualitative approach tends to gather data in the site where the participants involve in the phenomena in a natural setting and the researcher is the key player in this approach because he/she is the one who observes the phenomena, interviews participants, and examines documents (Creswell, 2014).

### 3.4.1 Participants in the Qualitative Study

The participants of the qualitative study were (37) college students from four universities in the Sultanate of Oman and they were registered in at least one students' organization/group at their college. The number of the male students took part in this part were (N: 22 Percent 59.5%) while the female students were (N: 15 Percent: 40.5%). Also, the participants were from four different sites/universities: site1 (29.7%), site2(43.2%), site3 (18.9%) and site4 (8.1%).

Also, the participants were from different study years; (13.5%) of them were in the first year, (18.9%) in the second year, (27%) in third year, (19.9%) in the fourth year and the student who had more than four years in their college represented (21.6%) of the study's sample. Also, more than (75%) of the participants were between 2 to 3 out of 4 in their GPAs while about (10.8%) of them were in the lowest level of the grade (below 2) and (2.7%) were in the highest scale (more than 3.7). The participants were from three campuses; (13.5%) of them lived inside the university campus, (40.5%) hired places outside the university campus and (43.2%) lived with their families because their homes were close to the university. Also, the students were asked to rate their participation in extracurricular in order to get an initial overview about the student involvement and they were given five scales to rate which were *never*, *rarely*, *sometimes*, *often*, *always*. (59.5%) of the participants rated themselves as they *always* participate in the extracurricular activities and (29.7%) of them *often* participate and (10.8%) of them *sometimes* participate in extracurricular activities. Besides, the participants were asked about the number of students' organizations they were registered in. (51.4%) of the them were registered only in one students' organization. (16.2%) of the them were registered in two students' organizations and (2.6%) were registered in three organizations and (10.8) were registered

in five or more organizations. Table 3.13 gives the descriptive details of the participants in the Qualitative part.

Table3. 13 Descriptive Details of the Sample in the Qualitative part

<i>Qualitative Sample</i>		
<i>N= (37)</i>		
Variables	N	Percent
<i>Gender</i>		
Male	22	59.5%
Female	15	40.5%
<i>Study Sites</i>		
Site 1	11	29.7%
Site 2	16	43.2%
Site 3	7	18.9%
Site 4	3	8.1%
<i>Study Year</i>		
Year one	5	13.5%
Year two	7	18.9%
Year three	10	27%
Year four	7	19.9%
More than four years	8	21.6%
<i>Student GPA</i>		
3.75-4.00	1	2.7%
3.30-3.74	4	10.8%
2.75-3.29	13	35.1%
2.30-2.74	10	27%
2.00-2.29	5	13.5%
below 2	4	10.8%
<i>Campus (n = 173)</i>		
University campus	5	13.5%
Hired places Outside	15	40.5%
Live with their families	16	43.2%
Missing	1	

<i>Participation in extracurricular activities</i>		
Never	-	0%
Rarely	-	0%
Sometimes	4	10.8%
Often	11	29.7%
Always	22	59.5%
<i>Students Organizations</i>		
One organization	19	51.4%
Two organizations	6	16.2%
Three organizations	8	21.6%
Four organizations	-	0%
Five & more	4	10.8%

Moreover, the participants of the students were from different students' organizations and these organizations were related to different specializations and study fields as shown in table 3.14.

Table3. 14 The Students' Organizations and Study Fields.

Field	N	Percent	Examples
Community Service	10	27.0%	Community-Friend Group
Arab Literature	5	13.5%	Arab Poetry Group
Media	4	10.8%	Media Group
Sport	3	8.1%	Sport Group
Law	3	8.1%	Law-awareness Group
Business	3	8.1%	Entrepreneur Group
Computer	3	8.1%	Computer Group
Education	3	8.1%	Psychology group
Science	2	5.4%	Engineering
Language	1	2.7%	English & Translation Group



### **3.4.2 Instrumentation of the Qualitative Study**

The qualitative research uses tools to engage the participants in an open-ended exploratory discussion and it usually explores the what-why-how questions and it explores the values and perceptions of the individuals that might influence their behaviors (Fraenkel & Wallwn (2009).

In the current study, semi-structured interviews were used to collect data from (37) college students in the qualitative part of this study. The individual interviews and the focus group interviews were used as qualitative tools for the study. These two tools were used to get a holistic view about the college students' involvement in extracurricular activities and the student leadership practices and how college students related the involvement in the extracurricular to their leadership development.

The individual interview is a good data collection tool which allows participants to describe situations in their words (Stringer, 2007). There were many procedures that the researcher in the current study followed in order to maximize the benefits from the data collected from the semi-structured interviewed. For example, the researcher carefully prepared the questions of the interviews and related them to the aims of the study with an in-advanced arrangement of the setting interview (Neuman, 2011). Also, the interviews were recorded, transcribed, coded and recoded to make categories and themes. In addition, the researcher tried to stick to the topic of discussion and to the time specified for each part (Creswell, 2014).

In contrast, focus group interview is designed to use with a small number of participants formed by a moderator who led the discussion on the topic being investigated (Schutt, 2003). The role of the moderator is to collect information from the participants

(Berg, 2007). Neuman (2011) claims that focus group interview can raise some insights to the topic that might not be raised before. But he thinks that one of the disadvantages of this kind of interview is that it gives the group's opinions not the individual ones because individuals tend to conform with the group's view even if they think the opposite. In the current study, the researcher conducted the focus group interview with (5) groups of college students. The interview was done on-site, and it took between 45 to 60 minutes. The researcher interviewed the heads and the active members of the student organizations students who were registered in at least one students' organization at college. They were selected from the student affair registration's lists. Table 3.15 gives the numbers of the student who participated in both the individual interviews and the focus group interviews and their sites/universities.

Table3. 15 Students Participated in the Individual Interviews and Focus Group Interviews

		Site/University				Total
		1	2	3	4	
<b>Individual Interview</b>	Male	6	0	5	1	12
	Female	1	2	1	3	7
	<b>Total</b>	<b>7</b>	<b>2</b>	<b>6</b>	<b>4</b>	<b>19</b>
<b>Focus Group interview</b>	Male	3	7	0	0	10
	Female	1	7	0	0	8
	<b>Total</b>	<b>4</b>	<b>14</b>	<b>0</b>	<b>0</b>	<b>18</b>
<b>Total</b>	Male	9	7	5	1	22
	Female	2	9	2	2	15
	<b>Total</b>	<b>11</b>	<b>16</b>	<b>7</b>	<b>3</b>	<b>37</b>

The interview questions were sent to (4) experts in the educational leadership department from Sultan Qaboos University to reflect on their relevance to the study's objectives and on the language appropriateness. The final version of the interview sheet consisted of nine questions which were used to initiate the discussion with the students about their involvement in extracurricular activities and their leadership development. Table 3.16 gives some sample questions from the interview.

Table3. 16 Sample Questions of the Interviews

- 
- *How often do you involve in your organization/ group's activities?*
  - *How many hours did you spend in your organization's activities for the last four weeks?*
  - *What are the advantages and disadvantage of the students' involvement in extracurricular activities at college from your point of views?*
  - *How can you define leadership from your point of view?*
  - *Do you think that you practice any kind of leadership while you involve in your organization?*
- 

### **3.4.3 Validity of the Qualitative Data: Truthfulness**

Trustworthiness is the qualitative equivalence to internal and external validity and reliability in quantitative research. There are four different types of truthfulness to maintain validity in a qualitative research: transferability, confirmability, credibility and dependability. First, transferability refers to how the research finding can be applied to other contexts. To achieve transferability, it is the role of the researcher to clearly introduce the study's context with enough details that help the other researchers to relate them to other contexts. Secondly, confirmability ensures that finding is derived from the study as a product of an inquiry not made by the researcher. Cuba (1990) suggests practicing reflexivity and triangulation to enhance confirmability in a qualitative research.

Thirdly, creditability refers to ability of the researcher to consider the complexity in the study and to deal with patterns that are not easy described and explained (Guba ,1990). Guba also introduces four ways to achieve credibility which are member checking, peer debriefing, triangulation and prolonged participation. Fourthly, dependability refers to the possibility of getting the same finding if the study is repeated with the same participants in same or similar context. To establish dependability, multi-methods data collection is suggested. This might help to compensate the weakness of one method by the strengths of the other. Also, it is claimed that the use of external auditor is a choice for increasing the dependability as well.

In the current study, trustworthiness was established in several ways. First, the researcher used self-reflection strategy to clarify the bias that might be anticipated through the limitations introduced in the study. Secondly the interpretation of the findings of the study was introduced by backgrounds such as gender (Creswell, 2014). Thirdly, the researcher spent prolonged time at the study site to develop in-depth understanding of the objectives of the study and its procedures and to be close to any inquiry might raise. Fourthly, the study used a mixed-method approach where both qualitative and quantitative approaches were used for triangulation purposes. This might help to compensate the weakness of one method by the strengths of the other.

#### **3.4.4 Data Collection of the Qualitative Study (interviews)**

After obtaining all document permissions from the universities and getting the acceptance from each student to participate for the interview, the researcher started collecting the data. Students were given the choice either to use their mother tongue, Arabic, or English language in the interview. This might reduce the stress and give them

more opportunities to express their perceptions and opinions freely about their involvement in extracurricular activities and their leadership development. Both the individual interviews and the focus group interviews were done in-site and recorded.

### **3.4.5 Data analysis of Qualitative Approach**

Qualitative data is analyzed by the identifying themes and patterns in the data which is called thematic analysis. According to Braun & Clarke (2006), thematic analysis is an important qualitative method that should be learned because it gives core skills which are useful for conducting different types of analysis. There are different models to approach thematic analysis (Javadi & Zarea, 2016). The current study used the Braun & Clarke's (2006) 6-step model of thematic analysis. This model distinguished between two levels of themes which are *semantic* and *latent* themes. For *semantic* themes, the researcher is not looking for anything beyond what the participants said. While for the *latent* theme, the researcher is looking for something beyond what has been said to identify the underlying ideas and concepts. The current study used the thematic analysis of the six steps suggested by the model of Braun & Clarke (2006). These steps were: (1) To become familiar of the data, (2) To generate initial codes, (3) To look for themes, (4) To review themes, (5) To define the themes, (6) To write up.

For *becoming familiar with the data step*, the researcher of the current study read and re-read the interviews scripts in order to be familiar with data collected. At this stage notes of the early impressions were jot down as well. For *generating initial codes step*, data was organized in meaningful way to generate codes. Coding reduced the data into small chunks. Since the current study was concerned with addressing certain research questions, the theoretical thematic analysis was used rather than inductive one. So, each segment of data which was relevant to the research questions was coded. For *searching*

*themes step*, the codes were examined and fitted together into a theme. For example, there were many codes related to the student involvement behaviors in extracurricular activities, the study collated them into an initial theme called the quality involvement. For *reviewing themes step*, at this stage, the themes - initiated in the previous step- were reviewed and developed into preliminary themes. All data related to each theme were put together and reviewed to assess whether the data really support it or not. For *defining themes step*, this is the final modification of the themes. At this stage, themes were reviewed if they relate to the main theme and interact with each other. Also, at this stage themes were reviewed for subthemes. For *writing up step*, the final report for the data collected was written based on the objective of the dissertations with examples of the extracts from the data collected.

### **The Researcher's role**

As mentioned earlier that qualitative research is an interpretive research which researcher involve with the participants and interact with them. This might introduce some ethical and personal issue into the research process (Locke, Spirduso, & Silverman, 2013). In the current study, the researcher played an important role in data collection. Particularly, he interviewed the participants and analyzed the study data. The study used multiple validation to demonstrate the accuracy of the information. First, the researcher used self-reflection strategy to clarify the bias that might be anticipated through the limitations introduced in the study. Secondly the interpretation of the findings of the study was introduced by backgrounds such as gender (Creswell, 2014). Thirdly, the researcher spent prolonged time at the study site to develop in-depth understanding of the objectives of the study and its procedures and to be close to any inquiry might raise. Fourthly, the study used a mixed-method approach where both qualitative and quantitative approaches were

used for triangulation purposes. This might help to compensate the weakness of one method by the strengths of the other.

### **3.4.6 Ethical Consideration**

The ethical approve of study obtained and guided by the British University in Dubai (BUID)s' ethical code on conduct. The researcher with the research committee assessed the potentials of risk to the participants who would take part in the study. Also, the informed consent forms provided to the participants which includes the study purpose, confidentiality guarantee, notation of participants' risk, assuring the right to withdraw anytime, and providing names of persons to contact if questions arise (Creswell, 2014).. Also, the researcher obtained the necessary permissions to gain access to the study's sites specifying time needed, the potential impact and the expected outcomes of the study. In addition, the study sites were selected without any vested interests for the objectivity's purposes. The privacy and anonymity of the participants was considered and respected in the study as well (Creswell, 2014).

### **3.5 Summary of the Chapter**

This chapter discussed how this study was designed and analyzed. At the beginning, the mixed-method approach (qualitative and quantitative) and its types were discussed. Then, the chapter was divided in two parts; the quantitative and qualitative parts. In part one, the quantitative study was discussed. Particularly, the participants of the study were introduced in detail including the number and the percentage of the gender, study sites, student study year, student GPAs, types of the living campus and students' organizations. Then the quantitative instruments were introduced in relevance to their structures, components, validity and reliability. Particularly, the Leadership Practices

Inventory (SLPI), and the Extracurricular Involvement Inventory (EII) were covered as well. After that the data collection and the data analysis procedures for the quantitative study were introduced. Whereas the second part of this chapter covered the qualitative part. This part introduced two kinds of the semi-structured interviews: individual interview and focus group interview. These two instruments were reviewed with relevance to their questions and formation process. Then the data collection and the data analysis procedures of the qualitative study were introduced. At the end of this chapter the study's ethical considerations were discussed as well.



## **Chapter 4 Analysis & Finding**

### **4.1 Introduction**

Chapter four presents the analysis and findings of the study based on the data collected from the mixed-method approach where both quantitative and qualitative data collection were used to explore the students' involvement in extracurricular activities and their leadership practices at college level. The chapter starts with the demographical characteristics of the participants. Particularly, it introduces their gender, type of study, universities enrolled in, study year, GPAs, campus type, and number of organizations they registered in. Then, the results from both the qualitative and quantitative approaches are analyzed and presented for each question parallelly.

However, in order to make the data analysis meaningful, focus and understandable, it would be essential to recap the main aims and the research questions. The research investigated the relationship between students' involvement in extracurricular activities at college level and their leadership practices. Also, it examined the possible differences between male and female college students in their involvement in extracurricular activities and in their leadership development. The study was guided by six research questions:

Question (1) How do Omani college students perceive their leadership practices, based on Kouzes and Posner's model of leadership?

Question (2) To what extent are Omani college students involved in extracurricular activities based on Winston & Massaro (1987) model of student involvement?

Question (3) What is the relation between Omani college students' involvement in extracurricular activities and their leadership development?

Question (4): What is the relation between Omani college students' holding of leadership roles in extracurricular activities and their leadership development?

Question (5): Are there any differences between male and female college students in their involvement in extracurricular activities?

Question (6): Are there any differences between male and female college students in their leadership practices?

The study used the convergent parallel mixed- method where both qualitative and quantitative data were collected and analyzed parallelly. According to Creswell (2014), the challenge in a convergent mixed-method approach is how to merge the two-data collected qualitatively and quantitatively together. In this study, the data will be analyzed separately in both approaches and then the side-to-side comparison strategy will be used where the researcher start reporting the finding of one approach for one question and then the findings of the other approach for the same question discussing whether they match or not (Creswell, 2014). Then the finding of both approaches would be compared and interpreted together with their relevance to some related studies in the next chapter (Ch5).

The total number of the participants in the current study for both the quantitative and qualitative parts were (213) college students; (176) of them participated in the quantitative part of the study while (37) students participated in the interviews for the qualitative part of the study. The number of the male students in both parts (qualitative and quantitative) was (N: 112 Percent; 52.6%) and the female students was (N: 101 Percent: 47.4%). Details of the sample in study is shown in table 4.1.

Table4. 1 Quantitative and Qualitative Sample of the Study

Gender	Quantitative		Qualitative		Total	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	90	%51.1	22	%59.5	112	52.6%
Female	86	%48.9	15	%40.5	101	47.4%
Total	176	100%	37	100%	213	100%

#### 4.1.1 Quantitative Sample

For the quantitative part, the sample of the study was (176) college students and they were from four different universities in the Sultanate of Oman: (29.7%) from site1, (43.2%), from site2, (18.9%), from site3 (8.1%) from site4. (57.1%) of the participants were from humanity colleges and (42.9%) of them were from science colleges. The male students represented (52.6%) of whole sample while the female students represented (47.4%). Also, the participants were from different study years which varied from year one to more than four years: (9.4%) from year one (27.4%) from year two, (24%) from year three, (15.4%), (13.7%) from year five and more. More than (50%) of the participants were from second and third year. The participants' GPA varied from below two to four grades. Most of them (88.6%) scored between 2 to 3.75 in their GPA scores. While less than (6%) of them were in lowest GPA score (below two) and about the same percent in the highest GPA grade (above 3.75). Also, the participants were living in three campuses: inside university campus (22.5%), outside university campus (41.0%) and at their home (36.4%) (those who live near the college). The participants were asked to rate their participation at the extracurricular activities at their college as an initial self-evaluation and later their involvement would be intensively measured by the EII involvement scale in question two. (44.8%) of the students said that they *always* participate in the extracurricular activities

while (24.1) of them *often* participate. However, (6.8%) were registered in students' organization but they said that they rarely participate in the activities. Moreover, about (70%) of the participants have a leading role in their organization and (28.7%) of them don't have any leading roles in the students' activities. Besides, the students were from different students' organizations and they were from different study fields such as art, science, law, media, sport, community service, education, language, history, and tourism. Table 4.2 gives the distribution of the students in the student organizations and their related fields.

Table4. 2 The students' organizations and the fields

Field	N	Percent	Students' organization/group
Art	27	16.5%	Fine art group, theatre group
Science	22	13.4%	Physics group, mechanic group
Business	18	11.0%	Entrepreneur group, marketing group
Law	17	10.4%	law-awareness group, law-clinic group
Media	17	10.4%	Media group, photography group
Sport	13	7.9%	Horse-riding group, sport group
Community service	13	7.9%	Handicapped-support group, childhood-support group
Education	11	6.7%	Psychology group, Self-awareness group
Language	9	5.5%	English society group, translation group
Arab Literature	6	3.7%	Arabic Poetry, Arabic literature
Computer	5	3.0%	Open software group, Computer group
History	3	1.8%	History group, Archaeology group
Tourism	2	1.2%	Tourism group
Student Council	1	0.6%	Student council

#### 4.1.2 Qualitative Sample

The participants of the qualitative study were (37) college students from four different universities in the Sultanate of Oman and they were registered in at least one students' organization/group at their college. The number of the male students were (N: 22 Percent 59.5%) while the female students were (N: 15 Percent: 40.5%). Also, the participants were from four different sites/universities: site1 (29.7%), site 2 (43.2%), site 3 (1.9%) and site 4 (8.1%).

Also, the participants were from different study years; (13.5%) of them were in the first year, (18.9%) were in the second year, (27%) were in third year, (19.9%) were in the fourth year and the student who had more than four years in their college represented (21.6%) of the study sample. Also, more than (75%) of the participants were between 2 to 3 out of 4 in their GPAs while about (10.8%) of them were in the lowest level of the grade (below 2) and (2.7%) were in the highest scale (more than 3.7). Also, they were from three campuses; (13.5%) of them lived inside the university campus, (40.5%) hired places outside the university campus and (43.2%) lived with their families because their homes are close to the university. Also, the students were asked to rate their participation in extracurricular in order to get an initial overview about the student involvement and they were given five scales to rate which were *never*, *rarely*, *sometimes*, *often*, *always*. (59.5%) of the participants rated themselves as they *always* participate in the extracurricular activities and (29.7%) of them *often* participate and (10.8%) of them *sometimes* participate in extracurricular activities. Besides, the participants were asked about the number of students' organizations they were registered in. (51.4%) of the them were registered in one students' organization. (16.2%) of the them were registered in two students' organizations

and (2.6%) were registered in three organizations and (10.8) were registered in five and more or more organizations.

Moreover, the participants were from different students' organizations related to different study fields such as community service, Arab literature, media, sport, law, business, computer, education, science and language as shown in table 4.3.

Table4. 3 The Students' Organizations and their Fields.

Field	N	Percent	Examples
Community Service	10	27.0%	Community-Friend Group
Arab Literature	5	13.5%	Arab Poetry Group
Media	4	10.8%	Media Group
Sport	3	8.1%	Sport Group
Law	3	8.1%	Law-awareness Group
Business	3	8.1%	Entrepreneur Group
Computer	3	8.1%	Computer Group
Education	3	8.1%	Psychology group
Science	2	5.4%	Engineering
Language	1	2.7%	English & Translation Group

This variation of students 'sample in both the quantitative and the qualitative studies, in gender, study year, fields, organizations, GPAs, and fields can help to give a representative sample of the students who participated in extracurricular activities at college and help also to minimize the interference of any variable. The results later might be generalized to similar contexts if they applied similar involvement theory and similar leadership practices' model.

## 4.2 Findings of the Study

This section discussed the findings of the study for the six research questions. The data collected from both the quantitative and the qualitative approaches were used to answer the questions. Four research questions from one to four was analyzed and answered quantitatively and qualitatively. While question five and six which were examined the gender differences in their involvement in extracurricular activities and leadership development were answered only by the quantitative approach because of the nature of the questions which required statistical analysis with numbers and figures to measure the variable differences.

### **4.2.1 Question (1): *How do Omani college students perceive their leadership practices, based on Kouzes and Posner's model of leadership?***

Question one explored how Omani college students perceive their leadership practices. The question was investigated in both quantitative and qualitative methods. Student leadership practices inventory (SLPI) was used to measure the students' leadership practices for the quantitative part of the study. While the students' interviews were used to collect data for the qualitative part of the study. Then the findings from both parts were merged together and compared.

#### ***(1) Quantitative Findings for Q1***

College Student leadership practices were measured in this study quantitatively by the leadership practices inventory (SLPI) developed by Kouzes & Posner (1988, 2103). The SLPI inventory was designed to measure the leadership practices of students by (30) statements and (6) statements allocated for each leadership practice. It measured the leadership in five leadership practices: (1) modeling the way, (2) inspiring a shared vision,

(3) challenging the process, (4) enabling others to act and (5) encouraging the heart. Short descriptions of these practices are as the following (Kouzes & Posner, 2012):

1. *Model the way*: leaders model the behavior which they anticipated from others to do. They need be clear enough of the “guiding principles” and use these principles with people effectively. They should set standards of excellence to help other to follow. They should find their” own voice” and to stand up to their beliefs.
2. *Inspire a shared vision*: leaders should have the desire to make things happen. They create new things. They see results in their mind before starting the project. Their clear image pulls them forwards. leaders believe with passion that they can make positive difference. They can help others to see their visions and inspire them.
3. *Challenge the process*: leaders are willing to try new things. They look for chances to improve and innovate. Their contribution can be observed in the new ideas’ recognition and their support to these ideas. Also, they are willing to challenge the system for new service, product and process. They believe in taking risks and experimenting. They can “gain momentum” by getting “small wins”. They look at drawbacks as “learning opportunities”.
4. *Enable others to act*: leaders build spirited teams and develop trust in them. They effectively involve others and make them feel powerful, competent and capable to make positive changes in their work.
5. *Encourage the heart*: Leaders show appreciations to other’s contributions. They should create the culture of celebrating victories. They make high



reachable expectations for others and help them to accomplish. They reward and value the other's success.

The study used the mean and the standard deviation to measure the students' practices of leadership suggested in the study. The result of the study showed that the overall mean score of the students' practice of the leadership in the inventory (SLPI) was ( $M = 4.18$ ,  $SD = 0.740$ ) out of (5) points. Also, the study investigated the students' practices of leadership in each of the five leadership skills measured in the inventory. The result showed that the students scored the highest in "enabling others to act"'s leadership practice with ( $M = 4.36$ ,  $SD = 0.690$ ). While they scored relatively equal in the other four leadership practices: modelling the way ( $M = 4.15$ ,  $SD = 0.756$ ), inspiring a shared vision ( $M = 4.14$ ,  $SD = 0.865$ ), encouraging the heart ( $M = 4.13$ ,  $SD = 0.880$ ). Table 4.4 gives the students' mean and standard deviation's scores in the leadership practices inventory.

Table4. 4 The students' scores in the leadership practices inventory

Leadership	Mean	SD
<i>Overall leadership Practice</i>	4.18	0.740
<b><i>Five Leadership Practices</i></b>		
Enable Others to Act	4.36	.690
Model the Way	4.15	.756
Inspire a Shared Vision	4.14	.865
Encourage the Heart	4.13	.880
Challenge the Process	4.12	.815

## ***(2) Qualitative Findings for Q1***

In addition to the quantitative investigation of this question, it was explored qualitatively by asking the students about their leadership practices at their students' organizations at college. There were (37) college students who participated in these interviews.

The students, who participated in the interviews, were asked about the leadership that they practiced in the extracurricular activities at the students' organizations. The practices, given by the students, were analysed, coded and then, compared to the five leadership practices suggested in Kouzes & Posner model of leadership which were modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. The findings of the qualitative data showed that the students had some practices which could be related to leadership in some way. Some of these practices would be discussed with respect to the five leadership practices suggested in the Kouzes & Posner model of leadership (1988, 2013) in the following sections:

*Enabling others to act:* This model described the *enabling others to act's* practice as the leaders' abilities to build spirited teams and develop trust in them. The students gave some views about their leadership practices that can be related to this practice. For example, the findings of students' interviews showed that some presidents in students' organizations believed in the importance of involving the organization's members in the activities. They gave some examples of whom they tried to help to handle the students' organization responsibilities. For example, R1 student, who was the head of one students' organization, said that he gave the other members the opportunity to lead the group and he gave them the power to act as a leader for the group.

(R1) I mean that I selected the member who has the desire to lead the activity and I give him the chance to be a real leader and do my job [as a leader] and he makes everything related to the activity. He did everything and he made all the arrangements.

Other example about *enabling others to act's practice* was a student (R2) who said that a good leader was a democracy person who gave the chance to all followers to give their views and opinions because their views might be better than his views.

(R2) It is important that a good leader not to be dictatorial but democratic who listen to other people's opinion. Perhaps the others' opinion is better than his opinion as a leader.

Also, different students believed that followers should always be encouraged to develop their leadership skills because this could develop their personality as stated by R3 student. Also, they suggested to distribute the roles and responsibilities to the followers based on their abilities which might make them feel as a leader as in stated by R4, R5, R6 students.

(R3) I always tell them [members] how to participate. This develop their leadership kills ...help them to [develop] their personality.

(R4) All the member are leaders. I make something and they make something else. Not because I am the leader, I make everything!

(R5) I distribute the roles and responsibilities to the members based on their abilities

(R6) Part of my role [ as a leader] is to know the people and their skills to handle responsibilities.

In addition, R7 student who had been a leader in different students' organizations for a long time believed that a good leader was the one who could make more leaders not followers.

(R7) The real leader is the one who can make more leaders not more followers. This idea I strongly believed in and I certainly know.

Besides, R8 student in the focus group interview believed that a good leader should believe in the team to make a difference.

(R8) The good leader should believe in his team and in what he makes and if he doesn't believe in that he cannot make a difference.

However, there were some students who had different views that they didn't fully agree with the practice of *enabling others to act*. For example, R 9 student had different views about the idea of giving the followers all the opportunities to express their opinions. He believed that the followers might not be matured enough about the activities especially the fresh students. He believed that their views might not be practical. Also, R10 student stated that he didn't depend much on some members' work and even if he gave them some responsibilities, he should be close enough to check their work.

(R9) I sometimes take other members' opinions but at the same time I neglect some of their ideas. .... those students, who are fresh coming from school to university ...don't have innovated ideas so I try to bring to them more innovative ideas and make them updated.

(R10) I don't like to depend on members of the group. It is true that I give them something to do but I follow them directly to make sure that they do it exactly on time.

*Inspiring a Shared Vision:* Some students gave some practices which might be related to the *inspiring a shared vision's* leadership practice. According to Kouzes & Posner (2012), this practices simply represents the leaders' ability to see the results of a project before the start because their clear image pulls them forwards. Also, it refers to the leaders' ability to help others to see their visions and inspire them. The results of the students' interviews' revealed that some students believed in some practices which might be related to *inspiring-a-shared-vision* practice. For example, R11 student believed that planning was very important in leadership, and R12 student believed that a leader should have a good vision and to be ambitious as well. In addition, R13 student who was in the focus group interview, suggested that a good leader should think out of the box and bring different results. Besides, R14 student believed that leadership is related to the self-trust and the ability to express views to other with confidence.

(R11) Planning is very important [for leadership]. For me I feel that if I didn't plan ahead, I cannot accomplish any things.... impossible.

(R12) The leader should have a vision. He is an ambitious and has a charismatic personality.

(R13) [a good leader] .... think out of the box

(R14) [ A good leader] ...has self-trust ... can talk to others and give opinion and give suggestions.

*Modelling the Way:* This practice is related to the leader s' abilities to model the behavior which they expect from others. Also, it relates to the ability of the leaders to set standards of excellence to help others to follow. It is the ability find your" own voice" and to stand up to your beliefs (Kouzes & Posner, 2012). Some interviewed students gave some views about leadership practices that might be related to the model-the-way practice. For example, R14 student described the leadership as the ability to manage self, first and then to manage others. While R15 student believed that a good leader had the abilities to admit his faults when committing mistakes and to modify them without hesitance.

(R15) To be a leader, you have to know how to lead yourself first. Then you can lead others.

(R16) A good leader can say that I am wrong when he is wrong ... modify without hesitations.

*Encouraging the Heart:* This leadership practice is related to the ability of the leader to show appreciations to others' contributions and to create the culture of celebrating victories. They reward and value the other's success (Kouzes & Posner, 2012). The result of the students' interview showed that some student suggested some practices which could be related to the encourage-the-heart leadership practice. For example, R49 student in the focus group interview highlighted the importance of the encouragement of other students in the students' organization. Also, R17 student who was a president of a students' organization said that he encouraged the members for their good work, and he

celebrated the achievement of the students in the organization and he sometimes bought gifts for them from his own pocket when he couldn't get the financial support needed.

(R49) I recognize [ as a leader] the others members' work and effort because they use their time for the group. I should motivate them, and I get motivated as well.... This is their group they care about.

(R17) I [ as a leader] encourage the group members for their good work. I sometimes bought some gifts for them from my own pocket because I didn't get the financial support.

*Challenging the Process:* This leadership practice relates to the ability of the leader to try new things and to look for chances to improve and innovate. Also, it relates to the leader's willingness to challenge the system for new services, products and processes (Kouzes & Posner, 2012). The findings of the students' interviews revealed that challenging-the-process practice was valued and practiced in some ways by the college students being interviewed. For example, R19 student believed that leadership was a challenge of the failure and an aspiration with no limitation. While R20 student believed that a leader looks for new things that could challenge the problems and he could work under pressure as well.

(R19) In my work in the student activities I learnt that there is nothing called failure but challenge... nothing to regret about but to learn from mistakes.... Only then you can have unlimited ambition.

(R20) A leader is always looking from new things and he has the ability to work under pressure. He can challenge himself and challenge problems.

### ***(3) Reflection for Q1***

The data collected from both the quantitative and qualitative approaches about how the college students perceived their leadership practices at extraarticular activities suggested that the college students, who took part in this study, believed that they practiced leadership in some ways in the extracurricular activities at their organization at

college. Particularly, the study focused on the leadership practices' model of the Kouzes and Posner's model of leadership (2013). There were some evidences from both approaches to support this finding. From the quantitative evidence, the vast majority of the students who completed the leadership practices inventory (SLPI) got more than 4 out of 5 points in their frequent use of the leadership practices suggested by the (SLPI) inventory from the students' point of views. This four-score suggested that they *often* practice some leadership at the students' organizations. While for the qualitative part, the students in the interviews gave also some performances that could be related to different leadership practices as well.

**4.2.2 Question (2): To What Extent are Omani College Students Involved in Extracurricular Activities Based on the student involvement model of Winston & Massaro (1987)?**

Question two explored to what extent Omani college students involved in extracurricular activities based on the student involvement model of Winston & Massaro (1987). The question was investigated in both quantitative and qualitative methods. The extracurricular involvement inventory (EII) was used to measure the students' involvement for the quantitative part of the study. While the students' interviews were used to collect data for the qualitative part of the study. Then the findings from both parts were merged together, compared and interpreted.

***(1) Quantitative Findings for Q2***

The students' involvement in the extracurricular activities at college level was measured quantitatively by the extracurricular involvement inventory (EII) which was developed by Winston & Massaro (1987) based on Astin's theory of student involvement.

This involvement inventory measured the students' participation in extracurricular activities in both the quality and quantity perspectives. For the student quantity involvement, the inventory measured the time that students allocated for the extracurricular activities for the recent four weeks. While for the quality involvement, which seemed to be more difficult than quantity involvement to measure (Coressel, 2014), was measured by the frequency of practice of five involvement behaviors which were encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting. The overall student involvement was the combination of both the quality and quantity involvement in the student extracurricular activities. The student involvement inventory had eight questions. Two of them were informative and one of them measured the quantity involvement and the other five questions measured the quality involvement in the five student behaviors (see appendix 1).

To measure the student quantity involvement in the EII inventory, the students were asked to specify the number of hours they spent in their organization for the most recent four weeks. For every eight hours, that the student spent in the students' organization, a score of one point is credit to him/her. For example, if a students spent 20 hours in the organization, a score of three points credited to him/her as shown in the conversion sheet of the rang of hours and the credit points suggested in the EII inventory in 4.5.

Table4. 5 The conversion sheet of the rang of hours and the credit points in the EII inventory

Hour range	Credit Point
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1-8	1
9-16	2
17-24	3
25-32	4
33-40	5
41-48	6
49-56	7
57-64	8
65-72	9
73-80	10

The findings of the current study for the student quantity involvement in extracurricular activities measured by EII inventory revealed that the students spent between 1 to 80 hours in students' organization for the recent four weeks. Also, the study's results showed that the majority of the students, about (80%) of them, spent from 1 to 32 hours in their students' organization and less than (20%) of them spent more than 32 hours at their organization at college. In addition, the results revealed that the average number of hours spent in the students' organizations for the whole sample of the study was (17.4) hours which represented 2 credit point in the EII inventory conversion scale. Table 4.6 shows the students' number, their hour range, their credit points and their percentage in the quantity involvement.

Table4. 6 The student quantity involvement in extracurricular activities at college

Hour Range	Credit Point	N	Percent	More than 80 %
1-8	1	61	40.9%	
9-16	2	31	20.8%	
17-24	3	22	14.8%	
25-32	4	16	10.7%	

33-40	5	4	2.7%
41-48	6	3	2.0%
49-56	7	5	3.4%
57-64	8	5	3.4%
65-72	9	1	0.7%
73-80	10	1	0.7%

Whereas the student quality involvement in the extracurricular activities were measured by the student frequent practices of five involvement behaviours in multi-choice questions in the EII inventory. These involvement behaviours were encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting. The students were given 4 choices to select from: 3 for *very often*, 2 for *often*, 1 for *occasionally*, and 0 for *never*. The sum score of these five questions represented the quality of the student involvement in the extracurricular activities.

The result of the current study revealed that the students *often* ( $M = 2.26$   $SD = 0.8466$ ) practiced the quality behaviors measured by the extracurricular involvement inventory (EII). The study made further investigation for the students' involvement in each of the five involvement behaviors suggested in the (EII) inventory. The study results showed that the students *often* practiced four of the five involvement behaviors. These four behaviors were "*taking responsibilities*" ( $M = 2.46$   $SD = 0.70738$ ), "*volunteering in organization work*" ( $M = 2.36$   $SD = 0.83855$ ), "*encouraging Others to Participate*" ( $M = 2.34$   $SD = 0.85117$ ), "*expressing opinions in meeting*" ( $M = 2.28$   $SD = 0.90866$ ). While they *occasionally* practice ( $M = 1.82$   $SD = 0.92747$ ) the "*sharing activities with others*" student involvement behavior. Therefore, the total quality involvement of the students in the extracurricular activities was the sum means of the five behaviours which was 11

(2.4+2.3+2.3+2.2+1.8). Table 4.7 shows the means and the standards deviation of the students' quality involvement in extracurricular activities.

Table4. 7 The mean and the standards deviation of the student's quality involvement

	Mean	SD
Overall quality involvement	2.26	.846646
<i>Five involvement behaviors</i>		
1. Taking Responsibilities	2.4658	.70738
2. Volunteering in Organization Work	2.3681	.83855
3. Encouraging Others to Participate	2.3457	.85117
4. Expressing Opinions in Meeting	2.2867	.90866
5. Sharing Activities with Others	1.8253	.92747

The student involvement index intensity score (INIX) is the combination score of both the quality involvement and the quantity involvement scores (Winston & Massaro, 1987). For example, a student who spends 12 hours in extracurricular activity, the quantity score would be 2 and answers “*often*” for the all the five-quality behaviours, the quality score would be 10 (2\*5), and the intensity of involvement would be 20 (2 quantity \*10 quality).

To measure the intensity of the student involvement in the current study, the student quantity involvement and quality involvement were measured and then they were combined together. The result of the study showed that number of the involvement hours of the students in the extracurricular activities was (17.4 hour), so the quantity involvement of the college students would be 2 (see table 3.5) and the quality was the sum of the five behaviours which was 11 (2.4+2.3+2.3+2.2+1.8). So, the intensity of student involvement

in the current study for the quantitative data would be 22 (2 quantity\*11 quality) as in table 4.8.

Table4. 8 The student intensity involvement in extracurricular activities.

	Total Hours	Quantity involvement	Quality Q1 Score	Quality Q2 Score	Quality Q3 Score	Quality Q4 Score	Quality Q5 Score
Student involvement	17.4	2	2.4	2.3	2.3	2.2	1.8
Total		<b>2</b>	<b>11</b> (2.4+2.3+2.3+2.2+1.8)				
Intensity of student involvement	<b>22</b>  (2 Quantity score * 11 quality score)						

## **(2) Qualitative Findings for Q2**

Question two explored the students' involvement in extracurricular activities at college level quantitatively and qualitatively. For the quantitative part, the students were surveyed by the extracurricular involvement inventory (EII) discussed earlier. In this section the qualitative part would be introduced.

The college students were interviewed and asked about their involvement in the students' organization based on the Astin's theory of involvement. The student involvement was measured in both the quantity and the quality involvement. The quantity of involvement was measured by the number of hours that the students devoted for the extracurricular activities. While the quality of involvement was measured by the frequency of five involvement behaviors suggested by (Winston &Massaro, 1987) which were encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting. For the

quantity of student involvement, the results of interviews showed that the students devoted their time differently in the student activities. While some students, especially heads of the group, spent most of their time in their organization activities, other students spent less time in such activities. For example, a group of heads in students' organizations exaggerated about the time they spent in the activities. To elaborate, R21 students said that he spent most of his time, about 20 hours daily!!, in the students' organization's work. While R22 student said that he spent 200 to 250 hours!!! in the last four weeks in his group work. Other female student, (R23), said that she spent all of her free time at college to work in her organization activities. Besides, R24 student said that he spent more time in the student group than his study. Though some of these responses couldn't be practically achieved but it could give an indication of the high intensity of quantity involvement that some students devoted to the extracurricular activities at their college. These are some quotes from four different students who spent too many hours in the extracurricular activities.

(R21) My students' organization is my home where I feel loyal to .... [ I spent] .... all my time in the group. Perhaps 20 hours a day!!

(R22) For the four weeks, if I calculate, maybe 200 to 250 hours!! I spent in my organization.

(R23) Any free time I go to the group room to work.

(R24) I spent more time in the group than my study.

However, some of the students, being interviewed, gave more reasonable time about their quantity involvement at their students' organizations. Though this was a qualitative part, this data was analyzed quantitatively with numbers and figures. The results showed that most of the students (80%) being interviewed said that spent from 1 to 48 hours in the extracurricular activities for the recent four weeks at college and most of

this (80%) students spend between 17 to 32 hours for the recent four weeks as shown in table (4.9).

Table4. 9 Hour range of students' involvement in qualitative study

Hour Range	Credit Point	N	Percent
1-8	1.00	1	4.3%
9-16	2.00	4	17.4%
17-24	3.00	6	26.1%
25-32	4.00	4	17.4%
33-40	5.00	1	4.3%
41-48	6.00	3	13.0%
49-56	7.00	1	4.3%
57-64	8.00	2	8.7%
65-72	-	-	-
73-80	10.00	1	4.3%

As stated previously, the students' involvement in extracurricular activities was measured by the number of hours the student devoted to the activities, which was discussed earlier, and the quality of involvement which was measured by the frequency of involvement in five behaviors in the student activities including encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting (Winston &Massaro, 1987).

For the quality involvement, the study results of the students' interviews showed that the students practiced some of the quality behaviors in some ways. Here are some examples from the students interviews for the quality involvement behaviors that the students said that they practiced at their organization activities.

For *expressing opinions in meeting*, some students said during the interviews that they often led the meeting in their organization (R25) and listen to other members' opinions (R26). Also, they met regularly, and they didn't have to meet at college all the time, but they sometimes met in restaurants and other times they met virtually in WhatsApp groups (R27).

(R25) I am always with the members trying to help. I often lead the meeting....

(R26) I discuss with them [ members] and listen to their opinions .. for both male and female....

(R27) We don't have to meet at the college we can meet in a restaurant or by the phone [ WhatsApp]

For *sharing activities with others*, many students, during the interviews, gave some of involvement behaviors at their college organizations that could be related to sharing-activity-with-other quality involvement behaviors. For example, R28 student said that he told other students about the organization's activities and he encouraged them to participate in its events. Also, he sometimes selected some talent students and helped to develop their talents. Also, R29 student said that he shared with colleagues the achievements of the organization. While R30 student said that he tried to involve all the students in the activities, and he tried to change their views of the participation in students' organizations. Besides, R31 student said that he sometimes shared the organization's activities with his family members. Similarly, R32 student said that he talked to his brother who was still in grade 11 about the group's activities to encourage him to join the group if he came to the university. However, one of the students (R33) said that he talked only about the group activities to those who were interested in the group's activities.

(R28) I tell other students about the activities that we make, and I encourage them to be part of the event. I focus on the students who have some talents and encourage them to develop their talents in the student organization at college.

(R29) I share with my friends the achievement we made in our group... we are proud of. But I don't talk about the drawbacks and problems that happened between the group members.

(R30) Honestly, I tried to involve all students... I know, in my group ...and even to make them members. I am sure that they will change their views about our work [in students' organizations] ... they can be developed.

(R31) When arranging for an activity, I talk to other people to market for the activity. I talk to all even to my family and friends outside the group.

(R32) I encourage my brother, who is still in grade 11, to join the university because he can join our group as well.

(R33) talk only to the students who are interested in our group activities.

For *involving in decisions*, the interview's result showed that some students said that they participated in discussion and involved in decision making as well. For example, R34 student said that have express his ideas and participate in discussion.

(R34) I give my opinion and listen to other ideas .... in case of conflict we all discuss without imposing our views.

For *taking responsibilities*, the students' findings from the interviews showed that some students have different kind of responsibilities in the students' organization. For example, the R35 students were responsible in arranging the activities and communicating with different parties to set events either inside the university (e.g. student affairs) or outside university (e.g. companies). Also, R36 student felt responsible for the organization and she tried to finish its work as soon as possible.

(R35) When I participate in the activities, I have to communicate with different parties, government and private.

(R36) It depends on the work, if it is urgent, I finished it at the same day.

### **(3) Reflection for Q2**

Question two explored the students' involvement in extracurricular activities at college level in a mixed-method approach where both quantitative and qualitative approaches were used. In the quantitative part, the extracurricular involvement inventory



(EII) was used to collect the data about the student involvement at college activities. While for the qualitative part, students' interviews were used to collect the study data. The results of both the quantitative and the qualitative data showed that the college students who participated in the study were involved in the extracurricular activities at their students' organizations in some ways. In the quantitative part, the students indicated that they spent an average time in extracurricular activities and they *often* practiced the five-involvement behaviour in the extracurricular activities as well. While in the qualitative part, the students during the interviews gave some practices of the involvement behaviors that can be related to EII behaviors suggested in the study which were encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting (Winston & Massaro, 1987).

#### **4.2.3 Question (3): *What is the relation between students' involvement in extracurricular activities and leadership development?***

Question three explored the relation between students' involvement in extracurricular activities and leadership development. The question was investigated in both quantitative and qualitative methods. The extracurricular involvement inventory (EII) and the leadership practices inventory (SLPI) were used to measure the student's involvement and the students' leadership for the quantitative part of the study. While for the qualitative part, the students were interviewed to explore their perceptions of the relationship between their involvement in extracurricular activities and their leadership development. Then the findings from both parts were merged together and compared.

### ***(1) Quantitative Findings for Q3***

This research question focused on two main constructs. They were the students' involvement in extracurricular activities and the students' leadership development. The students' involvement in extracurricular activities was measured quantitatively by the EII inventory while the students' leadership development was measured by the student leadership practices inventory (SLPI). The aim of this question was to examine the relationship between these two variables. In order to identify if there was a significant correlation between the independent variable (extracurricular involvement) and the independent variable (the leadership development), a bivariate correlation test was conducted. The bivariate analysis is a form of quantitative analysis used for the purpose of determining the relation between two variables.

The results of the study showed that there was a significant positive correlation at (0.05) level between the student extracurricular involvement and the overall score of the leadership development practices. The Pearson correlation between the two variables was (0.63). According to correlation coefficient interpretation guideline (Phanny, 2009) in table 4.10, this figure is interpreted as a strong correlation.

Table4. 10 Correlation coefficient interpretation guideline

<b>Pearson correlation</b>	<b>Interpretation</b>
0	No correlation
0.2	Very weak correlation
0.4	Weak correlation
0.6	Strong correlation
0.8	Very strong correlation
1	Perfect correlation

Also, the study made a further investigation about the possible relationship between the students' involvement in extracurricular activities at college level and each of the five leadership practices in the (SLPI) inventory which were modelling the way, inspiring a shared vision, enabling others to act, encouraging the heart, and challenging the process. The results of the study revealed that there was a significant positive high correlation between the student extracurricular involvement and all the five leadership practices as shown in table 4.11. The Pearson's correlation values in these relations were between 0.54 to 0.68 which were considered a strong correlation as well based on the correlation coefficient interpretation guideline (Phanny, 2009).

Table4. 11 Pearson correlation between students' involvement in extracurricular activities and their leadership development.

Variable	Sig	Pearson correlation
<i>Overall Leadership Development</i>	.000**	.63**
<b>Leadership Practices</b>		
Challenging the process	.000**	.68**
Encouraging the heart	.000**	.59**
Inspiring a shared vision	.000**	.65**
Modelling the way	.000**	.54*
Enabling others to act	.000**	.54**

\*\* There is a significant correlation at the 0.01 level

## ***(2) Qualitative Findings for Q3***

Question three investigated the relationship between the college students' involvement in extracurricular activities and their leadership development. The question explored quantitatively the relationship between these two variables with Pearson correlation test in the previous part and in this part, it would be explored qualitatively. (37) college students were interviewed to get their perception about the relationship between

their involvement in extracurricular activities and their leadership development from their point of views. The results of the students' interviews revealed that the majority of the students believed that there was a positive relationship between their involvement in extracurricular activities at college and their leadership practices. For example, four focus groups, being interviewed, totally agreed about the positive relationship between the student's involvement in organization and their leadership development. Also, R37 student said that when he participated in the college activities, the participation helped him to develop his leadership skills. Also, he and another student (R38) agreed that classroom experience only didn't help much in leadership development, but group participation can make the difference. Also, R39 student said that her students' organization gave her new things and made her feel positive about her leadership. Also, the leadership skills developed when he joined the students' organization as R40 student responded. In addition, R41 student believed that there was a strong relation between students' involvement in extracurricular activities and leadership development. Besides, R42 students said that the organization activities didn't help him only to develop leadership at college but also it would help him to develop leadership in the future career.

(R37) When I joint the students' organization, my leadership skills were developed.

(R38) Some students developed their leadership skills not from their specializations [ classroom activities] but group participation makes the effect.

(R39) I am talking about student activities.... Honestly speaking students' organizations day after day give me new things that make you feel positive about my leadership.

(R40) I developed more leadership skills and became more open... deal smoothly with others.

(R41) There is a strong relation between the student involvement and leadership development.

(R42) Student activities developed leadership not only at college but also in career life.

However, two of the interviewed students didn't think that there was a direct relationship between the leadership development and their involvement in the

extracurricular activities. For example, one of them (R42) believed there was no relation between the two variables. He believed that having the desire and some personal skills can help you to be a leader.

(R42) ... No relation. The most important is to have the desire and some other skills that can make you a leader like not to be hesitant and uncertain.

### ***(3) Reflection for Q3***

Question three explored the possible relationship between the students' involvement in extracurricular activities and students' leadership development at college level. The question was investigated quantitatively and qualitatively. The data collected from both approaches suggested that there was a positive correlation between the two variables.

#### ***4.2.4 Question (4): What is the relation between students' holding leadership role in extracurricular activities and their leadership development?***

Question four explored the relation between students' holding leadership role in extracurricular activities and their leadership development. The question was investigated in quantitative and qualitative methods. In the quantitative part, the independent T.test was used examine the differences between the students with leading roles and those who didn't have leading roles at the students' organizations. While for the qualitative part, the students were interviewed to explore their perceptions of the relationship between the students' holding of leadership roles and their leadership development. Then the findings from both parts were merged together and compared.

### ***(1) Quantitative Finding for Q4***

The study investigated quantitatively the possible relationship between students' holding leadership roles in extracurricular activities and students' leadership development

at college level. At the beginning, the students were asked about holding a leadership role in students' organization in the extracurricular involvement inventory (*In the last four weeks, have you held an office in this organization or a position equivalent to one of the following offices?*). the students were given seven options to choose from: President/ chairman, Vice-president, Secretary, Treasurer, Project manager, No leading role, Other leading role. Then these eight options were classified into two categories. Category one had six options from one to six that related to holding a leading role, while the second category has one option which was related to *not* having a leading role represented in option seven. Table 4.12 gives the sample's distribution in the leading positions.

Table4. 12 The sample's leading and non-leading roles

<i>Leadership Position</i>	Percent
1.President/ chairman	38.4%
2.Vice-president	13.4%
3.Secretary	6.7%
4.Treasurer	1.8%
5.Project manager	7.3%
6.Other leading role	3.7%
7.No leading role	28.7%

After this classification, one variable was created with two options: leading role and non-leading role. Then, the independent sample T. test was made to identify the possible difference between the students who held a leading role in their organization and those who didn't hold any leading roles. The comparisons between the two groups were made in term of their difference in the students'

involvement in the extracurricular activities at college, overall leadership practices, and each of the five leadership practices.

At first the study compared between the student holding leading roles and the students who had no leading roles in their involvement in the extracurricular activities measured by the EII inventory in order to get an overview about their involvement though this was not one of the study's aims. The results showed that there was a significant difference at (0.01) level between the two groups in their involvement in the extracurricular activities and this difference was for the preference of the student who held leadership role at their organization. In other words, the students who held a leading role in the students' organization involved more in the extracurricular activities than those who didn't hold any leading role as shown in table 4.13.

Table4. 13 The independent T.test for the differences between the leading & non-leading students in their involvement in extracurricular activities.

Variable	Role	Mean	SD	T	df	Sig
<i>Extracurricular involvement</i>	Leading	36.6509	29.39324	4.928	147	.000*
	Non- leading	13.9535	10.53555			

\* There is a significant difference at the 0.01 level

Secondly, the study compared between the student holding leading & non-leading roles in their overall score of the leadership practices measured by the (SLPI) inventory. The result showed that there was a significant difference at (0.01) level between the two groups and this difference was for the preference of the students who held leadership role in their organization. In other words, the students who held a leading role in students'

organization used more leadership practices than those who didn't hold any leading role as shown in table4.14.

Table4. 14 The independent T. Test for the differences between the leading & non-leading students in their overall leadership practices.

Variable	Role	Mean	SD	T	df	Sig
<i>Overall leadership Practices</i>	Leading	4.3320	.68699	4.455	160	.000*
	Non- leading	3.7867	.72519			

\* There is a significant difference at the 0.01 level

Thirdly, the study compared between the students' holding leading & non-leading roles in each of the five leadership practices. These leadership practices were modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. The results of the study showed that there were significant differences at (0.01) level between the two groups and this difference was again for the preference of the student who held leadership role in the organizations in four leadership practices out of five practices. In other words, the students who held a leading role in the students' organizations used more of four leadership practices (modelling the way, inspiring a shared vision, challenging the process, and encouraging the heart) than those who didn't hold any leading role. However, the study doesn't show any significant differences between the leading and non-leading groups in practicing the "enabling others to act" leadership practice as shown in table 4.15.

Table4. 15 The independent T.test for the differences between the leading & non-leading students in their overall leadership practices.



Variable	Role	Mean	SD	T	df	Sig
<i>Challenge the Process</i>	Leading	4.3013	.76344	4.789	160	.000*
	Non- leading	3.6585	.76977			
<i>Enable Other to Act</i>	Leading	4.4219	.68863	1.870	160	.063
	Non- leading	4.1967	.68185			
<i>Encourage the Heart</i>	Leading	4.3416	.73932	5.056	160	.000*
	Non- leading	3.6137	1.00439			
<i>Inspire a Shared Vision</i>	Leading	4.3211	.77567	4.637	160	.000*
	Non- leading	3.6578	.91219			
<i>Model the Way</i>	Leading	4.2735	.71701	3.570	160	.000*
	Non- leading	3.8170	.75951			

\* There is a significant difference at the 0.01 level

## (2) *Qualitative Findings for Q4*

Question four investigated the relationship between holding leadership roles in extracurricular activities and students' leadership development at college level. The independent T.test was used to investigate the relation between the two variables in the quantitative data analysis as discussed earlier. In this part the question was analysed qualitatively. The students were interviewed about their perceptions of the relation between holding of a leadership role at students' organization and leadership development. The students who participated in the interviews had different leading role at students' organizations such as president, deputy, secretary, treasurer, project management and project management as shown in table 4.16.

Table4. 16 The leading positions of the interview sample

Position	N	Percent
President	24	64.8%

Deputy	3	8.3%
Secretary	4	11.1%
Treasurer	1	2.8%
Project Manager	3	8.1%
No Leader Role	2	5.6%
Total	37	100%

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The interviews' results showed that the majority of the students agreed about the relationship between holding leadership roles in extracurricular activities and students' leadership development at college. For examples, three focus groups, being interviewed, totally agreed about the positive relation between the student's holding of leadership roles and their leadership development. Also, R43 student said that if a member in a group practiced leading roles, he/she might develop leadership ability but if he/she was only a member and wasn't exposed to leadership tasks, the leadership development chances might be minimized. Also, R44 student said that it was only after he got a leading position at students' organization, things started to change. He could manage different things. Also, R45 student said that leadership roles gave more freedom and R46 student concluded that leadership roles develop more leadership skills.

(R43) If you are a member and you are given leading tasks to do by the group leader, you are more likely to develop leadership and you can lead others as well. But being a member only, your leadership development chances minimized.

(R44) Before I was in the administration ...I was somewhat neglected but when I became the leader of the group, things changed... I managed different things.

(R45) ...Leadership role gives more freedom .... [to practice leadership].

(R46) ...Leadership roles develop more leadership skills.

However, one of the interviewed students (R47) didn't totally agree about the direct relationship between holding leadership positions and the students' leadership development. He believed that leadership development was not limited to leading

positions. He added that members of the students' organizations can also develop leadership if they were given the opportunities to practice it.

(R47) Leadership development is not limited to the president or the deputy, but all members can develop. I as a leader give other members the opportunities to develop their leadership as well.

### ***(3) Reflection for Q4***

Question four investigated the relationship between students' holding of leadership roles in extracurricular activities and leadership development. The question was investigated quantitatively and qualitatively. The finding of the study from both approaches suggested that there was a positive relationship between students' holding leadership roles in extracurricular activities and students' leadership development at college level.

#### ***4.2.5 Question (5): Are there any differences between male and female students in their involvement in extracurricular activities?***

Question five examined the possible differences between male and female students in their involvement in the extracurricular activities at college level. The question was explored quantitatively only due to the nature of the question which was more related to numeric analysis. The students were exposed to extracurricular involvement inventory (EII) developed by Winston & Massaro (1987) to measure their participation in students' organizations at college. The inventory measured the student involvement in both quantity and quality perspectives. The quantity involvement was measured by calculating the number of hours that students devote to the extracurricular activities for the recent four weeks while the quality of the involvement was measured by calculating the frequency of five involvement behaviors which were encouraging others to participate, volunteering in students' organization work, taking responsibilities, sharing activities with others, and

expressing opinions in meeting (Winston & Massaro, 1987). Then the overall student involvement was the combination of both the quantity and the quality scores. The gender differences in the students' involvement was measured in the three perspectives: quantity involvement, quality involvement and the intensity of involvement (the combination of both the quality and the quantity).

For the student *quantity involvement*, the study compared between male and female students in the number of hours that they devoted to the extracurricular activities for the recent four weeks, when the study conducted. The students were asked about the number of hours they spent in their organization work and programs. The finding of the study showed that male students spent an average of (19.3) hours in their organization activities and the female students spend an average of (15.5) hours for the most recent four weeks..

While for *quality involvement* in extracurricular activities, which were measured by the frequency students; practices of the five involvement behaviors. The findings of the study showed the means' scores of the male and female students in their general involvement in extracurricular activities which were encouraging others to participate, volunteering in students' organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting (Winston & Massaro, 1987). The finding of the study showed that male and female students *often* practiced the behaviors of the quality involvement with a quite similar average mean as well, for male (M= 2.25) and for female (M= 2.27). Table 4.17. gives the means for gender in the quantity involvement, the overall students' quality involvement and the mean for each of the five involvement behaviors.

Table4. 17 Students' mean score in quantity & quality involvement in extracurricular activities

Involvement	Male (N: 86)		Female (N: 80)	
	Mean	SD	Mean	SD
<i>Quantity Involvement</i>	19.3 (hour credit =3) *		15.5 (hour credit =2)	
<i>Quality Involvement</i>	2.25		2.27	
<b><i>Quality Behaviours</i></b>				
<i>Qual1: Expressing Opinions in Meeting</i>	2.3	.88038	2.3	.82344
<i>Qual2 Sharing Activities with Others</i>	2.3	.97006	2.2	.84589
<i>Qual3: Encouraging Others to Participate</i>	1.8	.87338	1.7	.98397
<i>Qual4: Volunteering in Organization Work</i>	2.2	.90779	2.4	.75062
<i>Qual5: Taking Responsibilities</i>	2.4	.71047	2.5	.70125
<i>Overall involvement of Quan &amp; Qual (Hours Credit* sum of 5 quality behaviours)</i>	33.6		34.1	

\*Every 8 hours = 1 credits

Also, the study made further investigation to measure the possible differences between the male and the female students in their quality involvement in extracurricular activities at their organization. It used the independent T. test for that purpose and the findings of the T. Test didn't show significant differences at (0.05) level between the male and female students in their quality involvement as shown in table 4.18.

Table4. 18 The independent T. Test for the gender difference in student quality involvement

	Gender	N	mean	t	df	sig
Quality involvement	Male	86	2.25	0.108	164	0.194
	Female	80	2.21			

But the findings of the study showed some differences between male and female students in the order of their practices of the five behaviors which measured the quality involvement: encouraging others to participate, volunteering in students' organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting suggested by (Winston & Massaro, 1987). For example, while male students perceived the *sharing Activities with Others* behavior as the second behavior that they practiced among the five suggested behaviors at the study, the female students considered *volunteering in Organization work* behavior to be the second one. But both genders agreed in the order of their practices in the other three behaviors: encouraging others to participate, taking responsibilities, and expressing opinions in meeting as shown in table 4.19.

Table4. 19 The order of the students' practices of the five-quality behaviour in involvement

Quality behaviour	Order	
	Male	Female
Taking Responsibilities	First	First
Sharing Activities with Others	<b>Second</b>	<b>Fourth</b>
Expressing Opinions in Meeting	Third	Third
Volunteering in Organization Work	<b>Fourth</b>	<b>Second</b>
Encouraging Others to Participate	Fifth	Fifth

For the intensity of involvement of the students in extracurricular activities, both the quality and quantity involvement were combined together based on the EII inventory (Winston & Massaro, 1987). The range of the quality involvement in the EII inventory is between 0 to 15 and the range of the quantity involvement is between 0 to 10 (Coressel,

2014). The study also investigated the differences between the male and the female students in their intensity of involvement in extracurricular activities. The finding of the independent T.test again didn't show significant differences at (0.05) level between the male and the female students of their intensity of involvement. In other words, there were no differences between genders in their involvement in extracurricular activities at their colleges as shown in table 4.20.

Table4. 20 Independent T. Test for gender difference in the intensity of student involvement.

	Gender	mean	t	df	sig
Intensity of involvement	Male	32.0779	1.043	149	.298
	Female	27.4324			

#### 4.2.6 Question (6): *Are there any differences between male and female students in their leadership practices?*

Question six examined the possible differences between male and female students in their leadership practices measured by the student leadership practices inventory (SLPI) developed by Kouzes and Posner (1988, 2013). The question was examined quantitatively only due to the nature of the question which was more related to numeric analysis. The gender differences were investigated in their overall leadership practices and in each of the five practices of leadership measured in the SLPI which were modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. Each of these practices has six statements in the instrument with a minimum score of 6 and a maximum of 30 in a five-Likert scale: 1 for *Rarely or Seldom*, 2 for *Once in a while* 3 for *sometimes*, 4 for *often* and 5 for *very frequently*

The study results showed that the overall mean for the students' practice of leadership collectively both male and female was ( $M = 4.18$   $SD = 0.74079$ ) out of (5). Also, the result revealed that the mean score of leadership practices of the male students was ( $M = 4.21$   $SD = .73539$ ) while the mean score of the female students was ( $M = 4.14$   $SD = 0.74970$ ) as shown in table 4.21.

Table4. 21 Gender's means and the SD in the leadership practices

Leadership practices	Mean	SD
Overall leadership	4.18	.74079
Male	4.21	.73539
Female	4.14	.74970

Then, the study made further investigation about the mean scores for both genders in each of the five practices suggested by the (SLPI) inventory which were modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. The results showed that the mean scores of both genders in the five leadership practices were more than four out of five points which can suggest that both male and female students *often* practice the five leadership practices at their organization at college as shown in table 4.22.

Table4. 22 Gender's mean and SD in the five leadership practices

Leadership Practices	Gender	N	Mean	Std. Deviation
<i>Modelling the way</i>	Male	85	4.1600	.75410
	Female	79	4.1540	.76341
<i>Inspiring a shared vision</i>	Male	85	4.2008	.83500



	Female	78	4.0782	.89925
	Male	85	4.2514	.83474
<i>Encouraging the heart</i>	Female	79	4.0070	.91543
	Male	85	4.2886	.74506
	Female	78	4.4425	.62153
<i>Enabling others to act</i>	Male	85	4.1651	.80395
	Female	78	4.0857	.83012
<i>Challenging the process</i>				

In addition, the study used the independent T. Test to explore the possible differences between male and female students in their leadership practices at their students' organizations at college. The results of the independent T. Test showed that there wasn't any significant difference between gender in their leadership practices as shown in table 4.23.

Table4. 23 Gender differences in the overall leadership practices

	Gender	N	mean	SD	t	df	sig
Overall leadership	Male	85	4.2130	.73539	.552	163	.582
	Female	80	4.1492	.74970			

Besides, the study made further investigation to explore the possible differences between male and female students in each of the five leadership practices suggested in the SLPI inventory. The results of the independent T. Test showed again that there weren't any significant differences between gender in each of the five leadership practices as shown in table 4.24.

Table4. 24 Gender differences in the five leadership practices

	gender	n	mean	SD	t	df	sig
	Male	85	4.1651	.80395	.620	161	.536

Challenging the process	Female	78	4.0857	.83012			
Enabling others to act	Male	85	4.2886	.74506	-1.425	161	.156
	Female	78	4.4425	.62153			
Encouraging the heart	Male	85	4.2514	.83474	1.788	162	.076
	Female	79	4.0070	.91543			
Inspiring a shared vision	Male	85	4.2008	.83500	.902	161	.368
	Female	78	4.0782	.89925			
Modelling the way	Male	85	4.1600	.75410	.051	162	.960
	Female	79	4.1540	.76341			

### 4.3 Chapter Summary

This chapter introduced the findings of the study. The data was collected from two data sources: quantitative and qualitative approaches. It started introduced the study participants' demographics, including gender, type of study, sites they belong to, study year, GPA, campus type, and number of students' organization student registered in. Then the results of both qualitative approach and quantitative approach were introduced parallely. For each question, both data quantitatively and qualitatively were used to answer the study's questions and then the reflection for each question was given. This reflection aimed to combine the two approaches' findings together.

For quantitative data collection, the student extracurricular involvement inventory (ELL) developed by Winston & Massaro, (1987) and the leadership practices inventory (SLPI) developed by Kouzes & Posner (1988, 2013) were used. The student extracurricular involvement inventory (ELL) measured the quality and the quantity of students' involvement in extracurricular activities and the leadership practices inventory

(SLPI) measured the students' leadership development in five leadership practices at college level. While for qualitative data collection, the findings of the two types of interviews (individual interview and focused- group interview) were discussed in this chapter with examples of some students' quotes.

## Chapter 5 Discussion & Conclusion

### 5.1 Introduction

In the previous chapter (Ch4), the findings of this study were presented. The current chapter discussed these findings from both the quantitative and qualitative data collectively. Also, the findings were compared and interpreted with relevance to related studies. It drawn on wide range of perspectives including those consistent with the findings and those with different views and orientations. Also, this chapter discussed the possible implications of the findings to educational contexts as well as presenting some recommendations. Limitations of the study was addressed at the end of the chapter as well. The final section of the chapter summarized the finding and reflected on the degree to which the findings had achieved the set-out research aims and answered the research questions.

This research investigated the relationship between students' involvement in extracurricular activities at college level and their leadership development. The study involved two hundred and thirteen (213) college students who were members in students' organizations at college. The students who participated in the study were from four different universities from the Sultanate of Oman and they were enrolled in at least one of the students' organization at their college. They were from different organizations and from different fields such as media, sport, law, business, education, computer, science, literature, and community service.

A convergent mixed-method was used to collect the study's data. This method involved both the quantitative and qualitative research approaches which used parallelly to collect the data. Then, the results of both approaches were compared and interpreted

(Creswell, 2014). The underpinning theories for the study were the student involvement theory (Astin, 1984), Astin's (1993) I-E-O Model and Kouzes & Posner's model of leadership. The quantitative data was collected from (176) college students by using the Extracurricular Involvement Inventory (EII) developed by Winston & Massaro (1987) and the Leadership Practices Inventory (SLPI) developed by Kouzes & Posner (1988) and updated in (2013). While the qualitative data was collected by interviews of (37) college students in individual interviews and focus-group interviews.

## **5.2. Discussion and Interpretation of the Findings**

Leadership is an important competence for college students among other competences, and it is becoming an essential practice for their future career success (Harris, Tracy & Fisher, 2014). Higher education institutes are responsible to develop leadership among students as a part of preparing them for future. This study investigated the impact of one of the colleges' practices on student leadership development. Particularly, the current study focused on the impact of students' involvement in the extracurricular activities on the students' leadership development. The student involvement was found by different studies in different contexts to be an effective factor on students' leadership development (Allen, Ricketts & Priest, 2007, Coressel, 2014, Feller, Doucette, and Witry, 2016, Knight & Novoselich, 2017). The study focused on six aspects of this topic:

1. College students' Practices of Leadership.
2. The intensity of the students' involvement in extracurricular activities.
3. The relationship between the student involvement in extracurricular activities and their leadership development.

4. The relationship between holding of leadership roles in extracurricular activities and students' leadership development.
5. The possible difference between male and female college students in their involvement in extracurricular activities.
6. The possible difference between male and female college students in their leadership practices.

### **5.2.1 Students' Practices of leadership**

The study explored how Omani college students perceived their leadership practices. The study used two methods to collect the data for this question. First it used the student leadership practices inventory (S-LPI) developed by Kouzes and Posner (1988) and updated in (2013) to collect the data quantitatively. Secondly, it used students' interviews to collect the data qualitatively for the same question. The findings of both the quantitative and qualitative data in this study found that the college students who involved in extracurricular activities practiced leadership in some ways.

To elaborate, the findings of the quantitative data showed that the overall mean score of the students in the leadership practices inventory (SLPI) was ( $M = 4.18$ ,  $SD = 0.740$ ) out of (5) points. This finding suggested that the students *often* practiced the leadership in Omani colleges suggested in Kouzes and Posner's model. Also, further investigation of these leadership practices which were modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart, showed that all the five leadership practices got more than 4 points out of 5 in the SLPI scale. Similarly, this finding suggested that college students *often* practice the five leadership skills suggested in the study from the students' point of views. For example, the study showed that *enabling others to act's* leadership practice scored the highest mean

over the other four practices with ( $M = 4.36$ ,  $SD = 0.690$ ). This leadership practice referred to the leaders' abilities to build spirited teams, develop trust in students, involve others in activities, and make them feel powerful, competent and capable to make positive changes in their work. While the students scored in the other four leadership practices relatively equal: "modelling the way" ( $M = 4.15$ ,  $SD = 0.756$ ), "inspiring a shared vision" ( $M = 4.14$ ,  $SD = 0.865$ ), "encouraging the heart" ( $M = 4.13$ ,  $SD = 0.880$ ).

Also, the finding of the qualitative data, for the same question, , revealed also that the students practiced leadership in different situations at their students' organizations at college. The data for this question was collected qualitative by interviewing (37) college students about the students' perception of their leadership practices. The students gave some leadership practices which can be relatively related to Kouzes and Posner's model of leadership which guided this study. For example, for *enabling-others-to-act's* practice, some students believed in the importance of involvement of other members in the organization's activities. They gave some examples of some practices where they tried to help other students to handle responsibilities in the students' organization. For example, R1 student, who was the head of one students' organization, said that he gave the other members the opportunity to lead the group. Also, he gave them the power to act as a leader a well.

(R1) I mean that I selected the member who has the desire to lead the activity and I give him the chance to be a real leader and do my job [as a leader] and he makes everything related to the activity. He did everything and he made all the arrangements.

Also, for *inspiring a shared vision's* leadership practice which referred to the leaders' ability to help others to see their visions and to see the results of a project before the start in order to inspire them, the findings of the students' interviews revealed that some students believed in some practices which might be related to inspiring a shared vision's

practice of leadership. For example, one student (R11) believed that planning was very important for him and cannot accomplish his aims if he didn't plan before he starts.

(R11) Planning is very important [for leadership]. For me I feel that if I didn't plan ahead, I cannot accomplish any things.... impossible.

In addition, for *modelling the way's* practice leadership which referred to the leaders' ability to set standards of excellence to help others to follow. During the interviews, some students gave examples of practices which could be related to the modelling the way's practice. For example, R15 stated that leadership was the ability to manage yourself first and then you could manage the other people. Also, R16 student believed that good leaders were those who had the ability to say that they were wrong when they failed and to correct their mistakes without hesitations.

(R15) To be a leader, you have to know how to lead yourself first. Then you can lead others.

(R16) A good leader can say that I am wrong when he is wrong ... modify without hesitations.

For *encouraging the heart's* leadership practice which referred to the leaders' ability to recognize the others' efforts and contributions and to celebrate their victories, the study's findings showed that interviewed students highlighted the importance of the encouragement of other students in the students' organization. For example, R17 student who was a president of one of the students' organization said that he encouraged the members for their good work and he sometimes celebrated the achievement of the members in the organization by buying gifts for them from his own pocket when he couldn't get the financial support needed.

(R17) I [ as a leader] encourage the group members for their good work. I sometimes bought some gifts for them from my own pocket because I didn't get the financial support.



Finally, for *challenging the process*'s leadership practice, which referred to the leaders' ability to look for opportunities to grow and to try things and risk, the findings of the students' interviews revealed that this practice was valued and practiced in some ways by the college students. For example, R19 student believed that leadership was a challenge of the failure and an aspiration with no limitation. Other student (R20) believed that a leader looked for new things that could challenge his abilities and to work under pressure and the one who could challenge himself as well.

(R19) In my work in the student activities I learnt that there is nothing called failure but challenge... nothing to regret about but to learn from mistakes.... Only then you can have unlimited ambition.

(R20) A leader is always looking from new things and he has the ability to work under pressure. He can challenge himself and challenge problems.

To sum up, the finding of both the quantitative and the qualitative approaches showed that the student practiced leadership in some ways at college. They got high score in the overall leadership practices inventory and in each of the five components of the leadership practices inventory which were modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. Also, the interviewed students gave some practices which can be related to leadership's model of Kouzes and Posner. These findings might be a good indication for the students' leadership development in the Omani context. Compared to other studies' context which investigated the student leadership capacity's change after entering college, Wu (2011) found that the college students' leadership capacities were between weak and average in Taiwan context. While Kezar & Moriarty (2000) found that American students perceived their leadership capacities to be above average.

However, there were few students in the interviews who had different views that didn't fully agree with some leadership practices suggested in this study. For example, for

enabling others to act's leadership practice, two students didn't fully agree about the idea of giving the students the opportunities to express their opinions. For example, R9 student believed that the members might not be old enough to give good views about the activities especially for the fresh students. Their views might not be innovative and practical. Even if the leader gave them some responsibilities, he should be close enough to check their work as stated by R10 student. .

(R9) I sometimes take other members' opinions but at the same time I neglect some of their ideas. .... those students, who are fresh coming from school to university ...don't have innovated ideas so I try to bring to them more innovative ideas and make them updated.

(R10) I don't like to depend on members of the group. It is true that I give them something to do but I follow them directly to make sure that they do it exactly on time.

*This finding of the student leadership practices at Omani context can build on the growing number of researches that conceptualized leadership as the reciprocal relation between the leader and the followers. Also, the five leadership practices which were highlighted in the study can help to look at leadership as a multi-skilled process not as a single unity. These views might help to offer different perceptive of leadership development at college level in Omani context.*

### **5.2.2 Students' involvement in extracurricular Activities**

In the current study, the students' involvement in extracurricular activities at college level was measured quantitatively by the extracurricular involvement inventory (EII) developed by Winston & Massaro (1987) and qualitatively by interviewing the students about their involvement in such activities. The findings of both the quantitative and qualitative data showed that college students devoted an average number of hours for the extracurricular activities and they *often* practiced the quality involvement behavior suggested in the study which were encouraging others to participate, volunteering in

organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting.

To elaborate, the quantitative part used the extracurricular involvement inventory (EII) developed by Winston & Massaro (1987) which was based on the involvement theory by Astin (1984) to collect the data. This inventory assessed both the quantity and the quality of student involvement at college level. The quantity of involvement was measured by the time the students allocated for the activities. While the quality of involvement was measured by the frequency of participations in five activities which are encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting. The overall intensity of involvement in students' organizations was the sum of the quality and quantity scores of the student involvement (Winston & Massaro, 1987). In this section both the quality and quantity of student involvement were introduced separately then the combination of the two introduced collectively.

#### **5.2.2.1 Quantity Involvement**

The quantity involvement in the extracurricular activities was measured by the time the students allocated for the activities in their students' organization for the last four weeks at college (Winston & Massaro, 1987). The findings of the study revealed that (40.9%) students spent between 1-8 hours in extracurricular activities in the last four weeks and (20.8%) of them spent between 9 to 16 hours at the same period. While Less than (20%) of the whole students spent more than 32 up to 80 hours in the extracurricular activities for the last four weeks. Also, the average number of hours that students spend in their extracurricular activities was 17.4 hours.

Compared to the qualitative findings, for the student who were interviewed about their involvement in extracurricular activities at their college, the average number of hours that the students devoted to the activities was around 30 hours which is twice as much to what qualitative data gave (17hours). Also, for the quantity of student involvement, the results of interviews showed that the students devoted their time differently in the student activities. While some students, especially heads of the group, spent most of their time in their organization activities, other students spent less time in such activities. To elaborate, a group of heads in students' organizations exaggerated about the time they spent in the activities. For example, R21 student said that he spent most of his time, about 20 hours daily!!, in the students' organization's work and R22 student said that he spent 200 to 250 hours!!! in the last four weeks in his group work. Other female student (R23) said that she spent all of her free time at college to work in her organization's activities. Also, R24 students said that I spent more time in the students' group than my study. Though some of these numbers cannot practically be achieved but it can give an indication of the high intensity of quantity involvement that some students devoted to the extracurricular activities. These are some examples of the student quotes for four different students who spent too many hours in the extracurricular activities.

(R21) My students' organization is my home where I feel loyal to .... [ I spent] .... all my time in the group. Perhaps 20 hours a day!!

(R22) For the four weeks, if I calculate, maybe 200 to 250 hours!! I spent in my organization.

(R23) Any free time I go to the group room to work.

(R24) I spent more time in the group than my study.

However, some of the students, being interviewed, used more reasonable time at their students' organizations. The results showed that most of the students about (80%) being interviewed said that spent from 1 to 48 hours in the extracurricular activities for the

recent four weeks at college and most of this (80%) students spend between 17 to 32 hours for the recent four weeks.

#### **5.2.2.2 Quality Involvement**

For the quantitative study, the student quality involvement in extracurricular activities was measured by the five students' behaviors in the extracurricular involvement inventory (EII) developed by Winston and Massaro (1987). These five behaviors were encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting. The students were asked about how frequent they practiced these behaviors in their organization at college and they were given four options to choose from: *0 for never, 1 for occasionally, 2 for often, 3 for very often.*

The findings of the study, in the quantitative part, revealed that the students *often* ( $M = 2.26$   $SD = 0.8466$ ) practiced the behaviors of the student quality involvement based on the EII inventory. Also, it made further investigation for the students' involvement in each of five involvement behaviors measured in the (EII) inventory. The study results showed that the students *often* practice four of the five involvement behaviors. These four behaviors were “*taking responsibilities*” ( $M = 2.46$   $SD = 0.70738$ ), “*volunteering in organization work*” ( $M = 2.36$   $SD = 0.83855$ ), “*encouraging Others to Participate*” ( $M = 2.34$   $SD = 0.85117$ ), “*expressing opinions in meeting*” ( $M = 2.28$   $SD = 0.90866$ ). While they practiced *occasionally* ( $M = 1.82$   $SD = 0.92747$ ) the “*sharing activities with others*” involvement behavior.

While the qualitative part of this study explored the actual behaviors that the students practiced at their organizations at college to measure their quality involvement

and relate them to the five behaviors suggested in the study. The findings showed that the students practiced some of the quality involvement behaviors in some ways. For example, for *expressing opinions in meeting' practice*, some students said during the interviews that they often lead the meeting in their organization (R25) and listen to other members' opinions (R26). Also, they frequently met, and they didn't have to meet at college. They met in restaurants and other times they met virtually in WhatsApp groups as stated by R27 student.

(R25) I am always with the members trying to help. I often lead the meeting....

(R26) I discuss with them [ members] and listen to their opinions .. for both male and female....

(R27) We don't have to meet at the college we can meet in a restaurant or by the phone [ WhatsApp]

For *sharing activities with others*, many students during the interviews gave some of their behaviors at their college organizations that can be related to the practice of sharing-activity-with-other behavior. For example, R28 student said that he told other students about the organization's activities and he encouraged them to participate in its activities. Also, he sometimes selected some of the talent students and helped them to develop their talents. And R30 student said that he tried to involve all the students in the activities, and he tried to change their negative views about the participation in students' organizations. Besides, R31 student sometimes shared the organization activities with his family members. Similarly, R32 student said that he talked to his brother who was still in grade 11 about the group's activities to encourage him to join the group if he joined to the university. However, R33 student said that he talked only about the group's activities to those who were interested in the group activities.

(R28) I tell other students about the activities that we make, and I encourage them to be part of the event. I focus on the students who have some talents and encourage them to develop their talents in the student organization at college.

(R30) Honestly, I tried to involve all students... I know, in my group ...and even to make them members. I am sure that they will change their views about our work [in students' organizations] ... they can be developed.

(R31) When arranging for an activity, I talk to other people to market for the activity. I talk to all even to my family and friends outside the group.

(R32) I encourage my brother, who is still in grade 11, to join the university because he can join our group as well.

(R33) talk only to the students who are interested in our group activities.

For *involving in decisions*, the interview results showed that R34 student said that he expressed his ideas, listened to others and participated in discussion as well.

(R34) I give my opinion and listen to other ideas .... in case of conflict we all discuss without imposing our views.

For *taking responsibilities*, the student interviews' findings showed that some students took responsibilities in the students' organization. For example, R35 student said that he was responsible in arranging the activities and communicating with different parties to set events either inside the university (e.g. student affairs) or outside university (e.g. companies). Also, R36 female student said that she felt responsible for the organization and tried to finish its work as soon as possible.

(R35) When I participate in the activities, I have to communicate with different parties, government and private.

(R36) It depends on the work, if it is urgent, I finished it at the same day.

Based on the qualitative and quantitative findings about the student quality involvement in the extracurricular activities at college, some evidences were given for the students' practices of the suggested quality involvement behavior. While the EII inventory's analysis showed that the students *often* practiced these behaviors, the interviews' results also showed some example of the students' actual practices which can be related to the quality involvement behaviors suggested in the study.

### 5.2.2.3 Intensity of Involvement (Quality + Quantity)

The overall involvement of the student in extracurricular activity was the combination score of both the quality and the quantity involvements (Winston & Massaro, 1987). For example, if a student A spent 16 hours (2 credit point) in extracurricular activity and he/she answered “often” for the five quality question which equalled 2 point, his/her intensity of involvement would be 20 (2quantity \* 2\*5behaviours). The range of the quality involvement in the EII inventory is between 0 to 15 and the range of the quantity involvement is between 0 to 10. Therefore, the maximum score for the intensity of involvement INIX is 150 (15\*10) (Coressel, 2014).

In the current study, the intensity of students’ involvement in extracurricular activities was the combination of the quantity and quality involvement. The quantity involvement was 2 in the quantitative data and it was 4 in the qualitative data. This study adapted an average figure of both data collected to measure the number of hours the student spent in their students’ organization activities. Since the quantitative data gave 2 credit points and the qualitative data gave 4 credit points for quantity involvement, the overall credit point would be 3 (2+4/2) credit points. While the student quality involvement was the sum of the five behaviours which was 11 (2.4+2.3+2.3+2.2+1.8). So, the intensity of student involvement in the current study was 33 (3 quantity involvement \* 11 quality involvement). This finding revealed that the student involvement was 33 which can be classified as an average level of intensity involvement.

To sum up, the findings of the qualitative and quantitative approached suggested that the students involved at their organizations’ activities. Bailey (2012) believed that the time spent in students’ organizations predicted the level of satisfaction of the students with



their growth. His study's results revealed that the students who engaged in a minimum of 48 hours in four weeks in student activities have a higher rate of satisfaction of their leadership development than the other students who spent less time. However, Coressel (2014) provided evidence of a tipping point in the intensity of students' involvement in extracurricular activities at college level at which point an increase of in leadership development was less likely to occur.

### **5.2.3 Relationship Between Student Extracurricular Involvement & Leadership Development.**

The relationship between student extracurricular involvement and their leadership development was measured quantitatively and qualitatively in this study for better understanding of this relation. For the quantitative part, the relationship was investigated with two instruments. The first one was the leadership practices inventory (SLPI) developed by Kouzes & Posner in 1988 and was updated by the same authors in 2013 and the second instrument was the extracurricular involvement inventory (EII) developed by Winston & Massaro (1987) for measuring the students' involvement in extracurricular activities at college level. Whereas, for the qualitative study, the students' perceptions about the relationship between their involvement in extracurricular activities and leadership development was investigated through students' interviews. Then the results of both data were merged together and interpreted at the end of this section.

The findings from both approaches showed that there was a positive relationship between the student involvement in extracurricular activities and the students' leadership development in the college level.

To elaborate, the quantitative results of the study showed that there was a significant positive high correlation at (0.05) level between the students' involvement in extracurricular activities and their leadership development. The overall Pearson correlation was (0.63) which was classified as a strong correlation. In other words, this quantitative finding suggested that an increase of the students' involvement in extracurricular activities could lead to an increase in their leadership development and vice versa. Also, the study's finding showed that there was a positive strong correlation between the student extracurricular involvement and each of the five leadership practices suggested in Kouzes and Posner's model of leadership. The Pearson correlation was between (0.54 to 0.68) for relation between student involvement and the five leadership practices which were modeling the way, inspiring a shared vision, enabling others to act, encouraging the heart, and challenging the process.

Interestingly, the qualitative findings, where the student's perceptions of the relation between their involvement in extracurricular activities and their leadership development was explored, revealed also that the students believed that their leadership was developed in some way as a result of their participation in extracurricular activities. The results of the students' interviews showed that the majority of them (35) out (37) students believed that there was a positive relationship between their involvement in extracurricular activities at college and their leadership practices. For example, R37 students said that when he participated in the college activities, the participation helped him to develop his leadership skills. Also, he and R38 Student agreed that only classroom experience didn't help much in leadership development, but group participation can make the difference. In addition, R39 student said that students' organization gave her new things and made her feel positive about her leadership. Also, the leadership skills

developed when he joined the students' organization as R40 student responded. Moreover, R41 student believed that there was a strong relation between students' involvement in extracurricular activities and leadership development. Finally, R42 student said that the organization activities didn't help him only to develop leadership at college but also it would help him to develop leadership in the future career.

(R37) When I joined the students' organization, my leadership skills were developed.

(R38) Some students developed their leadership skills not from their specializations [classroom activities] but group participation makes the effect.

(R39) I am talking about student activities.... Honestly speaking students' organizations day after day give me new things that make you feel positive about my leadership.

(R40) I developed more leadership skills and became more open... deal smoothly with others.

(R41) There is a strong relation between the student involvement and leadership development.

(R42) Student activities developed leadership not only at college but also in career life.

However, two of the interviewed students didn't fully agree about the direct relationship between the leadership development and their involvement in the extracurricular activities. For example, R42 student believed that there was no relation between the two variables. He believed that having the desire and some personal skills could help to be a leader.

(R42) ... No relation. The most important is to have the desire and some other skills that can make you a leader like not to be hesitant and uncertain.

To sum up, both the quantitative and the qualitative findings were positive about the relation between the students' involvement in extracurricular activities and their leadership development at college level. this finding can give additional evidence for the impact of the student participation in extracurricular activities on students' leadership development. This finding aligned with the Astin's theory of involvement (1984) which was the conceptual framework for this study. The theory suggested that the intensity of

involvement in extracurricular activities can determine the amount of learning and development (Astin, 1984). Also, this finding might argue against the predominant misconception in some contexts which assumed that extracurricular might hinder the students' achievement progress (Jang & Kim, 2004).

In addition, many studies investigated this relationship in different contexts and in different ways. For example, some of them examined the impact of the student general involvement in extracurricular activities and leadership development without concentration on a certain activity. While other studies focused on a certain extracurricular activity such as athletes, music, and community service activities and measured their correlations with students' leadership development. The current study's findings seemed to be consistent with some of these studies. For example, some studies found that the students' involvement in athletic activity at college was important to enhance leadership development (Gerhardt, 2008; Hawkins, 2010; Lund, 2013). Also, other studies found that student involvement in community service, sororities and fraternity activities had a positive impact on the students' leadership development (Calvert, 2011; Chowdhry, 2010; Dugan, 2006; Hogendorp, 2012). In addition, Black (2017) found that the highest predictors for students' leadership development were how frequent they involved in the college activity, the number of years in the college and the pre-college capacities for leadership. He also found that involvement in two activities had more impact on the leadership development than the involvement in only one. Also, Buyer (2005) found that the participation in a music band at college offered good opportunities for the students to develop "ripen leadership" and to develop other abilities such as establishing goals, developing work ethics and enhancing team work. Moreover, Wu (2011) found that

participating in social groups, students' unions, multicultural activities and student part-time jobs could be a good predictor of leadership capacities development.

In addition to the impact of the students' involvement in extracurricular activities on leadership development, there were other studies which found the impact of the student involvement on other students' developmental aspects. For example, participating in extracurricular activities has a positive impact on student high achievement (Dick, 2010; Wilson, 2009), the development of career outcomes (Keenan, 2009), reducing school drop (Bush, 2003), development of student psychology (Fredricks & Eccles, 2006), increasing school retention (Gilman, Meyers & Perez, 2004), and developing student cognition (Nicoli, 2011).

However, Coressel (2014) found that though there was a positive correlation between the student involvement and the leadership development, but there was also a tipping point of involvement where leadership development is less likely to occur. In other words, the intensity of student involvement has a limit and exceeding that limit can lead to opposite effect as it is called "too-much-of-a-good thing" effect as described by Pierce & Aguinis (2013).

Despite the positive impact of students' involvement in extracurricular activities, there were some negative aspects of such involvement (Eccles & Barber, 1999; Kirsch, 2013; Reeves, 2008; Smith, 2006; Ward & Weiner, 2012; Wilson, 2009). For example, Reeves (2008) believed that both teachers and parents have the fear about their students who might lose focus in their academic study if they were too busy in out-side classroom activities. Also, Eccles & Barber (1999) believed that there would be a negative effect of students' involvement if the participation is overscheduled. The students might involve

themselves in too many activities without proper planning. Besides Ward & Weiner (2012), highlighted that the students who held leadership positions in students' organization at colleges can increased risk of using drugs and alcohol if they didn't find proper guidance. Another potential negative aspect of involvement is the cost of the participation in some activities. For example, participation in certain group might require buying some tools and equipment like musical instruments or to pay for the transport for the evening activities. This might be a burden on low-income family (Smith, 2006). Moreover, participating in too many physical activities might increase the potential of sport-related injuries (Wilson, 2009).

Although, there were some positive and negative influences of students' involvement in extracurricular activities at college level which can help or hinder their development in different aspects of life including leadership development, there were also other factors which might affect their growth as well. For example, based on the Manyibe, Manyibe and Otiso (2013)'s findings, there were some influences that affect the students' leadership development which were the family influences, church influences, cultural influence, and high school experiences. For family influence, the participants of the study regarded their father, mothers and other family members to have a significant role for their leadership development. Also, the church has a role to play in shaping the leadership for students which might be equivalent to mosques role in Muslim society. The participants were active members in the church where they have to prepare the service for Sunday, reading announcement, counting offerings... etc. Also, the students attended church-sponsored schools whose teaching reinforce Christian traditions. Besides, the Manyilbe, Manyilbe and Otiso (2013)'s study suggested also the culture factor as the third influencer in students' leadership development. The culture referred to as the norms, values, shared

attitudes and goals. The students regarded their communities as the foundation of the leadership development. The fourth influencer of leadership development in their study was the high school experience. The study divided the high school influence in three categories: high school as a new experience, leadership roles in high school and the participants' performance. Highschool was a new experience to the students where they got exposure to different people from different backgrounds and share sometimes rooms with them and they started to act as an independent person. So, they developed interpersonal and communication skills which could help them to develop their leadership as well. The second influence of high school was the leadership roles that students could practice. These roles referred to the leadership positions that students appointed and selected for. These leadership opportunities might turn out to be a good training for leadership development. The third influence of high school was the curricular and extracurricular activities' influence that the student took part in while they were at school which was considered to be another source of leadership development.

On the other hand, other studies argued that the student leadership should not be developed only through extracurricular involvement, but also formal leadership programs could have a good effect on leadership development (Cress, Astin, Zimmerman-Oster & Burkhardt, 2001; Feller, Doucette, and Witry, 2016, Knight & Novoselich, 2017, Zimmerman-Oster and Burkhardt, 1999). It was justified that if we depended only on the extracurricular activities, where the students voluntarily participate in, it cannot be guarantee that all students would be exposed to leadership development's opportunities. For examples, Zimmerman-Oster and Burkhardt (1999) found that involvement in formal leadership development program had a positive effect on the students' growth and college society in general. Also, Cress, Astin, Zimmerman-Oster and Burkhardt (2001)

investigated the different aspects of student participation in formal leadership development and they found that this participation helped the students to increase their leadership knowledge and skills, cultural awareness, community responsibilities, and personal value.

#### **5.2.4 Relationship Between Holding leadership roles and leadership development.**

The earlier findings discussed in this chapter, gave some evidences of the impact of the students' involvement in extracurricular activities on leadership development with a good support from some relevant studies as well. In this section the study investigated another aspect of the students' involvement in extracurricular activities which was the leadership role that students might hold at their extracurricular activities and its relationship with their leadership development. The study referred to the role of leadership to any leading positions that a student held in the extracurricular activities. It might include, but not limited to, the role of the president of the group/organization, a deputy, a secretary, a treasurer or any other projects' management.

This relationship was explored quantitatively and qualitatively in this study. The findings from both approaches revealed that there was a positive relationship between holding of leadership roles in extracurricular activities and their leadership development.

To elaborate, in the quantitative part, the students were exposed to the leadership practices's inventory (SLPI), developed by Kouzes & Posner in 1988 and was updated by the same authors in 2013, to measure their leadership. At the same time the students were asked to identify their role of leadership if they have practiced at their students' organization. Then study data was divided in two categories based on the student leadership roles which were the students who had leader's role in one category and the



students who didn't have a leader's role in the second category (leader-role & non-leader-role). The findings of this quantitative part showed that there was a significant difference at (0.05) level between the student who had a leadership-role and those who didn't have a leadership role in the leadership practices suggested by Kouzes & Posner in their SLPI model of leadership and this difference was for the students who held leadership role. In other words, the students who held leadership roles perceived themselves to have more leadership practices than the other students who didn't have leadership roles. Then, further comparison was made between the two groups in the five components of the leadership practices's inventory: modelling the way, inspiring a shared vision, challenging the process, enabling other to act and encouraging the heart. The results of the study showed that there were significant differences at (0.05) level between the two groups (student with a leader-role & a non-leader role) in four leadership practices out of five which were modelling the way, inspiring a shared vision, challenging the process, and encouraging the heart. This differences also was for the students who held leadership roles. In other words, students who held leadership roles used more of these four leadership practices than the student who didn't hold leadership roles. This finding can give additional evidence to the impact of holding leadership role in students' leadership development. However, the study results didn't show any significant differences between the leading and non-leading groups in the "enabling others to act" leadership practice which was the fifth component of leadership practice inventory (SLPI). The enabling others to act's practices referred to the leaders' ability to build spirited teams and develop trust in them. They effectively involve others and make them feel powerful, competent and capable to make positive changes in their work (Kouzes & Posner, 2012).

Besides, the study made a Further analysis to explore the differences between the two groups (leader-role & a non-leader role) for their involvement in extracurricular activities. The result of this comparison revealed that the students who held a leading role in the students' organization involved more in the extracurricular activities than those who didn't hold any leading role.

To compare with, in the qualitative part of this study, the students were interviewed and were asked about their perceptions of the relationship between holding leadership role in extracurricular activities and students' leadership development. The interviewed students were from different students' organizations such as media, sport, law, business, education, computer, science, language and literature and they had different leading roles at their organizations as the following: presidents (N: 24 P: 66.7%), (N: 3 P: 8.3%) deputy, secretary (N: 4 P: 11.1%), treasurer (N: 1 P: 2.8%), project manager (N: 24 P: 5.6%). This variation in the organizations and the leading roles can cover different views about the topic from different backgrounds. Also it can prevent the interference of any variable over the study. The finding of this qualitative data revealed that the majority of the students which represented more than (95%) agreed that their leadership practices were developed after they were given some leadership roles at their organizations. They believed that the students' organizations gave them the chance to practice some leading roles and being a leader in the group gave them more freedom to practice leadership. For examples, R43 student said that if a member in a group practiced leading roles, he/she might develop leadership ability but if he/she was only a member and wasn't exposed to leadership tasks, the leadership development chances might be minimized. Other student (R44) said that only after getting a leading position at students' organization, things started to change. He could manage different things. Also, R45 student said that leadership roles

gave more freedom. Besides, R46 student concluded that leadership's roles develop more leadership skills.

(R43) If you are a member and you are given leading tasks to do by the group leader, you are more likely to develop leadership and you can lead others as well. But being a member only, your leadership development chances minimized.

(R44) Before I was in the administration ... I was somewhat neglected but when I became the leader of the group, things changed... I managed different things.

(R45) ...Leadership role gives more freedom .... [to practice leadership].

(R46) ...Leadership roles develop more leadership skills.

However, one of the interviewed students (R47) didn't totally agree about the direct relationship between holding leadership positions and the students' leadership development. He believed that leadership development was not limited to leading positions. He added that members of the students' organizations can also develop leadership if they were given the opportunities to practice it.

(R47) Leadership development is not limited to the president or the deputy, but all members can develop...[leadership]. I as a leader give other members the opportunities to develop their leadership as well.

To sum up, both the qualitative and the quantitative data of the current study agreed about the positive relationship between holding leadership roles and students' leadership development at college level. This finding was consistent with other studies and researches in different contexts. For example, Erwin (2005) found that the students who held a leadership position in student government organization obtained higher scores in forming their leadership than those who didn't hold any leadership positions. Also, Warfield (2013) examined music band about their leadership practices. They were asked how they perceived their leadership using the student leadership practices inventory (SLPI). A total of (447) students were examined from five universities in the Midwest and Southern sides of the USA. All of them were members in collegiate music band organizations. A mixed method approach was used where both qualitative and quantitative approaches collected

the study data. The result of the study indicated that the students who were leaders in the music band organizations perceived themselves as more effective leaders than did the other members based on the leadership practices inventory (SLPI). Also, the leaders were skilled in all the five suggested practices in the leadership inventory. Also, Romero-Aldaz (2001) found that the female who held leadership positions practiced greater level of leadership development than male students.

On the other hand, some studies suggested that there were other benefits for holding leadership positions in students' organization for the student's growth in addition to the leadership development. For example, Cress, Astin, Zimmerman-Oster and Burkhardt, (2001) found that the students who were given leadership roles indicated significant growth in a multicultural awareness and civic responsibilities in addition to their leadership capacities. Also, Dugan, (2006) found that the students, who had leadership roles in students organizations, had high levels of educational attainment with an increase of personal value. Also, Romero-Aldaz (2001) found that the students who were the heads of the group at college scored higher than the other students who were communication coordinators in self-confidence development. According to Cole et al (2007) cited in Ingram (2017), the graduates who participated in extracurricular activities and had leadership positions were more likely to be asked for job interview and they can get more job offers than other students.

On the other hand, Students have different motives to seek leadership positions. Knowing these motives can help the students' affairs and organizations to better planning and encouraging student to hold leadership positions. According to Phillips (2015) there were three reasons that can motivate student to lead in a college organization. These reasons were the student interest to improve their leadership capacity, their interest to

include their accomplishment in their CV and to enjoy the give-back feeling. While Moore and Ginsburg (2017) found that students chose to serve as leaders for four main motives. First, the students were encouraged to seek leadership positions to build professional networking with the local and officials. The second motive was the passion that the students had for their organization and the excitement they feel when they serve the organization. The third motive was related to the affect to change where the students believed that they could positively affect the organizations and apply their ideas more when they have a leading position than being only a member. The final motive for the students to serve a leadership position was what they liked to call the “legacy”. The students served in a leadership position because they wanted their development in the organization to be valued and worthwhile. This made them feel proud of themselves because they made a sustainable development in their life and they left a “legacy” in the college that would be remembered and appreciated overtime. However, Moore and Ginsburg (2017) found that there were other factors that might influence these motives which were the influence of the family, peers and past leader of the organization. While the influence of the family might be more supportive, the past student leaders might be more directive to pursue a particular position in leadership. Also, Peers can have an influence on the students’ choices of the type of organizations and the student leadership positions’ selection.

However, the study’s finding of the relation between students’ holding leadership role and leadership development contradicted with other studies which didn’t show direct between them. For example, Huntrods, An and Pascarella (2017) examined the correlation between the involvement in the student intercollegiate athletics and the leadership development. They used a multi-institutional, longitudinal sample for four college using

Astin (1993)'s input-environment-outcome model as a conceptual framework and the socially responsible leadership scale. The study result showed that the athletic students didn't seem to have higher leadership capacities than the non-athletics. Also, Vogt (2007) explored the difference between the students who experienced leadership positions on campus for more than one year and the students who had leadership positions for less than a year in their uses of transformational leadership behaviours. It used the student leadership practices inventory (SLPI) to collect data about the student leadership practices at university of Guelph in Canada. (47) students took part in the survey with (61.7%) female and (38.3%) male students. A Mann-Whitney U test used to measure the differences between the two groups. The study showed no significant differences between the leaders with more than one year experience in leadership positions compared to those of less than one year in the general score of their leadership practices inventory (S-LPI) scale and there were no differences also in each five components of the scale which were modeling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. Moreover, Rand (2004) found that there were no significant differences between the incoming and residence leaders in the five leadership practices introduced in the (S-LPI) scale. In addition, Posner and Rosenberger (1998) came up with similar results about no variance in leadership practices between leaders and non-leaders in extracurricular activities.

### **5.2.5 Gender Differences in Involvement in Extracurricular Activities**

Question five examined the possible differences between male and female students in their involvement in the extracurricular activities at college level. This question was investigated quantitatively due to the nature of the question which was more related to numeric analysis. The students were exposed to extracurricular involvement inventory

(EII) developed by Winston & Massaro (1987) to measure their participation in students' organizations at college. The inventory measured student involvement in both quantity and quality perspectives. The quantity involvement was measured by calculating the number of hours that students devote to the extracurricular activities for the recent four weeks while the quality of the involvement was measured by calculating the frequency of five involvement behaviors: encouraging others to participate, volunteering in students' organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting (Winston & Massaro, 1987). Then the overall student involvement was the calculation both the quantity and the quality scores. The gender differences in involvement was also measured in these three perspectives: quantity involvement, quality involvement and the combination of both (overall involvement).

For the student quantity involvement, the study compared between male and female students in the number of hours that they devoted to the extracurricular activities for the recent four weeks, at the time of the study. The students were asked about the number of hours they spent in their organization work and programs in the recent four weeks. The finding of the study showed that male students spent an average of (19.3) hours in their organization activities, while the female students spent an average of (15.5) hours. This finding didn't suggest much differences between male and female students in their quantity involvement in the extracurricular activities.

For quality involvement in extracurricular activities, the student involvement was measured in five behaviors which were encouraging others to participate, volunteering in students' organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting (Winston & Massaro, 1987). The findings of the study revealed that both male and female students *often* practice the behaviors of the quality

involvement in general with an average mean for male ( $M= 2.25$ ) and for female ( $M= 2.27$ ). The study used the independent T. test to measure the possible differences between gender in their quality involvement. The finding of the T.test didn't show significant differences at (0.05) between male and female students in their quality involvement. On the other word, both male and female students involve in extracurricular activities in a relatively same rate.

However, there were differences between gender in the order of their practices of the five behaviors that measure the quality involvement: encouraging others to participate, volunteering in students' organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting (Winston & Massaro, 1987). For example, while male students perceived the *sharing Activities with Others* behavior as the second practiced behavior, the female students regarded *volunteering in organization work* behavior to be the second one. But both genders agreed in the order of their practices of the other three behaviors: encouraging others to participate, taking responsibilities, and expressing opinions in meeting.

For the intensity of involvement of the students in extracurricular activities, both the quality and quantity involvement were combined based on the EII inventory (Winston & Massaro, 1987). The finding of the study didn't show significant differences at (0.05) level between the male and the female students of their intensity of involvement. In other words, there were no differences between genders in their participation in extracurricular activities at their colleges. However, this finding contradicted with the findings of the Ohio state university's (2017) study which showed that there were differences between male and female students in their involvement in extracurricular activities.



### **5.2.6 Gender Differences in Leadership Practices**

In addition to the investigation of the differences between male and female students in their involvement in extracurricular activities at college, the study also investigated the difference between them in their leadership practices. These leadership practices are the ones suggested by James Kouzes and Barry Posner in their model of leadership. The gender difference was investigated quantitatively only due to the nature of the question which was more related to numeric analysis. Also, it investigated the gender difference in two levels. First, their overall leadership difference was investigated and then their differences in each of the five practices of the leadership suggested in the study was examined. These five practices included modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart. The findings of the current study didn't show any significant differences at (0.05) level between male and female student neither in their overall leadership level nor in each of the five practices of leadership.

The findings of the current study were consistent with some other studies which found that there wasn't any a significant difference between male and female students in their leadership practices attributed to the gender such as Black (2017), Erwin (2005), Mendez-Grand (2001), Posner, (2010) and Pugh, (2000). For example, Erwin (2005) explored the student leadership practices at college. One of the study's aims was to explore the intersection between gender and leadership practices. The study used the student practices inventory (SLPI)-self version developed by Kouzes and Posner, as the one used in this study, to measure the leadership practices of the students. The results of the study revealed that there weren't any significant differences in the practices of student leadership attributed to the gender.

However, the findings of the current study contradicted with some other studies which found that there were some significant differences between male and female students in their leadership practices such as Adams & Keim, 2002; Arendt, 2004; Bardou et al, 2004; Gerhardt, 2008; Endress, 2000; Posner & Brodsky, 1993 and 1994; Romero-Aldaz, 2001; Spencer, 2004). The differences between gender in leadership practices in these studies were sometimes for the preference of the male students and in the other time for the female students' preferences. For example, Adams & Keim (2002) found that there was a significant difference between leader students attributed to their gender. Female students obtained higher score in two leadership practices, which were enabling others to act and challenging the process, than male students. While the male students practiced more of "inspiring a shared vision" than the female students. Also, Posner & Brodsky (1994) examined the fraternity (male) and sorority (female) leaders in their leadership effectiveness. The results showed that there was a significant difference between them. Female leaders reported engaging more in three leadership practices which were encouraging the heart, modelling the way and enabling others to act, than male students. Also, Arendt (2004) examined the leadership practices (SLPI) of some hospitality management students for eight universities. The results of the study showed that there were significant differences in gender for female students' preferences in enabling-other-to-act leadership practice compared to the male students. Moreover, Spencer (2004) investigated the differences between male and female students in the five-leadership practice measured by the SLPI inventory. The results showed that the female students scored higher in "encouraging the heart" leadership practice than male students. Similarly, Posner & Brodsky (1993) examined the relation between leadership practices of residence life staff as assessed by their supervisors, their residents and themselves. The study found

that there were statistically differences between male and female students in their SLPI leadership practices. For example, the female resident assistant students practiced more frequently of “encouraging the heart” than the male students. Besides, Bardou, Byrne, Pasternak, Perez & Rainey (2004) examined the effect of gender and student self-efficacy in student leaders. The (SLPI) of leadership practices was used to measure student leadership. The results of the study showed that the female students had higher self-efficacy level in “modelling the way” leadership practice than male students. In addition, Gerhardt, (2008) found that the female students significantly scored higher mean than male students in their leadership practices as well. Also, Romero-Aldaz, (2001) found that female students who held leadership positions practiced greater level of leadership development than male students. Moreover, Endress (2000) found that there was a significant difference in gender. The female students had higher score than male students in four leadership practices inspired a shared vision, enable others to act, model the way and encouraging the heart. Table (5.1) summarized the gender differences in leadership practices in some related studies introduced earlier.

Table5. 1 Gender’s differences in leadership practices in some related studies

<i>Study</i>	<b>Gender’s preferences</b>	<b>Leadership Practices</b>
<i>Adams &amp; Keim (2002)</i>	Female	Enabling others to act, Challenging the process
	Male	Inspiring a shared vision
<i>Posner &amp; Brodsky (1994)</i>	Female	Encouraging the heart, Modelling the way, enabling others to act
<i>Arendt (2004)</i>	Female	Enabling others to act

<i>Spencer (2004)</i>	Female	Encouraging the heart
<i>Posner &amp; Brodsky (1993)</i>		
<i>Endress (2000)</i>	Female	Inspiring a shared vision, enabling others to act, Modelling the way, Encouraging the heart
<i>Bardou, Byrne, Pasternak, Perez &amp; Rainey (2004)</i>	Female	Modelling the way
<i>Gerhardt, (2008)</i>	Female	All five leadership practices
<i>Remero-Aldaz, 2001</i>	Female	
<i>Erwin (2005)</i>	No Gender differences	---
<i>Mendez-Grand (2001)</i>		
<i>Black, 2017</i>		
<i>Posner, 2010</i>		
<i>Pugh, 2000</i>		

*On the other hand, this finding of gender difference in Omani context might expand the understanding of how gender interferes in shaping the students' development and how they are developed differently or similarly based on the college experiences.*

### **5.3 Recommendations**

The finding of the study suggests that the students' involvement in extracurricular at college level is positively associated with their leadership development. This finding is also consistent with many other studies in different contexts. The student involvement in such activities can foster the development of the student leadership practices at college level particularly the practices suggested by Kouzes and Posner's model of leadership including modelling the way, inspiring a shared vision, challenging the process, enabling others to act and encouraging the heart (Kouzes & Posner, 2013). Based on the study's findings, the study gave some recommendation for students' involvement in extracurricular activities at college and for the students' leadership development.

*For the student involvement*, the students should be encouraged to involve in extracurricular activities at college specially the participation in students' organizations as they proved to have an effective impact in student's growth in different aspects including leadership development. Besides, though some students were very enthused to serve in such activities and devoted a lot time for their organizations' work at their college, they effort still need to be guided and observed. Some of them involved in extracurricular activity intensively with too many hours and activities which might lead to misuse of these opportunities and might lead to lose control of their study as well. So, I think the concept of the quantity involvement and quality involvement introduced in the Astin's theory of involvement and the difference between them should be clearly introduced to the students by the student affairs professionals and students' organizations' advisors. To elaborate, the quantity involvement which is related to the number of hours that the student spent in extracurricular activities need to be well-monitored by student participation's records to calculate the number of hours they spent in their organization activities and how this

involvement commensurate with the organization's aims and with their main study at college. Reeves (2008) believed that both teachers and parents have the fear about their students who might lose focus in their academic study if they were too busy in out-side classroom activities. Also, Eccles & Barber (1999) believed that there would be a negative effect of students' involvement if the participation is overscheduled. Also, the number of organizations that students can join need to be specified as a number of students tend to join too many organizations which might lead to dispersion of efforts and time consuming. Also, the quality of involvement is another very important concept in the study. It refers to some quality involvement behaviors that the students are expected to practice in order to effectively benefit from their participations in extracurricular activities. These involvement behaviors include encouraging others to participate, volunteering in organization work, taking responsibilities, sharing activities with others, and expressing opinions in meeting (Winston & Massaro, 1987). The student affairs professionals and students' organizations' advisors can introduce these quality behaviours to the students and observe them. Also, they can include them in the students' organization's guide manuals with their standards and criteria to assess.

Besides, there are some potential of negative aspects of the student involvement in extracurricular at college that student affairs professionals need be aware about to reduce its effect. For example, participation in certain group might require buying some tools and equipment like musical instruments or to pay for the transport for the evening activities. So, students' involvement in extracurricular activities should be budgeted properly and allocate the budget for each activity in the annual plan of the college year in order not to make the students to pay for activities from their own which might be a burden on a low-income family (Smith, 2006). Also, participating in too many physical activities might increase the

potential of sport-related injuries (Wilson, 2009). So, a deep investigation of the factors and challenges that influence student participation of such activities will be a good practice for potential future research in this issue.

While for the *leadership development*, the study findings showed that the students who had served as a leader in students' organizations either as a president of the group/organization, a deputy, a secretary, a treasurer or any other task manager roles, have got more opportunities of leadership practices. This makes it important for the student affairs professionals and advisors to circulate the leadership roles among the students based on the students' numbers and their interests. This circulation should be formally introduced and planned in a timeline. Also, both male and female students need to be given the opportunities to develop leadership as some colleges tend to give the male students the opportunities to be the president of the organization and the female as his deputy. Also, it is important choose a leadership model to use for the student's leadership development at college. For example, the Kouzes and Posner's model of leadership which used in this study might be a good one or they can agree upon other leadership model based on the college students' needs and interests. Working on a specific model of leadership development for students can lead to better understands of the leadership as a concept and it can also set clear standards for the student to develop and practice leadership. Also. The leadership practices should be effectively integrated in the extracurricular activities where the students can practice leadership along with their participation in extracurricular activities. In addition, formal leadership development programs are another source of leadership development for the students at the college level as it has proved its effectiveness in leadership development in some contexts such as Cress, Astin, Zimmerman-Oster & Burkhardt, 2001; Feller, Doucette, and Witry, 2016, Knight & Novoselich, 2017, Zimmerman-Oster and Burkhardt, 1999.

Further study about the impact of formal leadership program in Omani context is a good suggestion for the future research.



## 5.4 Conclusion

Students' involvement in extracurricular activities at college has a wide range of influences on the student development, including leadership development. This study investigated the relationship between students' involvement in extracurricular activities at college and their leadership development. The study adapted a mixed-method approach to explore this relation in Omani context. The collected data from (213) college students, who registered in at least one students' organization, showed a significant positive relation between students' involvement in extracurricular activities at college level and their leadership development. Also, the finding revealed that students who held leadership roles in extracurricular activities were more likely to develop their leadership practices. The study's findings were consistent with many different studies in different educational contexts and there were other studies which didn't consist with its findings. Both studies' views were discussed and recognized. The finding of the study can contribute in some ways to the development of the student involvement and leadership at college level in the Omani context. To elaborate, since there was a good correlation between the student involvement in extracurricular activities and their leadership development based on the findings of this study and the findings of other studies in other educational contexts, the student involvement in extracurricular activities at Omani college should be given more concern and be monitored in term of quantity involvement (the time the student devote to the activities) and in term of the quality (the quality behaviour the student practice in their activities). Also, all the students should be involved in the extracurricular and don't depend only on the student voluntary participation as to guarantee that most of the student benefit from such activities. Also, in term of the leadership roles in extracurricular activities and its impact on leadership development as this study showed, it would be a good idea for the student affaires

professionals to circulate the leadership roles among the students and give each of them a leading position to practice at the student organization to develop leadership.

## **5.5 Limitation**

The limitations of a study refer to the weaknesses that researcher identifies about the study. It can be related to different aspects of the study such as the inadequate variable measures, lack of participants, and some other factors effecting the data collection or data analysis (Creswell, 2014). Potential researchers can benefit from these limitations if they decide to conduct similar research in the future. Also, limitations help the readers to decide to what extent the study findings can be generalized to other contexts as well (Creswell, 2014).

The current study has four limitations to address to the readers. First the readers should bear in mind that this study is based on Kouzes & Posner model of leadership practices (1988, 2013) and the extracurricular involvement model (Winston & Massaro, 1987) which might give a solid conceptual framework for similar studies that adapted the same models. However, the results of the study cannot be generalized to other institutes or contexts which adapted other models and philosophy of students' leadership development and student involvement.

Secondly, the two instruments used in this study to measure student involvement (EII) and the student's leadership development (SLPI) were both self-reported instruments where students assessed their leadership and involvement in extracurricular activities by themselves. This might maximize the bias risk in their assessment. However, the study used also the students' interviews in order to give more authentic findings from student real experiences at college.

Thirdly, the current study investigated the impact of one factor which is the extracurricular activities on the leadership development but there are other factors which might affect the students' leadership development such as the pre-college experiences, curricular programs and family influence. So further studies on the other factors influencing the students' leadership development might be a good suggestion for future researches.

Fourthly, this study is a descriptive in-time research which doesn't examine a longitudinal outcomes of leadership development. Further study is expected examine how involvement of students at colleges contribute to the development of the student leadership overtime.

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# Appendixes

## Appendix 1

### Appendix1: The English Version of the Study Instrument

#### Part 1: Demographic Information

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##### 1. Gender

- ☐ Male
- ☐ Female

##### 2. Place of Study

- ☐ Sultan Qaboos university
- ☐ Sohar University
- ☐ Buraimi University
- ☐ Buraimi University-College

##### 3. What is your major and college?.....

##### 4. Nationality

Omani

Other .....

##### 5. What is your degree of study?

- ☐ Diploma
- ☐ bachelor
- ☐ Master
- ☐ PhD

##### 6. What year are you in?



- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ More than 4 years

**7. What is your GPA out of 4.00:**

- ☐ 3.75 – 4.00
- ☐ 3.30 – 3.74
- ☐ 2.75 – 3.29
- ☐ 2.30 – 2.74
- ☐ 2.00 – 2.29
- ☐ Below 2
- ☐ No GPA

**8. Where are you living during your study?**

- ☐ In-campus
- ☐ Out-side Campus (Hired)
- ☐ At Home

**Part 2: EXTRACURRICULAR INVOLVMENT at college**

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**9. How often do you participate in extracurricular activities at college?**

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always

If you tick (never) I don't participate), **PLEASE GO question 52. Don't answer the questions from 10 to 51.**

**10. How many students' groups or organizations are you a member in?**

- ☐ 1
- ☐ 2
- ☐ 3
- ☐ 4
- ☐ More than 4
- ☐ I don't participate in students' group.

**11. What students' group/organizations are you a member in? You can write one or more**

.....  
.....

**Please indicate: (1) the type of organizations it is, (2) the approximate number of hours you have been involved (for example, attending meetings, working on projects, or playing games) with this group or organization in the last four weeks, and (3) leadership position held, if any. Then, answer questions 1 through 5 below.**

**12. What type of organization is it?**

- ☐ Social Fraternity/Sorority
- ☐ Religious
- ☐ Academic Honorary
- ☐ Sport team
- ☐ Engineering
- ☐ Service
- ☐ Student Governance
- ☐ Student Union
- ☐ Student Publication
- ☐ Performing Group (drama, choir ...etc.)
- ☐ Other

**13. If your organization has other activity ,Please write it here**

.....

**14. In the last four weeks, for approximately how many hours have you been involved with this group or organization and its activities or programs?**

\_\_\_\_\_Hours

**15. In the last four weeks, have you held an office in this organization or a position equivalent to one of the following offices? (Check one.)**

- ☐ President/Chairperson/Team Captain/Editor
- ☐ Vice-President/Vice Chairperson
- ☐ Secretary
- ☐ Treasurer
- ☐ Committee/Task Force/Project manager
- ☐ I held no office or leadership position

**16. If you have other leading position, please specify:**

.....

**Please respond to the following statements about your involvement in the above students' organization or group. Check the one best response for each statement.**

**17. When I attended meetings, I expressed my opinion and/or took part in the discussions.**

- ☐ Very Often
- ☐ Often
- ☐ Occasionally
- ☐ Never
- ☐ I attended no meeting in the past four weeks.
- ☐ The group/organization held no meetings in the past four weeks.

**18. When I was away from members of the group/organization, I talked with others about the organization and its activities, or wore a pin, jersey, etc. to let others know about my membership.**

- ☐ Very Often
- ☐ Often
- ☐ Occasionally
- ☐ Never

**19. When the group/organization sponsored a program or activity, I made an effort to encourage other students and/or members to attend.**

- ☐ Very Often
- ☐ Often
- ☐ Occasionally
- ☐ Never
- ☐ The organization had no programs or activity during the past four weeks.

**20. I volunteered or was assigned responsibility to work on something that the group/organization needed to have done.**

- ☐ Very Often
- ☐ Often
- ☐ Occasionally
- ☐ Never

**21. I fulfilled my assigned duties or responsibilities to the group/organization on time.**

- ☐ Very Often
- ☐ Often
- ☐ Occasionally
- ☐ Never
- ☐ I had no duties or responsibilities except to attend meetings.

### Part 3: STUDENTS' LEADERSHIP PRACTICES (SLPI)

How frequently do you typically engage in the following behaviors and actions? Circle the right of each statement, using the scale below, that best applies.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>Rarely or</b>	<b>Once in a</b>	<b>Sometimes</b>	<b>Often</b>	<b>Very</b>
<b>Seldom</b>	<b>while</b>			<b>Frequently</b>

No	Leadership practice	1	2	3	4	5
22.	I set a personal example of what I expect from other people.	1	2	3	4	5
23.	I look ahead and communicate about what I believe will affect us in the future.	1	2	3	4	5
24.	I look for way to develop and challenge my skills and abilities.	1	2	3	4	5
25.	I foster cooperative rather than competitive relationships among people I work with.	1	2	3	4	5
26.	I praise people for a job well done.	1	2	3	4	5
27.	I spend time making sure that people behave consistently with the principles and standards we have agreed upon.	1	2	3	4	5
28.	I describe to others in our organization what we should be capable of accomplishing.	1	2	3	4	5
29.	I look for ways that others can try out new ideas and methods.	1	2	3	4	5
30.	I actively listen to diverse points of view.	1	2	3	4	5
31.	I encourage others as they work on activities and programs in our organization.	1	2	3	4	5
32.	I follow through on the promises and commitment I make.	1	2	3	4	5
33.	I talk with others about a vision of how things could be even better in the future.	1	2	3	4	5
34.	I search for innovative ways to improve what we are doing.	1	2	3	4	5

35.	I treat others with dignity and respect.	1	2	3	4	5
36.	I express appreciation for the contributions that people make.	1	2	3	4	5
37.	I seek to understand how my actions affect other people's performance.	1	2	3	4	5
38.	I talk with others about how their own interests can be met by working toward a common goal.	1	2	3	4	5
39.	When things do not go as we expected, I ask "what can we learn from this experience?"	1	2	3	4	5
40.	I support the decisions that other people make on their own.	1	2	3	4	5
41.	I make it a point to publicly recognize people who show commitment to shared values.	1	2	3	4	5
42.	I make sure that people support the values we have agreed upon.	1	2	3	4	5
43.	I am upbeat and positive when talking about what we can accomplish.	1	2	3	4	5
44.	I make sure that big projects we undertake are broken down into smaller and doable parts.	1	2	3	4	5
45.	I give others a great deal of freedom and choice in deciding how to do their work.	1	2	3	4	5
46.	I find ways for us to celebrate accomplishments.	1	2	3	4	5
47.	I talk about my values and the principles that guide my action	1	2	3	4	5
48.	I speak with passion about the higher purpose and meaning of what we are doing.	1	2	3	4	5
49.	I take initiative in experimenting with the way things can be done.	1	2	3	4	5
50.	I provide opportunities for others to take on leadership responsibilities.	1	2	3	4	5
51.	I make sure that people are creatively recognized for their contributions.	1	2	3	4	5

**If you have any comments, please write here**

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**Thank You**

## Appendix 2

### Appendix 2: The five leadership practices and their six statements in the (SLPI) inventory

No	Items	Practices	Items' number in instrument
1	I look for way to develop and challenge my skills and abilities.	Challenge the process	24
2	I look for ways that others can try out new ideas and methods.	Challenge the process	29
3	I search for innovative ways to improve what we are doing.	Challenge the process	34
4	When things do not go as we expected, I ask “what can we learn from this experience?”.	Challenge the process	39
5	I make sure that big projects we undertake are broken down into smaller and doable parts.	Challenge the process	44
6	I take initiative in experimenting with the way things can be done.	Challenge the process	49
7	I foster cooperative rather than competitive relationships among people I work with.	Enable others to act	25
8	I actively listen to diverse points of view.	Enable others to act	30
9	I treat others with dignity and respect.	Enable others to act	35
10	I support the decisions that other people make on their own.	Enable others to act	40



11	I give others a great deal of freedom and choice in deciding how to do their work.	Enable others to act	<b>45</b>
12	I provide opportunities for others to take on leadership responsibilities.	Enable others to act	<b>50</b>
13	I praise people for a job well done.	Encourage the heart	<b>26</b>
14	I encourage others as they work on activities and programs in our organization.	Encourage the heart	<b>31</b>
15	I express appreciation for the contributions that people make.	Encourage the heart	<b>36</b>
16	I make it a point to publicly recognize people who show commitment to shared values.	Encourage the heart	<b>41</b>
17	I find ways for us to celebrate accomplishments.	Encourage the heart	<b>46</b>
18	I make sure that people are creatively recognized for their contributions.	Encourage the heart	<b>51</b>
19	I look ahead and communicate about what I believe will affect us in the future.	Inspire a shared vision	<b>23</b>
20	I describe to others in our organization what we should be capable of accomplishing.	Inspire a shared vision	<b>28</b>
21	I talk with others about a vision of how things could be even better in the future.	Inspire a shared vision	<b>33</b>
22	I talk with others about how their own interests can be met by working toward a common goal.	Inspire a shared vision	<b>38</b>

23	I am upbeat and positive when talking about what we can accomplish.	Inspire a shared vision	<b>43</b>
24	I speak with passion about the higher purpose and meaning of what we are doing.	Inspire a shared vision	<b>48</b>
25	I set a personal example of what I expect from other people.	Model the way	<b>22</b>
26	I spend time making sure that people behave consistently with the principles and standards we have agreed upon.	Model the way	<b>27</b>
27	I follow through on the promises and commitment I make.	Model the way	<b>32</b>
28	I seek to understand how my actions affect other people's performance.	Model the way	<b>37</b>
29	I make sure that people support the values we have agreed upon.	Model the way	<b>42</b>
30	I talk about my values and the principles that guide my action	Model the way	<b>47</b>

## Appendix 3

### Appendix3: Sample Interview Questions

- Please, can you tell me about the students' organization/group you are registered in and the nature of this organization?
- How often do you involve in your organization/ group's activities?
- How many hours did you spend in your organization's activities for the last four weeks?
- What are the advantages and disadvantage of the students' involvement in extracurricular activities at college from your point of views?
- How can you define leadership from your point of view?
- Do you think that you practice any kind of leadership while you involve in your organization?
  - If the answer yes, what practices?
- Do you think there is a relationship between participation in students' organization activities and your leadership development?
- Do you have any leadership roles in the organization?
  - If the answer yes, what leadership roles?
- Do you think there is a relationship between holding of leadership roles in extracurricular activities at students' organization and their leadership development?