

Gulf College Extracurricular Activities: Its Pedagogical Implications

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Abstract - This study attempted to look into the extent of participation, benefits and the problems related to the conduct of the extracurricular activities in Gulf College. More specifically, this study tried to answer the following questions: First, what are the extracurricular activities offered by the college to the students? Second, what is the extent of participation of students in extracurricular activities? Third, what are the benefits of extracurricular activities as perceived by the students? Fourth, what are the problems related to involvement in extracurricular activities as perceived by the students? The study was conducted at Gulf College, Muscat, Sultanate of Oman with students enrolled during the academic year 2015-2016. The population in this study included ninety students. There are thirty (30) students from each faculty (Faculty of Foundation Studies (FFS), Faculty of Computing Sciences (FCS) and Faculty of Business and Management Studies (FBMS)). The main tool for gathering data was a questionnaire on the extent of participation in the different extracurricular activities conducted in the, benefits derived from participating extracurricular activities and the problems encountered in the conduct of extracurricular activities. In addition, observation, document analysis, structured and unstructured interviews were also used to confirm responses to the items included in the questionnaire. The extracurricular activities offered to students by Gulf College are focused on academics, sports and socio-cultural. These extracurricular activities are sponsored by the three faculties and the Centre for Student Affairs. Students' extent of participation in academic extracurricular activities is average with a weighted mean of 3.11. Like in academic extracurricular activities, the respondents demonstrated average participation level in sports. This is supported by the weighted mean 3.155 which is almost the same with academic extracurricular activities. The socio-cultural extracurricular activities which ranked third among the 3 sets of activities are organized by the Centre for Student Activities. Students' participation in socio-cultural activities is low with a weighted mean of 2.5. There are ten possible benefits or advantages of extracurricular activities related to academics. Out of the ten (10), three (3) provide great benefit to the students in their academic activities. Moreover, five (5) strongly benefit the students in their academic activities. However, there are two activities that provide some benefits to the students. These are improves self-image through competitions with other faculties and HEIs (2.45) and establishes relationships with other HEIs or organizations. The respondents claimed that sports competitions provide great benefits to the students as shown by the obtained mean value of 3.60 interpreted as provide great benefits. Moreover, the respondents claimed that socio-cultural competitions provide great benefits to the students as shown by the obtained mean value of 3.47 interpreted as strongly benefit. The problems encountered by the students in

participating in the extracurricular activities were grouped according to funding, implementation, and equipment and facilities. Implementation with a weighted mean of 1.2 and funding with a weighted mean of 1.4 were considered not serious problem. On the other hand, equipment and facilities with a weighted mean of 1.55, slightly serious should be taken into consideration by the management in order to encourage more students to participate in extracurricular activities.

Keywords - Extracurricular activities, perception, benefits, problems, extent of participation, faculties.

I. INTRODUCTION

Gulf College envisions producing innovative, creative and adept graduates at par with international standards of excellence; hence, its programs aim to hone the ability of the students to think, achieve, and excel. Relevant to this, the college takes its role of equipping students the functional communication and higher order thinking skills significant and appropriate in pursuing specialization either in the field of business or computing.

In order to respond to this mandate, the college provides extracurricular activities. Extracurricular activities are organized after the study hours and provide learning experiences complementary to the modules taken by students in the classrooms. Daley and Leahy (2003) underscored that extracurricular activities in schools or universities should boost the development of the students' potentials through activities that supplements and complements the curricula.

Morrisey (2005) concluded that students who actively participate in extracurricular activities have better grades, attend school more frequently and have higher self-confidence. This was also confirmed by Fredericks (2006) who concluded that students' participation in extracurricular activities can develop and enhance teambuilding, opportunities for good leadership and skills development.

Extracurricular activities or extra-class activities supplement or reinforce and enrich classroom instruction by providing opportunities for the attainment of other educational objectives, which could not be fully achieved in the classrooms. In fact, the greatest relevance of the extracurricular activities to education is its potential for their enrichment of academic undertakings. (McNeal, 1999)

It is equally important for a lecturer to be properly guided in the management of extracurricular activities. It has been observed, however, that lecturers are not so much adept in planning and undertaking such activities. It is also salient that the top management and the staff should know the extent of the participation of the students in the extracurricular activities, the benefits and the current problems encountered by the students. This situation thus prompted the researcher to undertake this research.

II. STATEMENT OF THE PROBLEM

This study aims to identify the various extracurricular activities offered by Gulf College. Specifically, it answered the following:

1. What are the extracurricular activities offered by the college to the students?
2. What is the extent of participation of students in extracurricular activities?
3. What are the benefits of extracurricular activities as perceived by the students?
4. What are the problems related to involvement in extracurricular activities as perceived by the students?

III. SCOPE AND DELIMITATION OF THE STUDY

The study was limited to the identification of the extracurricular activities, the extent of students' participation, the benefits derived from participating in the extracurricular activities and the common problems related to the involvement of students in extracurricular activities. The survey on the extent of participation and problems encountered was limited to the Gulf College students in the three faculties: Faculty of Foundation Studies, Faculty of Business & Management Studies and Faculty of Computing Sciences during the academic year 2015-2016.

IV. REVIEW OF RELATED LITERATURE AND STUDIES

Reeves (2008) underscored that the curriculum should provide continuous student participation in the performance of extracurricular activities that are vital for the wellbeing of the students. Students' participation to these activities can be linked to increased educational aspirations, better academic outcomes and more school engagement.

According to Eccles (2003) social competence can be learned in the college premises or outside the classroom through a variety of contacts as afforded by extracurricular activities. Participation in these various activities is connected to academic and social success; however, over-participation could be stressful as it may ingest much of their time.

Gardner et.al. (2008) concluded that research and theory on optimistic youth development highlights the transition of human development and advocates supportive relationship that cultivates positive and healthy development. Taking this viewpoint into account, extracurricular activities in the college can encourage healthy development among the students. Any learning institution should make up that phase where young hearts and minds can be oriented in a lasting manner according to the values of sportsmanship, civic responsibility, self-discipline, honesty and teamwork among others. It is the education system that provides for the promotion of civic responsibility among the youth.

According to Olson (2008), the advantages of extracurricular activities are far beyond refuting. Extracurricular activities nurture the expression to the inner feelings, development of the talents, as well as formation and development of the character among the students.

Baker (2008) concluded that extracurricular activities can also provide students with exceptional development opportunities that confidently impact their wellbeing. He also suggested various objectives of the different student activities. They are as follows: developing leadership and fellowship traits; attaining competence in parliamentary procedures; developing oneself in the service of others; furthering a present vocational interest and developing new ones; maintaining and furthering good physical and mental health; understanding and practising commonly accepted social usages and customs; and developing worthy personality traits, developing responsibility and becoming increasingly self-directive; working harmoniously with officers.

Clegg and Willott (2009) reiterated that quality extracurricular programs do not just happen. They should be carefully planned and carried out by the lecturers. Lecturers play a big and significant role in putting the various activities to work. The management and supervisors also have their roles to play.

Caldwell (2005) underscored that management of extracurricular activities spells their success, that is why lecturers should be adequately prepared in this task. Aside from their previous practical experience, they should know the students very well, how they grow, what they are really like, the things they enjoy doing, the problems common to their developmental level, the behaviors peculiar to them and many other factors underlying the learning factor and adjustment process.

Gutowski (1988) emphasized in his thesis that lecturers who are managing the extracurricular activities should use a social group approach to learning. They should be a source of counsel and assistance and stimulation among the students. They accept students and show respect for their personalities. If the extracurricular program aims to

succeed in developing the students, unity of purpose and proper coordination among all lecturers in the school is necessary.

Tchibozo (2007) found out that those who participated in extracurricular activities were almost twice as possibly to remain in the college compared to students who did not participate. However, this outcome can depend on the quality of peer group, coaching and the cultural definition of the activity within the community and the college.

Feldman (2005), on the other hand, identified some difficulties in the implementation of extracurricular activities. However, positive difficulties must be overcome if the program has to succeed although there are apparent and desirable outcomes. One of the most significant problems is the cost of participation. For instance, athletic clubs cost a considerable amount of money. The students who come from average and below average income family find it impossible to take part in the extracurricular activities program.

According to Guest (2003), other problems encountered in the management of extracurricular activities include: lack of proper motivation and orientation of those involved, inadequate playground facilities, conflict of schedule among lecturers and students, parents' complain of too many activities, lack of well-trained lecturers and leaders, inadequate knowledge among lecturers and students, parents/guardians and students are financially hard-up etc., are too expensive and limited appropriation in the school.

V. LOCALE OF THE STUDY

The study was conducted at Gulf College, Muscat, Sultanate of Oman with students enrolled during the academic year 2015-2016.

Population and Sampling Procedures

The population in this study included ninety students. There are thirty (30) students from each faculty (Faculty of Foundation Studies (FFS), Faculty of Computing Sciences (FCS) and Faculty of Business and Management Studies (FBMS).

Research Instruments

The main tool for gathering data was a questionnaire on the extent of participation in the different extracurricular activities conducted, benefits derived from participating extracurricular activities and the problems encountered in the conduct of extracurricular activities. In addition, observation, document analysis, structured and unstructured interviews were also used to confirm responses to the items included in the questionnaire.

Statistical Treatment of Data

The data on extent of participation of students on extracurricular activities, benefits derived and problems encountered were statistically analyzed using the weighted mean.

To describe the extent of participation of students on extracurricular activities, the following range of means and their corresponding descriptive interpretation were used:

Range of Means	Interpretation
4.50 to 5.00	Very High Participation
3.50 to 4.49	High Participation
2.50 to 3.49	Average Participation
1.50 to 2.49	Low Participation
1.00 to 1.49	Very Low Participation

To describe the benefits derived from participating in extracurricular activities, the following range of means and descriptive interpretation were used:

Range	Descriptive Interpretation
3.51 to 4.00	provide great benefits
2.51 to 3.50	strongly benefit
1.51 to 2.50	provide some benefits
1.00 to 1.50	no benefit

To describe the degree of seriousness of problems, the following range of means and interpretations were also used:

Range	Interpretation
4.50 to 5.00	Very Serious
3.50 to 4.49	Serious
2.50 to 3.49	Moderately Serious
1.50 to 2.49	Slightly Serious
1.00 to 1.49	Not Serious

VI. PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

Extracurricular Activities offered by Gulf College to students

A. Academics

- Spelling Bee.** The Spelling Bee contest creates an opportunity for the students to enhance their vocabulary skills and encourages the students in the different band levels to elevate their competency in writing which is significantly assessed in the Pearson Test of English (PTE).
- Extemporaneous Speaking.** The extemporaneous speaking provides the participants the venue in

discussing social issues prevalent in the community; hence, they could derive pertinent insights as their contribution to the emerging problems.

3. **Group Presentation.** The group contest provides the students the opportunity to develop teamwork in preparing a group output and to enrich their speaking fluency and confidence while taking part in their group and oral presentation.
4. **Essay Writing.** The essay writing contest aims to explore the ability of the students in expressing their ideas, applying their writing discourse skills and following the basic concepts in composition writing.
5. **Quiz Bowl.** The quiz bowl provides opportunities for the students to assess the depth and breadth of their understanding and knowledge on a comprehensive variety of academic subjects.
6. **Poster Competition.** The poster competition raises the students' awareness of current issues in the society. It aims to involve not only students but also the community's interest in an issue and provides an opportunity to address the questions regarding the issue.
7. **Photo Essay.** The photo essay competition provides opportunity for the students to showcase their storytelling and writing skills. Likewise, it also motivates students to become creative in taking photos.
8. **Greeting Cards.** The greeting cards contest allows students to apply their creativity in delivering a message.

B. Sports

Gulf College provides the following range of options for sport activities to students in order to develop sporting skills and overall fitness:

1. Football
2. Handball
3. Swimming
4. Athletics
5. Basketball
6. Volleyball
7. Table Tennis
8. Badminton
9. Lawn Tennis
10. Chess

C. Sociocultural

Gulf College provides the following range of options for sociocultural activities to students:

1. Drama (Theatre Arts)
2. Slogan making
3. Painting
4. Playing musical instruments
5. Poetry reading
6. Videography
7. Scouting (male and female)

VII. EXTENT OF INVOLVEMENT OF GULF COLLEGE STUDENTS IN EXTRACURRICULAR ACTIVITIES

Table 1 presents the extent of participation of Gulf College students in extracurricular activities as perceived by the students themselves.

Among the extracurricular activities participated in by students include activities sponsored by the three faculties namely Faculty of Business and Management Studies (FBMS), Faculty of Computing Sciences (FCS) and Faculty of Foundation Studies (FFS) and the Centre for Student Activities. The extracurricular activities provided by the college include academic, sports and sociocultural activities.

Students' extent of participation in academic extracurricular activities

Table 1 reveals that the students' level of involvement in academic is *average*. This is supported by the weighted mean of 3.11. Students have high participation in quiz bowl, spelling bee, and essay writing. Moreover, students exhibited average participation in extemporaneous speaking, group presentation, poster making and photo essay. The only component which students displayed low participation is greeting card making.

Students' extent of participation in extracurricular activities (sports)

Like in academic extracurricular activities, the respondents demonstrated average participation level in sports. This is supported by the weighted mean 3.155 which is almost the same with academic extracurricular activities. Of the ten types of sports, handball and swimming got the lowest level of participation with a mean of 2.20. However, students showed high participation in football and table tennis and average participation in athletics, basketball, volleyball, badminton, lawn tennis and chess.

Students' extent of participation in extracurricular activities (sociocultural)

The sociocultural extracurricular activities, which ranked third among the 3 sets of activities, are organized by the Centre for Student Activities. Students' participation in sociocultural activities is low with a weighted mean of 2.5. Of the seven major activities, drama and playing musical instruments were least participated in by the students with

a weighted mean of 2.0 and it is followed by painting (2.25) and poetry reading (2.50). Moreover, students have average participation in slogan making, videography and scouting. The researcher considers their low level of participation is attributed to the fact that most of these activities are special skills.

TABLE 1: Extent of participation of Gulf College students in extracurricular activities

I. Extracurricular Activities sponsored by the faculties: FBMS, FCS and FFS (Academic)		
	Mean	Descriptive Interpretation
1. Spelling Bee	3.55	High Participation
2. Extemporaneous Speaking	3.20	Average Participation
3. Group Presentation	3.00	Average Participation
4. Essay Writing	3.50	High Participation
5. Quiz Bowl	4.00	High Participation
6. Poster Making	2.70	Average Participation
7. Photo Essay	2.90	Average Participation
8. Greeting Cards	2.0	Low Participation
Weighted Mean	3.11	Average Participation
II. Extracurricular Activities sponsored by the Centre for Student Activities (SPORTS)		
1. Football	4.20	High Participation
2. Handball	2.20	Low Participation
3. Swimming	2.20	Low Participation
4. Athletics	2.95	Average Participation
5. Basketball	3.00	Average Participation
6. Volleyball	3.10	Average Participation
7. Table Tennis	4.10	High Participation
8. Badminton	3.20	Average Participation
9. Lawn Tennis	3.00	Average Participation
10. Chess	3.50	High Participation
Weighted Mean	3.155	Average Participation
III. Extracurricular Activities sponsored by the Centre for Student Activities (SOCIOCULTURAL)		
1. Drama (Theatre Arts)	2.00	Low Participation
2. Slogan Making	3.00	Average Participation
3. Painting	2.25	Low Participation
4. Playing Musical Instruments	2.00	Low Participation
5. Poetry reading	2.50	Low Participation
6. Videography	3.0	Average Participation
7. Scouting (male and female)	3.10	Average Participation
Weighted Mean	2.50	Low Participation
Overall Mean	2.90	Average Participation

Table 2 Perceptions of Gulf College students on the benefits derived from extracurricular activities.

Benefits Derived from the extracurricular activities		
I. Academics	Mean	Descriptive Interpretation
1. Molds the lives of students to become well rounded individuals.	3.55	Provide great benefit
2. Boosts excellent academic performance.	3.60	Provide great benefit
3. Establishes relationships with other HEIs or	2.20	Provide some benefit

organizations.		
4. Improves self-image through competitions with other faculties and HEIs.	2.45	Provide some benefit
5. Improves language skills.	3.50	Strongly benefit
6. Teaches teamwork.	3.40	Strongly benefit
7. Provides greater opportunities for students in availing scholarships in the college.	3.00	Strongly benefit
8. Develops public speaking abilities.	3.35	Strongly benefit
9. Helps enhance overall personality.	3.30	Strongly benefit
10. Develops students' self-confidence during competitions.	3.53	Provide great benefit
Weighted Mean	3.19	Strongly benefit
II. Sports		
1. Develops students to be prompt/ punctual in competitions and rehearsals.	3.75	Provide great benefit
2. Teaches teamwork	3.85	Provide great benefit
3. Develops good followership and leadership in the team.	3.70	Provide great benefit
4. Boosts excellent academic performance.	3.45	Strongly benefit
5. Develops good discipline	3.65	Provide great benefit
6. Develops students' self-confidence during competitions.	3.30	Strongly benefit
7. Competes honestly according to the rules. Learn to	3.80	Provide great benefit
8. Learns to abide with the decisions of the referees or authorities.	3.55	Provide great benefit
9. Develops sportsmanship among competitors.	3.60	Provide great benefit
10. Learns to accept limitations.	3.35	Strongly benefit
Weighted Mean	3.60	Provide great benefit
III. Sociocultural		
1. Shows love for one's country.	3.45	Strongly benefit
2. Develops poise and good manners.	3.00	Strongly benefit
3. Encourages self-expression.	3.70	Provide great benefit
4. Encourages creativity.	3.40	Strongly benefit
5. Helps in relaxation of mind and body.	3.30	Strongly benefit
6. Develops values of goodwill, industry and patience.	3.75	Provide great benefit
7. Develops cooperation among members.	3.65	Provide great benefit
8. Develops awareness of national concerns and issues.	3.60	Provide great benefit
9. Develops skills in portraying the history of the country through dramas and plays.	3.50	Strongly benefit
10. Provides opportunity to develop specialized skills.	3.35	Strongly benefit
Weighted Mean	3.47	Strongly benefit

Table 3. Perception of students regarding the problems they encounter in participating extracurricular activities

Problems encountered by the students in participating extracurricular activities		
A. Implementation	Mean	Descriptive Interpretation
1. Extracurricular activities disturb classes and therefore requires coping with missed lectures.	1.20	Not serious
2. Extracurricular activities are not planned and undertaken properly.	1.25	Not serious
3. Extracurricular activities are conducted without the	1.15	Not serious

guidance and supervision of lecturers or coaches.		
Weighted Mean	1.20	Not serious
B. Funding		
1. The college allocates insufficient funds for extracurricular activities.	1.35	Not serious
2. Students shoulder finances for the conduct extracurricular activities.	1.45	Not serious
3. Extracurricular activities are suspended or postponed due to lack of budget.	1.30	Not serious
Weighted Mean	1.40	Not serious
C. Equipment and Facilities		
1. Materials used in the conduct of extracurricular activities are inadequate.	1.50	Slightly serious
2. Materials needed for extracurricular activities are provided by students or participants.	1.55	Slightly serious
3. There are no enough school facilities for sports/athletics activities.	1.60	Slightly serious
Weighted Mean	1.55	Slightly serious

VIII. PERCEPTIONS OF THE STUDENTS ON THE BENEFITS FROM EXTRACURRICULAR ACTIVITIES

Academics

The researcher identified ten possible benefits or advantages of extracurricular activities related to academics. Out of the ten (10), three (3) *provide great benefit* to the students in their academic activities. They are as follows: boosts excellent academic performance (3.60); molds the lives of students to become well rounded individuals (3.55) and develops students' self-confidence during competitions (3.53). Moreover, five (5) strongly benefit the students in their academic activities. They are as follows: improve language skills (3.50); teaches teamwork (3.40); develops public speaking abilities (3.35); helps enhance overall personality (3.30) and provides greater opportunities for students in availing scholarships in the college. However, there are two activities that provide some benefits to the students. These are improves self-image through competitions with other faculties and HEIs (2.45) and establishes relationships with other HEIs or organizations.

Sports Activities

The respondents claimed that sports competitions provide great benefits to the students as shown by the obtained mean value of 3.60 interpreted as provide great benefits. Among the benefits the students derive includes the following: teaches teamwork (3.85); competes honestly according to the rules (3.80); develops students to be prompt/ punctual in competitions and rehearsals (3.75); develops good followers and leadership in the team (3.70); develops good discipline (3.65); develops sportsmanship

among competitors (3.60) and learns to abide with the decisions of the referees or authorities. Moreover, the following strongly benefit the students: boosts excellent academic performance. (3.45); learn to accept limitations (3.35) and develops students' self-confidence during competitions (3.30).

Sociocultural Activities

This research also gathered the respondents' perceptions regarding the benefits of the students derived from the sociocultural activities which are sponsored by the Centre for Student Activities. Among the benefits the students considered are as follows: develops values of goodwill, industry and patience (3.75, *provide great benefit*); encourages self-expression (3.70, *provide great benefit*); develops cooperation among members (3.65, *provide great benefit*); develops awareness of national concerns and issues (3.60, *provide great benefit*); develops skills in portraying the history of the country through dramas and plays (3.50, *strongly benefit*); show love for one's country (3.45, *strongly benefit*); encourages creativity (3.40, *strongly benefit*); provides opportunity to develop specialized skills (3.35, *strongly benefit*); helps in relaxation of mind and body (3.30, *strongly benefit*) and develops poise and good manners (3.00, *strongly benefit*).

IX. PROBLEMS ENCOUNTERED BY STUDENTS IN PARTICIPATING IN THE EXTRACURRICULAR ACTIVITIES

The researcher considered looking into the problems that could affect the conduct of extracurricular activities in Gulf College. Table 3 presents the common problems encountered in the conduct of extracurricular activities as perceived by the respondents. The problems were grouped

according to funding, implementation, and equipment and facilities.

It can be gleaned from the table above that two out of the three problems are not serious. Implementation with a weighted mean of 1.2 and funding with a weighted mean of 1.4 were considered not serious problem. Based from the interviews with the administrators and lecturers, extracurricular activities are usually well-planned and this is supported by the 5 year Extracurricular Planner of the college. This planner is prepared by the three faculties and the Centre for Student Activities and approved by the Deputy Dean for Quality Assurance and Partnerships. Moreover, extracurricular activities are usually conducted outside the classroom; therefore, classes are not disturbed. In terms of guiding and supervising the participants, there is an ad hoc committee that usually ensures that participants are supervised and guided by their coaches. In terms of funding, the college allocates budget for extracurricular activities. The organizing committee usually submits the budgetary requirement to the Dean.

On the other hand, equipment and facilities with a weighted mean of 1.55, *slightly serious* should be taken into consideration by the management in order to encourage more students to participate in the extracurricular activities. Among these problems are: materials used in the conduct of extracurricular activities are inadequate (1.55, *slightly serious*); materials needed for extracurricular activities are provided by students or participants (1.55, *slightly serious*) and there are not enough school facilities for sports/athletics activities (1.60, *slightly serious*).

X. FINDINGS

The extracurricular activities offered to students by Gulf College are focused on academics, sports and sociocultural. These extracurricular activities are sponsored by the three faculties and the Centre for Student Activities.

Students' extent of participation in academic extracurricular activities is average with a weighted mean of 3.11. Like in academic extracurricular activities, the respondents demonstrated average participation level in sports. This is supported by the weighted mean 3.155 which is almost the same with academic extracurricular activities. The sociocultural extracurricular activities which ranked third among the 3 sets of activities are organized by the Centre for Student Activities. Students' participation in sociocultural activities is low with a weighted mean of 2.5.

There are ten possible benefits or advantages of extracurricular activities related to academics. Out of the ten (10), three (3) *provide great benefit* to the students in their academic activities. Moreover, five (5) strongly

benefit the students in their academic activities. However, there are two activities that provide some benefits to the students. These are improves self-image through competitions with other faculties and HEIs (2.45) and establishes relationships with other HEIs or organizations. The respondents claimed that sports competitions provide great benefits to the students as shown by the obtained mean value of 3.60 interpreted as provide great benefits. Moreover, the respondents claimed that sociocultural competitions provide great benefits to the students as shown by the obtained mean value of 3.47 interpreted as *strongly benefit*.

The problems encountered by the students in participating in the extracurricular activities were grouped according to funding, implementation, and equipment and facilities. Implementation with a weighted mean of 1.2 and funding with a weighted mean of 1.4 were considered not serious problem. On the other hand, equipment and facilities with a weighted mean of 1.55, *slightly serious* should be taken into consideration by the management in order to encourage more students to participate in extracurricular activities.

XI. CONCLUSION

Gulf College takes its role of equipping students the functional communication and higher order thinking skills by providing various extracurricular activities every year. Extracurricular activities are organized after the study hours and provide learning experiences complementary to the modules taken by students in the classrooms. These activities are sponsored by the faculties and the Centre for Student Activities.

Students' extent of participation is average in academic and sports activities and low participation in sociocultural. It is therefore necessary that the faculties should motivate students to participate in any of the activities provided by the college. Additionally, sports activities provide great benefit while academic and sociocultural strongly benefit the students. Thus, it is salient that Gulf College should continue to provide additional extracurricular activities.

In terms of the problems encountered by the students in participating in the extracurricular activities were grouped according to funding, implementation, and equipment and facilities. Implementation and funding are not serious problems in the conduct of extracurricular activities. Nonetheless equipment and facilities, which is slightly serious problem, should be taken into consideration by the management in order to encourage more students to participate in extracurricular activities.

XII. PEDAGOGICAL IMPLICATIONS

The findings and conclusions of this research propose the following pedagogical directions and implications in order to improve the extracurricular programs of Gulf College:

1. The administrators should motivate more students to participate in the extracurricular activities by giving them scholarships such as special discounts or free tuition fee.
2. The college should develop “Extracurricular Manual” which could systematize the conduct of all the activities. This shall serve as a reference of procedures and strategies to be followed by the staff.
3. In order to strengthen the implementation and to encourage more students to participate in extracurricular activities, it is imperative that it should be included in the strategic plan and operational plan of each faculty.
4. Extracurricular activities should be a part of the curriculum especially in the foundation program. This can be imbedded in the Academic Skills and General English Language modules.
5. The college should develop longitudinal procedure of monitoring the students who were active in extracurricular and how it impacted their future opportunities and careers for further scholarships or education.

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