

Developing Interpersonal Skills and Professional Behaviors through Extracurricular Activities Participation: a Perception of King Abdulaziz University Medical Students

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Abstract. Extracurricular activities are activities performed by students which fall outside a school or university academic curriculum. Students from primary schools to tertiary educational institutes voluntarily participate in ECAs. These activities are organized and directed by various students' associations and divisions under faculty sponsorship. This study investigated undergraduate medical students' perceptions regarding interpersonal skills and professional behaviors gained by participating in numerous extracurricular activities. It further discusses factors within ECAs which promotes developments and explores facilitation that are missing while increasing students' participation. Semi-structured interviews were conducted with nine medical students who participated in King Abdulaziz University's Students' "Day Activity". The interviews were transcribed and analyzed by the author using the grounded theory. The participants acknowledged the gain of many interpersonal skills such as communication and managerial skills, teamwork, problem solving, leadership and self-reflection. They affirmed that exposure to various situations taught them respect, sharing, accepting responsibilities and confidence, which greatly coached their professional behaviors and positively influenced their academic work. In conclusion, ECAs promoted a holistic approach to learning and teaching. The findings confirmed that participation in ECAs promoted the gain of interpersonal skills and professional behaviors in medical students at King Abdulaziz University, Jeddah, Saudi Arabia.

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Introduction

The definition of extracurricular activities (ECAs) is not formally adopted by scholarly literature. Often ECAs are treated as self-explanatory, with little or no further explanation. Review of the literature suggests a considerable variation in the term extracurricular activities, and how they are defined and measured. Extracurricular activities are defined as academic or non-academic activities that are conducted by student associations, student divisions and/or individual students under the sponsorship of the school, but occur outside of normal classroom time and are not part of the curriculum. Additionally, extracurricular activities do not involve a grade or provide academic credit and participation is optional as opposed to mandatory on the part of the student^[1].

Extracurricular activities exist at all levels of education, from primary to tertiary education and are valuable experiences for all students. ECAs go beyond 'classroom' activities as they are non tutor-led learning time^[2,3] and must fulfill two basic conditions: 1) Are not part of the regular school curricular program and 2) are structured towards a pro-social interactive environment^[4,5]. Examples of such activities can be educational or recreational and include: Athletics activities, Hobby clubs, Academic clubs, Education or Professional clubs, Career education club, Science fairs, Academic honors society, Newspaper club, Community activities, Social fraternities and sororities, and many others.

Astin^[6] emphasized that a student involvement in any type of activity at college will positively affect student's learning and development. Rubin *et al.*^[7] strongly supports the relationship between cognitive abilities and multiple measures of performance such as ability, training, success and group effectiveness. In fact, he declared that participants in ECAs with leadership roles will later show superior decision-making, communication skills, more initiative and better teamwork relations^[7]. Howard^[8] agreed that participation in extracurricular activities with leadership roles are positively linked to better development of interpersonal skills and abilities, as well as the development of managerial potential and motivation. Campos-Outcalt *et al.*^[9] stated that participating students in the Underserved People (CUP) Program have

improved their leadership quality, interpersonal skills and self-confidence. Participant had a better understanding of their own abilities, talents and skills that are specific to their career path and future job success.

Developing a well-rounded student is the goal of most colleges and universities. Extracurricular activities complement the academic curriculum by refining and developing interpersonal skills and behaviors, hence, enhancing students' experience^[7]. Recruiters, Career Counselors and Student Advisors stress the importance of being perceived as a "well-rounded" student, and not to be perceived as one dimensional or just "book smart"^[7]. Not all ranges of extracurricular activities are of equal importance to developing interpersonal skills and professional behavior. Terenzini *et al.*^[10] found that a membership in fraternities and sororities had an overall significant negative effect on academic performance.

These overall findings clearly recognize that extracurricular activities will give students a chance to mature socially through student-student interaction, relationship formation, working together with other individuals, developing self-confidence, autonomy, negotiation and communication skills, conflict resolution, decision making and leadership quality. Very few studies looked at student activities beyond the classroom^[11]. Furthermore, there is no current unified definition of the ECA. No recommendation on the type and context of extracurricular activities those are more likely to promote student development of interpersonal skills and professional behaviors.

Student engagement in extracurricular activities, its impact on achievement and employment can be found in high school literature^[12,13]. While very scant medical literature has researched the role of ECAs on a graduate level, especially in the Arab world and Gulf region.

Based on literature^[1-9], Extracurricular activities (ECAs) in the current study is defined as all student activities and researches that are not aligned with the university academic curriculum but still under the university's spectrum, which can be on or off campus grounds. These activities are not accredited or graded, sponsored by the faculty, and organized by the students, plus student participation is voluntary. Examples of these activities, among others, include: Patient-Centered Activities, Students Career Day, Research club and Students' "Day Activity". The Students' "Day Activity" is a newly incorporated academic event organized by the students, and structured around lectures

and oral presentations provided by staff, students and other KAU faculty members.

The objective of this study was to investigate KAU medical student perception on their development of interpersonal skills and professional behaviors through participation in extracurricular activities such as the Students' "Day Activity". Other objectives included investigating the type of skills and behaviors developed by participation in various ECAs, and discovering the factors within that encouraged or promoted the development of those skills and behaviors.

Material and Methods

A qualitative study based on semi-structured interviews was conducted by the author. Nine participants were randomly selected out of a large number of KAU undergraduate medical students attended the Students' "Day Activity". The participants were medical students who attended this event and members of the organizing committee team.

Ethical approval from the University was obtained by the ethical committee before commencing this study. Interviews were conducted in the Arabic language, audio-taped and later translated to the English Language. All audio-tapes and transcribed data were kept confidential by the author. Interviews were informally conducted in a casual environment. Four male and five female medical students participated in this study. The researcher assured the participants understanding of the questions, and their reflection about their professional development and personal gain by participating in ECAs in general and in the Students' "Day Activity" in particular. This was done by using a set of semi-structured questions (see Appendix I) in all nine participants.

The decision on the number of interviews was set in advance and was based on the amount of new information obtained by the students. In other words, if no new information was identified and redundancy was found, further interviews would be suspended.

Method of Data Analysis

The data analysis of the interview findings was performed by the author using the Grounded Theory^[14,15]. This method presents a single, unified and systematic method of analysis.

Codes were collected from the nine interviews and were categorized into nine themes (see Appendix II). The themes were studied attentively and a causal relationship between themes was searched to generate the theory.

Results

Offered Extracurricular Activities

A range of extracurricular activities were conducted by the medical students at King Abdulaziz University on a voluntary basis. It includes: Students Career Day, Research Day, patient-centered activities and suburban community-centered services to the under privileged socio-economic areas in Jeddah. The Students' "Day Activity" is another academic activity introduced for the first time in November 2007 and was held for the first time at King Abdulaziz University, in Jeddah. This activity was organized by the students and structured around lectures and oral presentations of topics relevant to student interest, and was delivered by academic staff and senior medical residents. The students shared different roles, including leadership, planning and execution as part of the ECA team or an attendant of the program. All activity sponsored by the faculty, but all details were dealt by the students independently without faculty or other outside influences.

Skills Gained from the ECAs

Managerial Skills and Team Work

The students stated that ECAs helped them develop good managerial skills, a student from the organizing team said, "*One important gain was, I improved my administration and management skills*". The students' gain of managerial skills, team work, were clearly evident from the working approach they designed in creating an organized committee and many subcommittees to carry out and complete the work. Students reported that team spirit, sharing tasks and responsibilities; implementing a democratic policy when conducting activities, setting objectives, sharing opinions and making collaborative decisions assisted them in accomplishing their goal. Team work and its importance was highly emphasized by the students, "*One of the most important things we need in our society is teamwork; such activities enhance and improve the actual work*"

Clear Vision Skill

One student stated “ECAs teach brain storming together, discussing, editing, and pinpointing ideas. Putting a time schedule for the activity and then dividing all the organizational issues”. A second student said “We have to think about what really needs to be done, we cannot ask people to do something if it is not clear in our minds”.

Time Management Skills and Commitment

Involvement in these activities trained the students’ to be committed and to keep good time management, which is an important professional skill. *“I learned lots of professional skills and behaviors, because these activities have lots of commitment within them and time management. I learned to be committed and punctual”*, one student stated.

Leadership Quality

The important role of leader in the team was accurately described by students, “The activity is done by teamwork and the leader is like a director, and so all the members in the activity should ultimately listen to the leader in order to perform our task well”. Students affirmed the positive role of ECAs in enhancing their leadership ability, “Our leadership ability is enhanced by these activities”. Having the confidence to be a leader is not enough to successfully lead the group, a good leader’ personal qualities were diligently articulated by the student. She stated, “As a leader, it is important to listen to people and give my opinion and keep in mind not to force it on them”. “I don’t order people to do things, I just ask them to join and help me”.

Decision Making, Feedback and Reflection

Students reported that decision making was reached by informed collaborative opinions and was based on practicing reflection on the generated feedback results from previous ECAs. This well appreciated gain from ECAs was expressed by a student, *“I believe that one of the most important things I gained, is how to deal professionally with my colleagues, make decisions and how to organize something huge with the minimum and least mistakes”*. Likewise, another student said, *“The most important skill that I have gained, and I hope to continue doing in the future is how to use feedback results from previous experiences”*. The self-reflection and critical thinking gained were crucial for some students, and motivated them to participate in these activities. One

student stated that, *“Observing these active students participating in these activities, made me think and realize that these students are helping people, doing positive things in our community. They don’t just care for their personal interest and what’s beneficial for them”*. Furthermore, she said *“The message I got from these activities is to be positive, to help others and to try to develop our society”*.

Problem Solving and Conflict Resolution Skills

The enormous experience gained running these extracurricular activities was highly appreciated by the students. It enhanced the students’ capability in problem solving and conflict resolution as stated by one of the students, *“Many times we faced conflicts within the group and outside the group as well. In organizing these activities we faced many conflicting opinions on either side, and we tried to manage them on the basis of democracy. We faced dominant people that can cause many problems, so we tried to contain these people and listen to their opinions, but not necessarily follow them”*.

Communication and Negotiation Skills

Students expressed their gain of better communication and negotiation skills. One of the students stated that *“I think these activities really helped me a lot regarding the development of medical communication skills”*. Another student said, *“I think that developing communication skills is mainly gained from this experience”*. A third student stated, *“I believe an important skill is talking, expressing point of views, approaching other people, especially the physicians and consultants, and hope nobody was inconvenienced by us when we approached them”*. One student expressed his believes in the self-confidence built by good communication, and he recognized that good communication is not only verbal, but also includes body language *“I believe that communication is not only verbal; actually more than 55% to 65% of communication is body language”*.

Socializing Opportunity in ECA

Social Network and Benefits

Social skills and social networking were highly valued by the students that were interviewed. The students confirmed the role of extracurricular activities in providing the students with this great opportunity for interaction not only with their colleagues and doctors, but

with many other members in their faculty. This wide social networking resulted in personal and professional development of social skills for many of these students. It opened new avenues for the organizers and the attendants to interact with each other not only on a social level, but also on an academic level.

Self Development and Professional Values

Respect, Sympathy and Role-Modeling

Enhancement of personal development and character was appreciated by one student who had her first participation in such an activity. She stated that, *“This activity enhanced my awareness and respect for other cultures. It made me more useful, generous and sympathetic toward others. It helped me become a role model for the students and it strengthened my social relations”*. Another student stated, *“I have to be professional in dealing with people; be fair and objective and every useful new experience I come across, I should try to learn more from it”*.

Emotional Intelligence and self-control

Emotional intelligence was underlined by the students as having self-control of self-emotion and reactions. A student expressed his idea by saying, *“During the preparation of these meetings, it was important not to over-express myself while getting the message across. It is also very important to be aware of the reaction of the group and give everybody a chance to express themselves properly”*.

Confidence

Students identified the major benefits of these activities were helping the development of their confidence in self and others. The development of character and empowerment was stressed by many students. One reported the following statement: *“This was my first experience with ECAs. I was following and executing instructions passed down to me by the organization committee. I lacked confidence at the beginning. But soon after, I had to decide on assigned tasks and what was better for the team. Therefore, I learned to give and receive orders, and to be a decision maker. The Students’ “Day activity” taught me to be confident and work as a leader and as a team member and to work between these two characters”*.

Competitive Personality

The emerging of competitive personality with a positive attitude by participating in the ECAs gave a student confidence and empowerment, which helped him reach a higher level of performance. He stated “*The ECAs helped me develop the competitive side of my personality; it’s important for a person in the medical field or any other field to be competitive; I do not mean to be selfish, it is exactly the opposite, I mean to be competitive in being generous and giving*”.

Factors Limiting Participation in the ECA

Time, Family, Social, Culture, System Rigidity

The students were faced with many challenges while participating in these activities. Some of these challenges were more related to time factor, others were related to the faculty, students, and administration. Nonetheless, others were related to the system and culture rigidity as well as certain family and social beliefs.

Students Recruitment and Motivation

One student identified that student participation, motivation and commitment in these activities was one of the most important challenges; he stated that, “*The interesting challenge in these activities is trying to recruit students who are interested in participating in extracurricular activities. There were many interested students but not fully committed ones*”. Another student emphasized the importance of enhancing student awareness about the benefits of ECAs to encourage student participation, “*I strongly believe in the importance of these activities for us students. I think researching the benefits and gains of extracurricular activities is one way to offer strong evidence to all including students about the fundamental role of these activities in our development*”.

Limited Academic Gain

One of the drawbacks of extracurricular activities is the limited academic gain expressed by the students who were in the organizational team conducting the activities. The students declared that the barrier in attending the academic presentations was their involvement in organizing things at the time of the academic event.

Extra Benefits Gained from ECA

Active and Experiential learning, Limited value of Lectures, and other Practical Skills

A theme extrapolated by the interviews suggests that; active learning by means of invoking active student participation, workshops and practical sessions, in the context of ECAs, far outweighed traditional teaching methods such as lectures. One of the participants stated, *“I think and I believe that the best and the most effective way to learn about something is to initiate questions in a student's head, then give him/her the sources to look for the answers to these questions, and not give him/her the answers directly”*. In support this participant’s statement, the students who participated in volunteer patient-centered clinical activities, expressed the superior learning experience they gained; due to the active role and 'hands on' approach they were part of as opposed to the limited information acquired through traditional lectures. A student stated, *“Communication skills, ethics and research; we cannot learn these things from classes. A single session with a doctor who has good communication skills, practicing good ethics with his patient is far more beneficial than attending many lectures of same”*. Presentation and writing skills are precious practical skills gained from these ECAs as stated by a student assuming a leadership role who said, *“Speaking in front of an audience was one of the important skills I learned from ECAs. In fact, in the students’ “Day Activity”, I presented a lecture regarding “Choosing your medical specialty”*. He added, *“I also learned from these activities how to write the outcome of meetings, write a formal letter and how to write a protocol for any activity we are running”*. Another student said, *“We also learned about printing material, printing flyers, making posters, and new computer programs like Photoshop”*.

Nationwide and Regional Participation

Students had a broader outlook regarding these educational activities; strongly emphasized the need for nationwide participation and involvement. Furthermore, it was suggested that expansion involving at least the Gulf region was necessary. Student expressed their views and stated that these kinds of activities open doors for more communication and interaction between students of the same region. And those students motivate each other which can lead to good research ideas and collaborative work. One student said, *“The medical career day was held*

last year in Jeddah and this year in Al-Khobar. I think this is a good idea and this is a good start to make these scientific conferences circulate nationally; so people get to know each other when students, for example, from Kuwait meet with the students from Saudi Arabia, they will motivate each other and can be very creative."

Students preferred new ECA

Research

The students put emphasis on the need for research activities and expressed their discontentment when they compared themselves to students of other neighboring Gulf countries. A student stated, *"If we look at students in the Gulf region, we find that the student from the gulf is aware of his part in research and their faculties are supporting them"*. Students identified some challenging factors that limit their gain from this activity and stressed the following: Their participation in research was not appreciated; not given a proper chance to develop in this area and they lack the support from the staff and faculty. One of the students stated, *"Research, is the most important activity we should practice-in and even though we have the financial support, time and the academic support, there is no proper attention given to research by the faculty"*. Another student suggested a more leisure type of activity that they would like to initiate in the faculty; one student said, *"I would like to see new activities like drama, theater, and writing club. Sports activities are important and would help the students handle stress and enjoy life"*.

Value & Reward for Participation in ECA

Reward and Benefits

Even though the students were strongly convinced of the crucial value of these activities on their personal and professional development, they also believed that since these activities were conducted by volunteer students sacrificing their social time, and that the benefits are reciprocal for the students and the faculty, a rewarding system should be instituted for students who carry out these ECAs. One student stated that, *"We took the little free time we had and put it in the work needed for the activity while other students were having fun"*. *"Academically we don't have any privilege; no one would do something to help us out in our studying for example. Another student stated, "Students who participate in ECAs should be given preference over the students who did not*

participate". He added, "If the students made the faculty proud and developed a good reputation, the faculty should give the students the time to conduct the activities and reward them for these activities".

Discussion

Promoting the development of the student interpersonal skills and professional behaviors is an important goal to achieve in all levels of education. The formal academic curriculum of medical education with its variety of significant innovation provides part of this development^[16]. However, other modalities such as the informal curriculum, the social environment and extracurricular activities are utilized to achieve this goal. Mahoney *et al.*^[17] reported that persistent participation in extracurricular activities is associated with educational success, and promotes interpersonal competence not only in young adulthood but also in college attendance. ECAs role in developing certain aspects of the student interpersonal skills and professional behaviors is documented to a small extent in non-medical literature, but is very scanty in the medical literature, especially in the Arab region. The findings of this qualitative study support the evidence of the literature, which states that extracurricular activities do enhance the development of the medical students' personal skills and professional behaviors^[7-18].

Variable extracurricular activities are in place at King Abdulaziz University, some are hands-on experience with clinical and technical skills gained; other activities are more academically focused on lectures and presentations. The imperative factor shared between these extracurricular activities is that they are student-based and optional. In this study, the students identify many interpersonal skills and professional behaviors gained from ECAs that helped them develop goals, objectives, and organizational skills with various activities in a successful manner. Similar results were seen in Stuart *et al.*^[2] where qualities such as responsibility, sharing, being committed, team spirit and providing mutual support were reported related to participation in ECAs.

The importance of patient-centered teaching activity is greatly emphasized by medical educators. They found that students identify with these types of activities since they reflect real life situations with hands-on experience. And they see more relevance of these activities to their growth and development personally and professionally^[19]. Similar findings were documented in this study, and in fact, the Patient-Centered

and the Community-Centered volunteer activities were the most popular extracurricular activities among the students. Furthermore, students claimed that Patient-Centered or Community-Centered volunteer activities were the most advantageous activities in helping them develop good professional manners, communicate better with patients and in promoting health prevention. In addition, to endorse educational issues among the less privileged socio-economic community and learning appropriate doctor-patient relationships. Basically, raising students awareness to improve the care given to each patient, enhancing students' academic gain regarding medication and disease processes, like diabetes and hypertension, as well as attaining clinical skills, such as glucometer use and blood pressure readings supported the learning of doctor-patient relationship occurrence in ECAs. According to Nogueira-Martins *et al.*^[20] in a qualitative study of five medical students, reported that the Academic Leagues, provided the real opportunities for empirical learning about the doctor-patient relationship, as was described by the students. Furthermore, he stated that students emphasize that participation in any activity consumed valuable time and did compete with their social and leisure activity time, similarly to what was reported by King Abdulaziz medical students. The organizer of the Students' "Day Activity" admitted that organizing the Students' "Day Activity" Conference was a stressful experience and carried a lot of pressure. However, this experience was beneficial and rewarding for its academic content and the experience gained by organizing and managing the activity.

These young doctors are the medical leaders of the future, and therefore, developing a leadership personality with a good ability to solve problems and communicate well with patients and peers is essential for their profession. This professional development is found to be associated with extracurricular activities, especially for the students assuming leadership roles within ECAs. Rubin *et al.*^[7] stated that students who occupy leadership roles in a club or organization were perceived as having better interpersonal skills than students who did not hold leadership positions.

The undergraduate university environment creates a great challenge to the self-esteem and confidence levels of some students. To win this challenge, strong and positive group identification with fellow peers is very beneficial^[21]. Some of the known aids to this difficulty include forming social ties and connecting with peers. The study revealed that

students stated that self-empowerment development and confidence emerged as a result of involvement in extracurricular activities, especially among those who felt less confident about their natural potentials. Brown^[21] stated that the need for participation in pro-social activities may be particularly important for marginalized, stigmatized and minority groups who have limited affirmation in wide society.

The results also reveal the important role of socialization in the context of ECAs and that it enabled students to interact with each other to achieve common goals, and resolve disputes. Kiessling *et al.*^[22] reported that extracurricular social activities was among the crucial positive aspects perceived by the first year medical students and it did help them with their stress, gave them support and a good start with their studies. The interviewed Alumni in the study by Stuart *et al.*^[2] underlined the role of ECAs in supporting them to develop friendships, relations and providing them with the mechanism for growth socially; provided them with contacts and support once they started their careers.

A variable mixture of personal skills and professional behaviors gained through participation in extracurricular activities were identified in this study, many of which are also identified in the literature reported by Stuart *et al.*^[2]. The challenges that becomes evident from the study included first, determining the exact personal skills and professional developments that truly relate to participation in ECAs and not to innate or acquired abilities through other non-extracurricular activities. Second, determines how the level of engagement in the ECA, leading or membership position, is related to the development of personal skills and professional behaviors? And last but not least, establish that, does selectivity in an activity influence the student perception and outcome? The study design limited the possibility of addressing these challenges because, first, they were beyond the scope of the study Second, the conducted study was of a small scale (nine students), and third the study was conducted in one institute and one faculty. Therefore, one important recommendation proposed by the study is to conduct a large scale research on students with various back-ground in different institutes and universities. Furthermore, to conduct a combined qualitative and quantitative analysis, using valid assessment tools, to uncover the link between ECAs and the development of interpersonal skills and professional behaviors.

Factors facilitating ECAs mandate great attention since benefits from ECAs are enhanced by the degree of facilitation provided in these activities. These factors include student participation, parents support, peer relations within the activities, and leader promotion and support in these activities. Careful organization and planning from students, and appropriate support and commitment of the faculty are the first important elements that facilitate these activities. Identifying solutions for the time constraint; the social factor, system and culture rigidity, as well as enhancing staff and faculty support, plus commitment toward these activities will motivate students to participate more. Stuart *et al.*^[2] in her study shed light on many important issues regarding ECAs. And the encouragement of all students to participate in the university-based activities; she made the recommendation to universities to pay attention to this unfortunate divide in the student experience. Therefore, the second recommendation of this study is to stress the proper advertising of ECAs, to manage logistics, put in less restrictive policies, and offer a variety of workshops and small group activities with active learning to facilitate participation in ECAs.

Student recognition of the need to develop research experience and sharing this experience not only with the Gulf region countries but also internationally, was a very promising insight from participating in ECAs. Aslam *et al.*^[23] stated, “Health research has a low priority in the developing world”. He emphasized the importance of the future of research among medical students and discussed the experiences gained in doing research such as: improvement of student skills in critical appraisal of medical literature, becoming independent learner, identifying future career and establishing important contacts. Furthermore, he recommended targeting medical students to do research early in their careers to promote health research. The current study supports this recommendation, since King Abdulaziz University medical students are motivated and have a large awareness about the importance of research. The author emphasized giving the proper support and infrastructure to initiate student research as part of academic extracurricular activities.

Stuart *et al.*^[2] made the recommendation to leaders and teachers to pay attention on how to help students articulate the learning they gain from extracurricular activities they are involved in and possibly accredit this learning. The study recognized the importance of rewarding ECA student organizers to enhance overall student participation, learning and

benefits from ECAs. Therefore, the author concludes if concrete value is to be given to these activities; it is advisable that both educators and students identify a satisfactory rewarding system to design and institute.

Conclusion

ECAs promote a holistic approach to learning and teaching through its unique goals, through its attention to experiential learning, and the significance that it places on relationships and primary human values within the learning environment of medicine. This research supports the evidence from the literature that participation in extracurricular activities developed interpersonal skills and professional behaviors in medical students at King Abdulaziz University. The complex causal relationship between the interpersonal skills and professional behavior gained from ECAs, and the facilitations that attributed to these skills and behavioral development was partially uncovered. Finally, the theory regarding the positive role of extracurricular activities in developing student interpersonal skills and professional behaviors has emerged.

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APPENDIX 1***INTERVIEW QUESTIONS***

1. In what ways did you participate in the student day activity? What was your role?
2. What are the three important academic learning points you gained from this activity?
3. In what way did participating in this activity help you develop? Can you give me three examples of these personal skills you think you have developed?
4. In what way did participating in this activity help you acquire behaviors related to your medical profession? Give me three most important professional behaviors this activity helped you acquire.
5. Which personal skills or behaviors, that you have developed, would you use in future ECAs or any other type of activity?
6. What barriers did you encounter in your ECA participation and how did solving these dilemmas help develop your interpersonal skills and behaviors? Please give three examples.
7. What other extra-curricular activities would you like to see organized by the Faculty and /or by the students themselves? Why?

APPENDIX II

CODE AND THEMES

Offered Extracurricular Activities	Socializing Opportunity
Patient-Centered Activities	Social Network / Benefits
Community Centered Services	Dealing with Others
Research Day	Social Skills
Student Career Day	
Student's "Day Activity"	
Skills Gained from the ECAs	Factors Limiting Participation in Extracurricular Activities
Managerial Skills (Organization, Setting Objectives)	Time Factors
Team Work and Collaborative Decision Making	Family Factors
Clear Vision	Social Factors
Time Management Skills and Commitment and Punctuality	Culture Rigidity
Leadership Skills	System Rigidity
Decision making Skills	Negative Personality
Feedback & Reflection	Lack of Students Motivation
Self Reflection	Lack of Students Recruitment
Problem Solving/ Conflict Resolution	Lecture Format
Communication Skills / Negotiation Skills	Limited Academic Gain
Self-development and Professional Values	Factors Enhancing the Benefits Gained from ECAs
Respect, Caring and Sharing	Experiential Learning
Sympathy	Active Learning vs. Passive Learning
Role modeling	Transferable learning
Allowing Others to Develop	Inquiry Learning
Democracy	Learning occur if relevant
Recognizing and Accepting Responsibilities and Blame	Informal learning
Emotional Intelligence & Self-Control	Workshops / Practical Sessions / Exhibitions
Confidence / Self-esteem	Patient Centered Activities
Competitive Personality	Facilitation of the Activities
Trusting, Generous and Giving	Motivate Students Participation
Accommodating and Considerate	Nationwide and Regional Participation
Learning Extra New Practical Skills from ECAs	
Presenting	
Writing	
Printing Materials, Flyers and Making Posters	

Computer Skills	
Preferred New Activities by the Students	
Research Activity	
Patient-Centered Educational Activities	
Community-Centered Activity	
Drama and Theater Activities	
Writing Club	
Sport Activities	
Recreational Activities	
Rewarded for the Participation in the Extracurricular Activities	
Rewards and Benefits	

نموالمهارات الشخصية والأخلاقيات المهنية من خلال المشاركة في البرامج اللامنهجية، نظرة طلاب كلية الطب، جامعة الملك عبدالعزيز

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جامعة الملك عبدالعزيز

جدة - المملكة العربية السعودية

المستخلص. تعتبر النشاطات اللامنهجية من أبرز النشاطات التي يمارسها الطالب خارج النشاط الأكاديمي الجامعي. علمًا بأن هذه النشاطات تمتد من المرحلة المدرسية إلى المرحلة الجامعية وتكسب الطلاب خبرات متعددة قيمة. وتكون تلك الأنشطة عادة ذات طابع تطوعي وغير إجبارية وقد جرت العادة أن يتم تنظيمها من قبل المنظمات الطلابية أو الطلاب أنفسهم تحت إشراف الكلية المعنية. لقد قامت هذه الدراسة باستقراء آراء طلبة البكالوريوس بكلية الطب في جامعة الملك عبدالعزيز بشأن اكتسابهم بعض المهارات الشخصية والأخلاقيات المهنية بالمشاركة في النشاطات اللامنهجية المختلفة. كما قام البحث بدراسة العوامل التي تشجع وتساعد هذا النمو وأخيرًا تطرقت الدراسة إلى المقومات التي تحفز الطلاب على المشاركة في هذه النشاطات. وقد تم جمع المعلومات عن طريق عمل مقابلات منظمة، وضعت لها أسئلة محددة، مع تسعة طلاب شاركوا في "يوم النشاط الطلابي". علمًا بأن جميع النتائج كتبت وحللت باستخدام النظرية (The Grounded Theory). وقد أكد الطلاب أن

المشاركة في النشاطات الطلابية اللامنهجية تجربة مجدية ومفيدة. كما أفادوا أنهم اكتسبوا الكثير من المهارات الشخصية كالعامل الجماعي، المهارات الإدارية، مهارات الاتصال، مهارات حل المشاكل، القيادة والتفكير البناء. وأن اندماجهم في تجارب مختلفة قد نمت لديهم أساليب مهنية كثيرة منها الاحترام للغير، المشاركة والعناية بالآخرين، تحمل المسؤولية والنقد الهادف مما كان له أثر كبير على حياتهم العملية. إن النشاطات اللامنهجية تتسم بطريقة شمولية في مجال التعليم والتدريس وهذه الدراسة دعمت هذه الفكرة وأثبتت مساهمة هذه النشاطات في اكتساب مهارات شخصية ونمو سلوكيات مهنية قيمة لدى طلبة كلية الطب بجامعة الملك عبدالعزيز.