

Developing 21st Century Skills Through Gameplay in Kuwait

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Author's Declaration:

I confirm that this is my own work and the use of all material from other sources has been properly and fully acknowledged.

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Abstract

Education in Kuwait does not appear to be evolving and developing to fulfil the needs of the 21st century. Kuwait's low marks in international tests are an indicator of a problem that has to be addressed and resolved in its educational system. Therefore, whether students in Kuwait are being prepared with the necessary 21st century skills has become an increasing concern. Previous studies have assessed education in Kuwait and offered solutions for reform, but these have ended in failure. Due to the complexity of the problem, this research aimed to explore a more realistic and practical approach to spark change in education. The aim was to empower teachers with an effective teaching method that would enable them to develop a more engaging learning environment in their classrooms. Therefore, the research's purpose was to explore the possibility of developing some of the key 21st century skills, specifically communication and leadership, through playing games. This research sought to answer the main question: "Do communication skills appear to develop through communication activities and, if yes, how?"

This was an explanatory sequential mixed-methods study utilising mainly quantitative and some qualitative methods to explain the findings. The research took place in an after-school educational club in Kuwait. The participants underwent a programme that lasted three months. The sample was 15 eleven-year-old boys from Kuwait. The programme was designed to teach the participants communication and leadership skills through gameplay. Two questionnaires were completed by the participants, one at the beginning of the programme, and the other on completion. The post-programme questionnaire was followed with an interview. The questionnaires focused on communication and leadership skills. The quantitative data from the questionnaires were analysed using SPSS. The qualitative data from the questionnaire, and from video observations, were used to further explain the findings.

The results were discussed and interpreted through the lens of the conceptual frameworks of Kolb's experiential learning theory and Bandura's self-efficacy theory. The results showed that the participants' self-efficacy beliefs in most of the communication and leadership abilities mentioned in the questionnaires increased. They also showed that the participants gained knowledge about communication skills, which was the focus of this research.

Furthermore, the study found that the participants were engaged and motivated due to the reward system that was associated with the games they played. The research findings demonstrate that gameplay is an effective method of engaging students and enabling them to develop important 21st century skills. This offers a potential solution to existing issues in Kuwait's educational system. In a school or ASC setting, teachers and coaches can take the initiative to start creating an engaging class environment by using more games to incentive their students. This, hopefully, will motivate the students to become better learners.

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Chapter 1 Introduction

1.1 Introduction

In the past, Kuwait was a leader in the Middle East and North Africa (MENA) region in education. It was called the “School of the Arab World”. The emphasis on education was apparent through the Constitution and the budgets allocated for education over the years. According to the Kuwaiti Constitution, “Education is a fundamental requisite of the progress of society, assured and promoted by the state” (Kuwaiti Constitution, 1962). It was also stated in article 40 of the Kuwaiti Constitution that education is a right guaranteed for all Kuwaitis.

To fulfil these constitutional requirements, Kuwait has been spending vigorously on education. It has had the largest budget allocated for education in the Arab world. In 2012, for instance, Kuwait spent 14.8% of GDP on education (NIE, 2012). It also spent 15% of total budget in 2015 (Kuwait Times, 2017). The average expenditure per student for Organisation for Economic Co-operation and Development (OECD) countries is 9,000 USD, while in Kuwait, the average expenditure per student is 14,300 USD per year, which exceeds the Gulf Cooperation Council (GCC), the United States (US), and Australian averages (Murad & Al Awadhi, 2018). However, high spending did not help Kuwait achieve its educational goals. This conclusion has been almost unanimously agreed upon in all of the reports that have been written about Kuwait in the 21st century. One report noted, “The phenomena of low marks in international test scores has occurred despite high spending on education and a decent teacher to student ratio” (Blair, 2009, p. 217). In 2016, Kuwait was ranked 88th in education quality and 85th globally in higher education (World Economic Forum, 2016).

Kuwait’s low marks in international tests are an indicator of a problem that has to be addressed and resolved in its educational system. After assessing the education level in Kuwait, reports such as that prepared by NIE (2012) realised that the problem is complex. This research showed that education in Kuwait is not improving due to issues in the curriculum, technology, human resources, teacher education, students, and school leadership. All of these different areas need development. According to Alhashem and Alkandari (2015), the educational system is not helping students to fulfil their needs and is not providing them with the required knowledge and skills due to issues in teachers’ training, teaching methods, curriculum, and school management.

A review of these different reports shows that the educational sector needs a great deal of attention from the government. The government's approach to enhancing education has been to raise the budget; however, allocating high budgets is not a solution. There are no indications that the Kuwaiti government will be able to solve these problems soon. As will be shown later in this chapter, the problem is rooted at different levels.

The reason for the decline of education in Kuwait runs deep in the Ministry of Education. Many efforts have been put into reforming education but have ended in failure. These failures are due to the complexity of the problem and because their approach was radical and impractical. Decision-making in the Ministry of Education is a centralised process with a top-down approach, and the leaders are not necessarily sufficiently educated and experienced to hold such pivotal positions (Alhashem & Alhouti, 2021). One study suggested that "It is becoming questionable regarding whether this top-down approach, coupled with the politicized and uncritical adoption of Western experiences, could lead to the improvement towards which Arab reformers are aiming" (Karami Akkary, 2014, p. 184). Therefore, a different approach has to be explored and considered when attempting to reform education in Kuwait. The aim is to try to empower teachers with an effective teaching method that helps them take control of matters within their remit, rather than trying to fix the problem from the top. Instead of trying to change the whole educational system, it might be time for a more realistic approach.

This thesis explores the effectiveness of using activities and game-based learning to teach students 21st century skills such as communication, and leadership. The use of activities and games in education might be an important factor in enhancing the teaching methods in schools. Therefore, the problem under exploration in this research is whether an approach of integrating more activities and gameplay can be an effective first step towards creating an attractive and motivating school environment.

The lack of development in the educational system over the years, regardless of all the indications of problems, is an alarming situation. Kuwait is a country that relies on its oil revenues and imports most of its needs from other countries. Hence, Kuwaiti citizens are at risk if there is a reduction in their oil revenues. The over-reliance on oil is a risk to the growth of the economy because market prices are unstable and fluctuate, which impacts the amount of national revenue

(Cammett et al., 2015). “The economic decline, alongside increasing budget deficits and burgeoning unemployed youth populations, made it more pressing to address the unsustainability of oil-based development” (Olver-Ellis, 2020, p. 5). Kuwait also ranked the last of the GCC countries for providing an education suitable for the private sector (Olver-Ellis, 2020). Therefore, if the upcoming generations are well-educated and prepared to thrive in the 21st century, they will have the necessary tools to secure their futures and Kuwait’s future. It is important that Kuwaiti citizens act and try to resolve issues within their control.

Various reports that have analysed the educational provision reveal that there are layers to the complex problem of education in Kuwait. However, one such report segregated the issues into different categories known as educational pillars (NIE, 2012). All of the existing studies of education in Kuwait have discussed issues that fall under these same pillars (McKinsey & Company, 2007; WB report, 2008; Blair, 2009; Alhashem & Alhouti, 2021). These are the “curriculum” pillar, the “technology” pillar, the “human resource” pillar, the “teacher education” pillar, the “student” pillar, and the “school leadership” pillar. In addition, policy-makers in the Ministry of Education do not have a clear vision of how to reform the educational system. They are not capable and not qualified to lead such reforms, and lack the will to push through the challenges that accompany introducing change (Alhashem & Alhouti, 2021).

The importance of this research is that it taps into an unexplored area of research in Kuwait. It will be interesting to ascertain whether gameplay and activities can influence students. There are currently no studies that show whether such methods can be effective for students in Kuwait. This study’s results might be a stepping stone to more research about the effects of activities and gameplay in education in Kuwait. This research explores questions such as: is this teaching approach effective? Is there a possibility that it could be the solution to the education problems in Kuwait? This research aims to answer these questions.

1.2 Significance and outcomes of the study

The significance of this study stems from the urgency of the threat that is facing students in Kuwait who might not be able to cope due to the issues in the educational system. Education in Kuwait does not seem to be evolving and developing to match the need for 21st century skills.

Schools in Kuwait tend to focus on key subjects like maths, science, history, and languages, and neglect other areas such as 21st century skills' development, global awareness, and civic, financial, and health literacies. Such a narrow focus affects the students' readiness to keep pace with the challenges of the 21st century. Therefore, after-school clubs (ASCs) are expanding in Kuwait to make up for what students are missing in schools. Some of these programmes are led and managed by schools, but the majority of them are independent.

The importance of this research becomes apparent when taking into consideration the lack of previous research in Kuwait about the development of 21st century skills through activities and games, and the necessity of providing students with competencies like communication, leadership, and confidence. The results aim to help schools and ASCs in Kuwait and the Middle East approach 21st century skills' development through the use of games and activities. By designing and then trialling an after-school curriculum that uses games and activities to train students in some of the most important 21st century skills this research will make a significant contribution to the understanding of how children learn, as well as make an important contribution to both theory and practice in relation to the integration of activities and gameplay and their value within the context of education. There is an opportunity to change the system from within, and to give the teachers a tool to improve aspects within their control. The findings of this research suggest that using activities and game-based learning can be helpful when trying to develop students' skills. Consequently, teachers should incorporate more games and activities to capture and maintain students' engagement and enable them to develop the required skills .

This research was motivated by the researcher's interest in understanding the effect that games and activities have on educating the youth. The researcher has been a member of ASCs in Kuwait from elementary school to the present day. One of the ASCs at which he spent most of his teenage years is the Almasabeeh Club. This was the location for the research. The researcher realises that bias could influence this research. Based on his background, he did have an intuitive belief that using activities and games can influence students. This belief was derived from personal experience. However, throughout the research period, the researcher tried his best to be conscious of his biases and not let them affect the research. Furthermore, he approached the

research with an open mind and a willingness to accept the results. This approach freed the researcher from the pressure of trying to prove that his beliefs were right.

1.3 The educational sector in Kuwait

When assessing the educational system in Kuwait, it is apparent that some indicators point in the same direction, which is downwards. One of the clear indicators is Kuwait's results in key international large-scale assessments such as the Progress in International Reading Literacy Study (PIRLS), the Trends in International Mathematics and Science Study (TIMSS), and the Programme for International Student Assessment (PISA). These tests show whether or not the participating countries have improved over time. Kuwait's first participation in TIMSS was in 1995; this study found that, "Kuwaiti fourth graders scored last among 26 surveyed countries. Kuwait's eighth graders were third from last among 41 countries" (Blair, 2009, p. 342). In the TIMSS scores in 2007, Kuwaiti fourth graders ranked 34 out of 36 participating countries, and eighth graders ranked 44 out of 48 participating countries (Blair, 2009). The scores from the 2011 and 2015 TIMSS show that all GCC countries achieved a significant increase in science attainment scores, except Kuwait and Saudi Arabia, where the average scores decreased significantly (NFER, 2018). This is also true for maths scores. Also, on a global comparison level, "the average Grade 8 science scores for all GCC countries were below the threshold for the Intermediate International Benchmark" (NFER, 2018, p. 7). The participation in PIRLS showed similar results to TIMSS. In 2001, Kuwaiti fourth graders ranked 33 out of 35 (Mullis, Martin, & Gonzalez, 2001). After five years, in 2006, they ranked 42 of 45 (Blair, 2009). Ten years later, in 2016, Kuwait fourth graders ranked 47 out of 50 countries (Mullis, Martin, & Hooper, 2017).

Examining international test scores like TIMSS, PIRLS, and PISA is one way to identify the lack of improvement of the educational system, but these are not the only indicators. Many research studies in the 21st century have inspected the educational system thoroughly and reported their insights on the different pillars of the educational system. McKinsey (2007), Blair (2009), and NIE (2012) are three research studies that investigated the case of the Kuwaiti educational system closely and thoroughly. McKinsey (2007) found that Kuwaiti students' score results were amongst the lowest of countries in the world despite the fact that Kuwait is one of

the highest spending countries on education. Therefore, it is important to understand where Kuwait fell short. To best understand the situation, it is necessary to take a closer look at the following educational pillars. According to NIE (2012), these pillars support the educational system and help it to achieve its goals: curriculum, technology, human resources, teachers' education, students, and school leadership.

The way many teachers in Kuwait approach the curriculum is different from other countries around the world. The textbooks are the curriculum in the teachers' eyes, and they view them as a guide rather than a tool (Alhashem & Alkandari, 2015). For example, "The curriculum at MOE is to teach and be able to finish textbooks while internationally many countries are teaching certain topics and concepts to meet a set of standards" (Alhashem & Alkandari, 2015, p. 308). Furthermore, one of the greatest weaknesses of the curriculum is that it does not engage the higher skills of thinking. For example, "Curriculum content is laid out in the form of factual knowledge and encourages rote learning through the lack of stimulus of thinking skills amongst students" (NIE, 2012, p. 75). In addition to encouraging rote learning, there is little integration between the subjects. Each subject is taught separately and rarely linked with another subject. Furthermore, the curriculum is not designed for the needs of the current generation. This led NIE (2012) to recommend that Kuwait should adopt a curriculum that is designed based on the needs of the 21st century.

Considering the assessment of knowledge, the curriculum is designed to help students pass the tests, not to help them understand, acquire deeper knowledge, or stimulate critical thinking. This was noted in a report that stated, "It has been observed that examinations in Kuwait do not challenge students, particularly with respect to complex tasks or application of knowledge and skills" (NIE, 2012, p. 13). This is a result of many issues, one of which is the pressure that teachers face from parents and other parties. Blair (2009) explained that grades are inflated in Kuwaiti schools and universities. It is, unfortunately, not uncommon for parents to utilise people in a position of power to create pressure on the school and teacher to grant extra grades or be more lenient when correcting exams. This practice is called "Wasta" and it is referred to in most of the research reports (NIE, 2012; Blair, 2009; McKinsey, 2007). For example, in their research Blair noted that, "One teacher reported receiving a call from an MP to change his son's

grade” (Blair, 2009, p. 220). Therefore, the system allows almost everyone to advance to the next stage of learning regardless of whether or not the student deserves this (Al-Manabri, Al-Sharhan, Elbeheri, Jasem, & Everatt, 2013).

In addition to the issues in the curriculum, technology is not being used enough to enhance and support the educational experience. Some schools are lacking in their use of technology, while others seem to use it minimally. For instance, iPads are used in some girls’ schools but that is not the case for all schools. This does not mean that the MOE does not benefit from the use of technology at all, it is just not sufficient. Moreover, even in cases where science labs are provided with equipment and technology, some teachers prefer to use old and outdated methods (Alhashem & Alkandari, 2015). The NIE (2012) report stated that the MOE has good policy on technology, but implementation is left to individual initiatives.

Another pillar that is crucial to any educational system is human resources. It is well known that “the quality of an education system cannot exceed the quality of its teachers” (Blair, 2009, p. 218). The quality of teachers can “make” or “break” the performance of any school. According to Blair (2009), the average teacher-to-student ratio in the OECD is 1 to 17, while in Kuwait it is 1 to 11, which is considered to be high. Hence, the question arises: what is the problem? Firstly, teachers are not well prepared for teaching practically. One study found that, “The output of colleges of education is very passive in terms of preparation because they focus on the theoretical part of education but not the practical” (Alhashem & Alkandari, 2015, p. 307). Secondly, it is difficult to attract the best talent. Teachers can earn more in other public sector jobs with less effort. Many teachers do not consider teaching to be a vocation; they do not enter the profession because they love teaching. According to the NIE (2012) report, many female teachers become teachers because it gives them more time to take care of their family and for the stability of the job. That is why many teachers lack passion, which is crucial to being creative and enthusiastic in the classroom. Thirdly, it is easy to enter the teaching profession since the bar is low. The university requires a grade of 89% to enter the college of engineering, while it requires only 73% for the college of education. One of the teachers surveyed said, “Unfortunately, I never got interviewed when I applied for my job as teacher, neither did many other teachers” (Murad & Al Awadhi, 2018, p. 18).

Moreover, after being selected, teachers do not receive the appropriate training to develop and excel at their job. Kuwait also fell short in that category when compared to other GCC countries. For example, “GCC countries reported high levels of continuing professional development (CPD) among teachers, generally higher than international averages, except in Kuwait” (NFER, 2018, p. 11). Blair (2009) also tended to agree that teachers are not adequately prepared. During college, they spend only one semester undertaking in-classroom training, and that is insufficient training for teachers. The NIE (2012) had a contrasting view, noting that professional development training is being provided by the MOE, but the teachers’ “motivation and personal commitment to improve their subject knowledge and pedagogical skills is weak” (NIE, 2012, p. 14). Therefore, it seems that professional development is not achieving its goal, either because the training is not sufficient, or because teachers lack the motivation to benefit from it.

Students are also one of the important pillars. Understanding the quality of students and the problems they face is part of assessing the situation. Some students have the mentality of “why should we study?”. As previously explained, this is a result of realising that ultimately success is not about personal achievement, but about contacts, that is, “who you know”. The unfair use of Wasta runs through the veins of Kuwait. It is instilled in Kuwaitis’ mindset that success in life is not always about whether a person deserves a grade, an opportunity, or a job, it is about the strength of their relationships with people in power. Such a mentality demotivates the students. They feel that their hard work does not matter, and academic success does not matter. It is the view of many principals, teachers, and parents that “being wealthy as a nation has generated a level of comfort amongst many Kuwaitis. This sense of wealth and security has resulted in a feeling of complacency that contributes to their lackadaisical attitudes toward educational achievements” (NIE, 2012, p. 126). A professor teaching in one of the universities in Kuwait said that:

...from my perspective, it is the students themselves that do not want to study or get better education, all they look for is to pass everything, they try to find the easy way out of things and their main purpose for attending university is to

simply get it over with and pass instead of indulging the course. (Murad & Al Awadhi, 2018, p. 12)

When assessing the school leadership pillar, it is never a question of whether there are good leaders or not in the field, because there will always be good leaders. The questions are: how many good leaders are there? Are they getting the support they need? Are they getting the opportunities they deserve? Whilst the NIE study (2012) noted that school principals are generally qualified for the position in terms of how long they had worked for the MOE, it is apparent that they lack leadership training. The research highlighted that, “School principals and leaders are in need of intensive training in the latest theories and practices of school leadership, and exposure to international networking and programs” (NIE, 2012, p. 14).

Moreover, it is the NIE (2012) view that leaders are preoccupied with running day-to-day tasks that should not be their responsibility as leaders of the school. To prosper and succeed in the 21st century, leaders must focus on the larger picture, must pave the way for the school to achieve its strategic long-term and short-term goals, and must be able to cope with change. Principals tend to manage schools rather than lead them, especially in a country like Kuwait that must change to adapt to the new challenges of the 21st century. In addition, school principals do not have a say in many major decisions. Blair’s study noted that, “Decision making in the education sector is a highly centralised process. School principals appear to make few decisions about school or teacher development and are even removed from the process of appointing staff to their own schools” (Blair, 2009, p. 222).

Furthermore, in 2018 Murad and Al Awadhi conducted a study to understand the quality of education in Kuwait from a societal perspective. It gathered and discussed the views of Kuwaiti citizens towards the educational system. For instance, 32% of the participants emphasised the importance of improving the level of teaching and teachers. Participants also touched on improving many aspects of the educational system such as including more practical learning, upgrading the curriculum, and improving the grading system (Murad & Al Awadhi, 2018). The study also explored the views on an important topic that has been a problem recently – the phenomenon of fake degrees. This is one of the factors that demotivates the Kuwaiti student, too. It promotes a negative idea that a person can “fake it and make it” in this country. In Murad

and Al Awadi's research, the results showed that 31% of the participants considered fake degrees to be a disadvantage for hard-working people, and 24% believed it is an indicator of corruption in the system (Murad & Al Awadhi, 2018). These views are important because they reflect a sample of Kuwaiti citizens. The views concur with the findings of most of the reports that have investigated the case of education in Kuwait.

Considering the issues in each of the educational pillars described above, a clearer picture of the problems emerges, and the gap between the education that should be provided and the reality becomes obvious. There is a mismatch between the status of education in Kuwait and the expectations of an educational system in the 21st century. It seems that Kuwait is not preparing the upcoming generations with the necessary knowledge and skills for their future. As one researcher stated, "The education system also needs continuously updating so that it can offer Kuwaitis the skills required for the jobs of tomorrow" (Olver-Ellis, 2020, p. 16). It is also the NIE (2012) belief that in order for Kuwait to achieve its national development goals, it must upgrade the curriculum to include the components of the 21st century "thinking curriculum".

Higher education in Kuwait is also not providing the quality of education needed. In 2015, Kuwait University, which is considered to be the best university in Kuwait, was ranked 83rd in the MENA region, 19th in the Arab world, and 9th in the GCC region (Murad & Al Awadhi, 2018). The higher education system is more focused on quantity than quality. Consequently, it has flooded the public and private sectors with a surplus of supply in some positions and a deficit of supply in other important positions. Therefore, it is important that the educational system offers "skill development programs, vocational work experience and industrial placements" (Olver-Ellis, 2020, p. 16).

In order for Kuwait to move forward, it needs to face the upcoming challenges with a realistic approach. The change in the educational system does not start within the educational sector only, it should start with a serious intention to solve all of the problems that led to the sector's current status. The NIE (2012) recommended that Kuwait should attend to four important areas of systemic change. These areas are, "strategic planning and implementation, curriculum review, a generation of quality teachers, and a generation of quality principals" (NIE, 2012, p. 3). Kuwait seems to be on the path of implementing real change. This is demonstrated

by its “Vision 2035”. Whilst having a vision is one aspect of the solution, it appears that there is also an opportunity for Kuwait to make a significant change in the upcoming years due to the new reign of Shaikh Nawwaf Alsabah, the current crowned Amir of Kuwait.

1.3.1 The rise of after-school clubs

Reforming education in Kuwait has been an important issue for the past two decades. However, all of the attempts at reform have ended up in failure. There are different reasons for this. One reason is that the reform policies were borrowed and did not integrate well in the Kuwaiti context (Winokur, 2014). Karami, Saad, and Katerji (2012) explained that the educational reforms in the Arab world were disconnected from the social and cultural realities of schools, and that reforms were not based on the needs of practitioners. Kuwait has reached out to some international consulting organisations to help assess the situation and advise how to improve the quality of the educational outcomes in the country. Amongst these, “This included UNESCO in 2004, the WB 2003, British Council in 2007, Centre for British Teachers (CfBT) in 2007, McKinsey & Company in 2007, Tony Blair Associates in 2009, and the National Institution of Education in Singapore in 2013” (Alhashem & Alhouti, 2021, p. 354). All of these reports resulted in the same final message – the educational system is not able to prepare Kuwaiti students for the future challenges that lie ahead of them. Another reason for the failed reform attempts is that policy-makers in Kuwait do not have a clear vision of how the educational system should improve. Moreover, even if the vision was clear, policy-makers are incapable of leading the reform (Alhashem & Alhouti, 2021). In addition, even if the policy-makers had a clear vision and were capable of leading the reform, they lack the will to follow through and implement the necessary changes.

As a result of the failure of the educational system and its reforms, many, if not most, parents in Kuwait turn to ASCs for help. Such organisations have been a big part of the Kuwaiti culture. These clubs offer a variety of services to students. Some of them offer tutoring to students to help them with their school subjects. However, for the most part, the clubs offer sport programmes, and programmes that focus on building character, skills, and instilling the Islamic or Arabic identity. These ASCs are highly valued in Kuwaiti society and most parents send their children to at least one club every week, whereas others attend several clubs. There is a

high level of demand for such clubs, and many have long waiting lists. In the Almasabeeh Club, for instance, some students wait up to three years to be accepted due to the high demand.

This high demand from parents is another indicator that there is a problem in the educational system. If the schools performed as expected, parents would not look outside the school environment and pay more to prepare their children for their future. These ASCs offer everything that schools are missing. Many parents want to see their children specialise in a specific sport, be fluent in their Arabic language, learn more about their religion, or build their character. These are attractive propositions that they find in ASCs.

In recent years, several factors have led parents to rely more on ASCs. Firstly, the increasing attachment of children to video games and iPads has resulted in slower development of their social and emotional skills. Children are glued to their screens for hours, and parents do not have a better alternative. Hence, ASCs that engage students by using activities and games have a better chance of attracting children and maintaining their interest. Thus, parents consider that these clubs are the best chance for their children to grow and develop life skills. Another factor that led to the high demand for ASCs is an identity crisis that some Kuwaiti children are experiencing. Parents worry about the loss of Islamic and Arabic identity. Some children speak English more than their native Arabic language and might even feel proud to speak English better than their mother language. Moreover, in these current times, children are exposed to different, worldwide ideologies through YouTube, Netflix, and many other platforms. This has resulted in the need to send Kuwaiti children to ASCs that can support them in understanding their Islamic and Arabic identity.

Another reason for the expansion and growth of ASCs in Kuwait is that most are not controlled or supervised by the government. Many of these clubs are not registered and are unofficial. In other words, if a person wanted to open an ASC, they could rent a house and, provided they are not bothering the neighbours or no one raises a complaint, there will be no intervention. It might be unsettling to think that an educational field is not supervised or regulated by the government. Yet, the ASCs continue to grow and become more successful by the day. It seems that lack of regulation of ASCs has created more space for educators to be creative and think outside the box. It is the lack of government involvement that gave the

educators a chance to develop the programmes to fit the real needs of society. It is also noteworthy that the demand for private tutoring has always been on the rise. Many students depend on tutors who go to their houses and teach them after school hours. It came to a point where some teachers make a living just by being tutors. The private tutoring phenomenon is understandable given that the educational system has failed to engage with the students and encourage them to be more attentive during school hours.

There are different approaches to improving education in Kuwait. One is to take a long-term approach, with proponents reaching higher positions in the Ministry of Education and then trying to make changes. Another route – one that this research is exploring – is to educate the teachers to transform their ways of teaching in the classroom. The aim here is to target the most important pillar in education, the teachers. This research explores the possibility of incorporating more gameplay in the classroom, or in extracurricular activities and after school programmes, to support the educational goals.

1.4 Research questions

The main research question guiding this thesis is:

Do communication skills appear to develop through communication activities and, if yes, how?

1.4.1 Sub-questions

- 1- What are effective communication skills and what are the things that a person does to be a good communicator – from the participants' perspectives?
- 2- What are the characteristics of a good leader and what does a leader do – from the participants' perspectives?
- 3- What is confidence from the participants' perspective? Are they confident in themselves?

1.5 Research aims

- 1- To explore the underlying issues that are hindering the educational system in Kuwait.
- 2- To define the important skills required of 21st century education.
- 3- To understand how communication skills can be developed through game playing.

- 4- To explore how leadership skills can be developed through improving communication skills.
- 5- To understand the role and importance of levels of confidence in building 21st century skills.
- 6- To identify the role extracurricular activities can play in developing students' 21st century skills.
- 7- To raise the awareness of the participants in the areas of communication and leadership.

Chapter 2 Literature review

2.1 Introduction

This chapter consists of six sections. Section one is the introduction. The second section focuses on 21st century skills. It covers the different frameworks that summarise the most important skills needed in this century. These are known as the 4Cs and were the skills most repeated throughout the literature. They refer to communication, collaboration, critical thinking, and creativity.

The third section of this chapter covers the importance of extracurricular activities. The literature shows that many benefits can be gained by encouraging participation in extracurricular activities. The fourth and fifth sections address the theoretical and conceptual frameworks. Kolb's experiential learning theory and Bandura's self-efficacy theory are the main focus in that section. Kolb's experiential learning theory explains the four stages of learning that people can go through, and Bandura's self-efficacy theory explains the importance of self-efficacy. These theories offer a path that can help people to learn and gain the necessary 21st century skills. The last section is a summary of the chapter.

2.2 21st Century skills

It is the researcher's belief that Kuwaiti schools should be preparing students for success in the 21st century. According to Parsons (1909):

We guide our boys and girls to some extent through school, then drop them into this complex world to sink or swim as the case may be. Yet there is no part of life where the need for guidance is more empathic than in the transition from school to work—the choice of vocation, adequate preparation for it, and the attainment of efficiency and success. (p. 4)

Parsons wrote these words in 1909, and they are still applicable today. Students need to be prepared to face the challenges that will arise in their careers and lives later in their journey through life. Career readiness is becoming increasingly important as economies around the world are developing quickly and the skills and competencies needed are changing too. The US Department of Education stated that “students need to develop many skills to be college and

career ready, including academic knowledge, technical expertise and a set of general, cross-cutting abilities called ‘employability skills’” (Beggin & Vaughn, 2017, p. 19). Educating the upcoming generations is becoming more complex and challenging. Nowadays, due to the constant changes in technologies and the world economy, today’s youth face different challenges from those their parents faced. Therefore, with these new challenges, new ways of preparation are needed (Martinez, Baker, & Young, 2017).

Young people need to be equipped with the skills, competencies, and knowledge to succeed in the future. According to Ananiadou and Claro (2009), in order for young people to contribute successfully to economic development, the educational systems should equip and support them with new skills and competencies (p. 5). Even though it is important to prepare students for upcoming challenges, Martinez et al. (2017) stated that it is not easy for students, “For example, students may be provided with sufficient access to academic knowledge and skills while still failing to become career and college ready for lack of confidence in their ability to succeed” (Martinez et al., 2017, p. 174).

Due to the complex nature of career readiness, it has to be defined in order for countries to apply it to their curriculum. The college- and career-ready student envisioned by Conley (2010) has the ability to cope with the new knowledge presented, understand the important intellectual lessons from the course, and develop the skills that the course was designed to portray. Moreover, Cahill (2016) considered that career readiness requires academic and applied learning. She believed that students must learn how the content they are studying is related and applied to the real world. They should be able to apply the knowledge in different situations and contexts. Employers and colleges also demand more than that. They demand that students or employees have a set of skills referred to as the 4Cs. These are critical thinking, communication, collaboration, and creativity (Cahill, 2016). Hilton (2015) noted that schools and colleges are called upon to provide students with 21st century skills such as problem-solving, self-management, and teamwork, which are considered essential for success in life and careers.

An important question therefore arises when speaking about career readiness. How can educators support students to become successful in their future careers and lives? In order to answer this question, it is necessary to define 21st century skills and competencies.

2.2.1 Frameworks for 21st century skills

In order for the researcher to ascertain whether activities and games could be effective in developing students' skills, it was important to choose specific skills for the purpose of this study. To do so, this study investigated the different frameworks that summarise the most important 21st century skills. Therefore, one part of the aims of this study was to define the important skills required of 21st century education. The challenges arising in the 21st century are forcing educators to keep pace with developments and look for ways to prepare students with 21st century skills for their forthcoming lives. Therefore, in order for schools to thrive and prosper, they must adapt and equip students with the skills and competencies required to succeed in a multi-tasking, multi-faceted, technology-driven world (Tucker, 2014). Whilst there is research on the comprehensive list of 21st century skills, there is not a consensus on a specific set of skills. "While there is no single prescribed approach to educating young people for the twenty-first century, a variety of competencies and skills warrant consideration" (Luna Scott, 2015, p. 2).

Regardless of the specifics of the skills needed in the 21st century, educators nowadays realise the importance of improving curriculums to fit the needs of the 21st century. Therefore, there are frameworks that discuss the different skills and competencies needed in this era. For instance, the 4Cs (critical thinking and problem-solving, communication, collaboration, and creativity and innovation) is a framework proposed by the National Education Association (NEA) (National Education Association, 2012). Another approach to identify the skills needed in the 21st century is the enGauge 21st Century Skills framework created by The North Central Regional Educational Laboratory and Metiri Group (Burkhardt, Gunn, Dawson, & Coughlin, 2003). However, these models are not the only way to be prepared and succeed in the 21st century. Below, a more in-depth discussion is offered in relation to some of the main frameworks that outline 21st century skills.

2.2.2 The 4Cs

As mentioned above, the 4Cs devised by the NEA are critical thinking and problem-solving, communication, collaboration, and creativity and innovation. Some people might claim that these skills are not new, and they are correct. These skills have existed for a long time. For instance, critical thinking has not only been extensively researched in the past 50 years, but it

was derived from roots in ancient Greek (Paul, Elder, & Bartell, 1997). Paul, Elder, and Barell (1997) claimed that “each major dimension of critical thinking has been carved out in intellectual debate and dispute through 2,500 years of intellectual history” (p. 2). These skills are not new, but they have become more important in the 21st century. The following is a brief description of the 4Cs.

Critical thinking and problem-solving encompass the ability to reason effectively, make judgements and decisions, and solve problems (P21, 2015). Critical thinking requires clarity, accuracy, and precision of expression; relevance of arguments or questions; logic of thought; and thinking with sufficient depth and breadth to consider the complexities and perspectives of an issue (Germaine, Richards, Koeller, & Schubert-Irastorza, 2016). Carlgren (2013) stated that critical thinking is a complex but essential skill. She believed that critical thinking “once acquired to a basic level, needs continued work but should be able to exist in every facet of life.” (Carlgren, 2013, p. 65).

Communication skills encompass the ability to articulate thoughts effectively, listen effectively, and utilise multiple media and technologies (P21, 2015). Some people might have the ability to express themselves clearly in various ways but lack the patience and ability to listen carefully. Effective listening skills include interpreting meaning, “including the use of emotional intelligence infer values, attitude, and intentions” (Germaine, Richards, Koeller, & Schubert-Irastorza, 2016, p. 22). In his popular book, *The 7 Habits of Highly Effective People*, Covey (1989) emphasised that the fifth habit was to “Seek first to understand, then to be understood”. Therefore, communication skills are crucial to the success of students in their academic journeys and in their future workplaces.

Collaboration skills include the ability to work effectively in different teams, be flexible and helpful to achieve a common goal, and be responsible and contribute to the team (P21, 2015). “Fifty years ago, much work was accomplished by individuals working alone, but not today. Much of all significant work is accomplished in teams, and in many cases, global teams” (National Education Association, 2012, p. 19). Therefore, the skills that fall under the umbrella of collaboration are also crucial to the success of students in the 21st century.

Creativity and innovation are the last “C”. People are often asked to be creative, but what

does it mean? Creativity encompasses the abilities to think outside the box, and to elaborate, refine, analyse and evaluate ideas in order to improve and maximise creative efforts (P21, 2015). This “sounds easier than done”. Creativity needs patience and courage because it is associated with risks and failure. “Creativity will not flourish and be sustained in schools unless people feel secure to take risks and explore the unknown” (Sahlberg, 2006, p. 285). Consequently, it is easy to imagine the difficulty of implementing creativity in the curriculum at a time when schools are pressurising teachers to increase scores for standardised tests.

When exploring the literature and looking at the different frameworks of 21st century skills, researchers will most likely find one of the 4Cs embedded in almost every framework. This shows the importance of the 4Cs to a range of professionals. However, this does not mean that these four skills are the only important 21st century skills. There are, of course, other skills and competencies to explore and these are addressed in the following sections.

2.2.3 enGauge: 21st century skills

The North Central Regional Educational Laboratory and Metiri Group created another framework for 21st century skills called enGauge. This model also includes four main criteria: digital-age literacy, inventive thinking, effective communication, and high productivity.

The first criterion of this model, digital literacy, refers to skills other than reading, writing, and mathematics. In the early 1900s, a person who was able to read, write, and calculate was considered to be literate. However, nowadays, “students also need to attain proficiency in science, technology, and culture, as well as gain a thorough understanding of information in all its forms” (Burkhardt, Gunn, Dawson, & Coughlin, 2003, p. 15). The second criterion, inventive thinking, is a competency that is comprised of different life skills. One such skill is the ability to adapt what is learnt to the current environment. Other skills that are part of inventive thinking are curiosity, creativity, and risk taking.

The third criterion of this model is effective communication. This is also a competency that involves different skills. Some of these are the ability to work in teams, collaborate, and possess interpersonal skills. The fourth criterion is high productivity. Just like the other three criteria, high productivity is considered to be a competency that involves different skills including the ability to prioritise tasks and goals, plan, and manage projects in efficient ways. High

productivity also involves the ability to produce high quality products.

Below, figure 1 explains each criterion briefly.

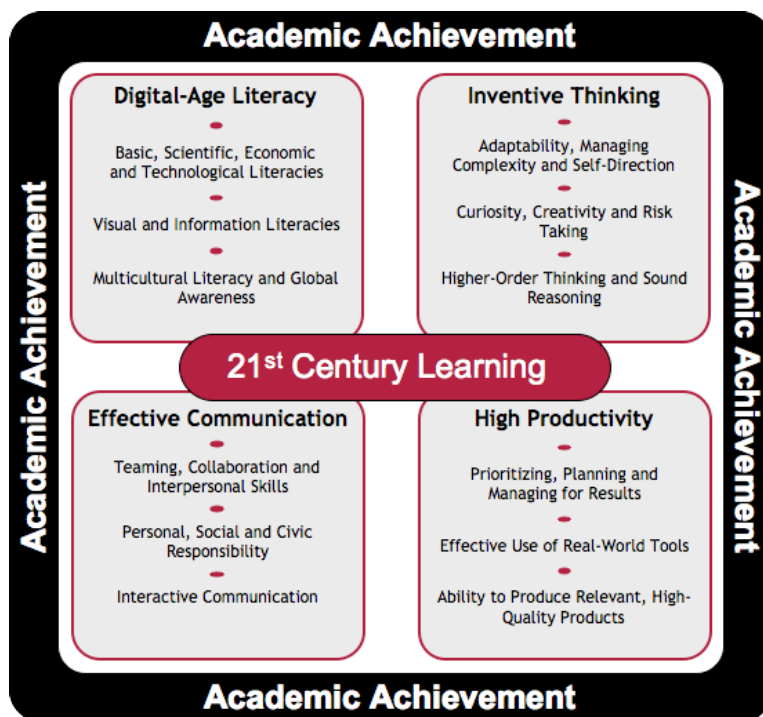


Figure 1: A summary of the enGauge framework

2.2.4 Wagner's seven survival skills for the 21st century

According to Wagner (2008), there are seven survival skills that are required to succeed in life, citizenship, and work in the 21st century. These include critical thinking and problem-solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analysing information, and curiosity and imagination.

Wagner (2008) explained that the skill of critical thinking and problem-solving is key to success. With new challenges and problems arising on daily basis, people should be able to ask the right questions, and that is the heart of critical thinking and problem-solving. The second skill of this model is collaboration and leadership. With advanced technology, nowadays there are virtual teams. In order for such teams to be productive, there should be a high level of collaboration. Wagner (2008) also emphasised the importance of leadership and the lack of

leadership in the upcoming generations. Students should be prepared to lead and influence.

The third skill is agility and adaptability. This skill is in some way related to the ability to solve problems. Being flexible and working with new tools helps to solve new problems. It is important to be able to adapt accordingly to new challenges. The fourth skill is about initiative and entrepreneurialism. The best way to develop on a personal or corporate level is to have the courage to take the initiative and move forward. Such a skill is important because it is the means of discovering new ground and new areas for development. Students can learn such skills by volunteering and learning to accept the risks that come along with taking initiative.

The fifth skill is effective oral and written communication. According to Wagner (2008), CEOs view this skill as important. Hence, young people need to learn how to communicate effectively. Effective communication involves being clear, concise, and expressing the speaker's real voice. The sixth skill is the ability to access and analyse information. In the 21st century, employees have to manage a great deal of information daily. Young people should be prepared to process information and use it effectively. The last skill is curiosity and imagination. This skill is beneficial in many ways. One of them is that it increases the ability to solve problems. Being curious and having the ability to imagine frees the mind and enables it to seek answers "outside the box".

2.2.5 Other skills: the 3Rs and their alternatives

For a long time, children were required to learn the skills of reading, writing, and arithmetic, known as the 3Rs (Husin et al., 2016). However, Sternberg and Subotnik (2006) argued that the 3Rs should be different. They believed that alternative 3Rs of reasoning, resilience, and responsibility can raise student achievement and create a better learning environment in schools (Sternberg & Subotnik, 2006).

2.2.6 Luna Scott's List

One of the most comprehensive approaches to defining 21st century skills is the framework established by Luna Scott (2015) in an article published by UNESCO. The downside of this framework is that it is broad and includes 24 competencies (Luna Scott, 2015). To some people, this might be seen as comprehensive, but it lacks emphasis on the most important competencies needed for the 21st century.

2.2.7 P21

P21 is an organisation that promotes 21st century readiness for all students.

P21's mission is to serve as a catalyst for 21st century learning by building collaborative partnerships among education, business, community, and government leaders so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops (P21, n.d.).

Dede (2010) compared different frameworks for 21st century skills and stated that "P21's conceptualization of 21st Century skills is more detailed and more widely adopted than any of the alternatives discussed later" (Dede, 2010, p. 4). The framework developed by P21 describes the student outcomes and support systems as shown in figure 2 below.

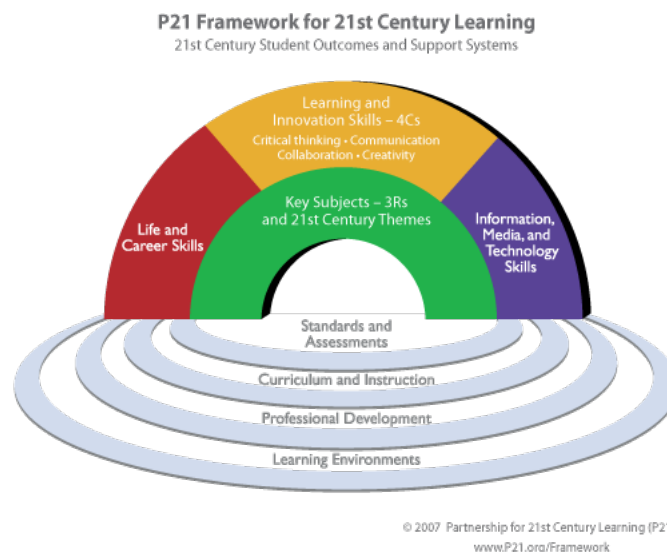


Figure 1: P21 framework for 21st century learning

According to the P21 Framework, the student outcomes include life and career skills; learning and innovation skills; the 4Cs; information, media, and technology skills; key subjects, and the 3Rs. While the diagram shows every element distinctively, P21 addresses the fact that they are all interconnected (P21, 2015).

Key subjects – 3Rs and 21st century themes

P21 identified key subjects that students must master. These are:

- World languages
- Arts
- Mathematics
- English, reading or language arts
- Science
- Geography
- History
- Government and civics

P21 also emphasised the importance of weaving the following 21st-century interdisciplinary themes into key subjects:

- Global awareness
- Financial, economic, business and entrepreneurial literacy
- Civic literacy
- Health literacy
- Environmental literacy

Learning and innovation skills

Learning and innovation skills are accomplished by focusing on the 4Cs (creativity, critical thinking, communication, and collaboration).

Information, media, and technology skills

In order for students to succeed and become effective workers and citizens, they must acquire a range of skills related to information, media, and technology.

Life and career skills

Students must also acquire adequate life and career skills. Such skills include:

- Flexibility and adaptability
- Initiative and self-direction
- Social cross-cultural skills
- Productivity and accountability

- Leadership and responsibility
- Being responsible to others

21st century support systems

P21 identified the following support systems that help produce the required student outcomes:

- 21st century standards
- Assessment of 21st century skills
- 21st century curriculum and instruction
- 21st century professional development
- 21st century learning environments

2.2.8 American Association of College and Universities

According to the American Association of College and Universities (AACU) framework, students need to gain the following skills to be able to succeed in their 21st century challenges (Dede, 2010):

- Knowledge of human cultures and the physical and natural world
- Intellectual and practical skills
- Personal and social responsibility
- Integrative learning

2.2.9 World Economic Forum

In the “New Vision For Education”, the World Economic Forum (WEF) (2015) examined the important issue of skills gaps and explored how to achieve closure of these gaps. To do that, they undertook a thorough analysis of the research literature to identify the 16 most important skills for the 21st century. The report stated, “We distilled the research into 16 skills in three broad categories: foundational literacies, competencies and character qualities” (World Economic Forum, 2015, p. 2). In figure 3, the chart (World Economic Forum, 2015, p. 3) shows the 16 skills.

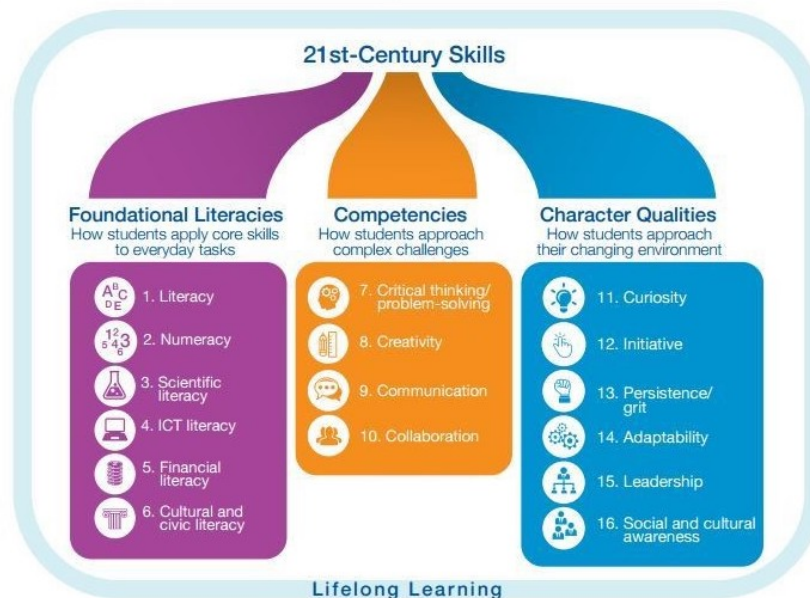


Figure 2: WEF's 21st century skills

2.2.10 National Research Council

According to Pellegrino and Hilton (2013) the National Research Council (NRC) committee organised the 21st century skills into three broad domains of competence: cognitive, intrapersonal, and interpersonal.

The cognitive domain involves reasoning and memory; the intrapersonal domain involves the capacity to manage one's behavior and emotions to achieve one's goals (including learning goals); and the interpersonal domain involves expressing ideas, and interpreting and responding to messages from others (Pellegrino & Hilton, 2013, p. 3).

Firstly, the cognitive domain encompasses cognitive processes and strategies; creativity; and knowledge (Pellegrino & Hilton, 2013). Competencies such as information literacy, critical thinking, and innovation fall under this domain. Secondly, the intrapersonal domain includes work ethic and conscientiousness; intellectual openness; and positive core self-evaluation. “These clusters include competencies such as flexibility, initiative, appreciation for diversity, and metacognition” (Pellegrino & Hilton, 2013, p. 3). Last but not least, the interpersonal domain is about teamwork and collaboration, and leadership. These two clusters of competencies include aspects such as conflict resolution, responsibility, and communication.

From the range of frameworks above, it is apparent that there are some commonalities to the areas considered to be important. These are summarised in table 1 below

Competency/Skill	4Cs	enGauge	7 Survival Skills	3R Skills	Other 3R Skills	P21	AACU	WEF	NRC
Critical thinking/problem solving	✓	✓	✓			✓	✓	✓	✓
Communication	✓	✓	✓			✓	✓	✓	✓
Collaboration	✓	✓	✓			✓	✓	✓	✓
Creativity	✓	✓				✓		✓	✓
Digital-age literacy		✓				✓		✓	
Inventive thinking		✓				✓			
High productivity		✓				✓			
Leadership			✓			✓		✓	✓
Agility			✓						
Adaptability		✓	✓			✓		✓	✓
Entrepreneurialism			✓			✓			
Initiative			✓			✓		✓	✓
Accessing and analysing Information			✓			✓			✓
Curiosity		✓	✓					✓	

Imagination			✓						
Reading				✓		✓		✓	✓
Writing				✓		✓		✓	✓
Arithmetic				✓		✓		✓	
Reasoning		✓			✓				
Resilience					✓			✓	
Responsibility		✓			✓	✓	✓		✓
World languages						✓		✓	
Key subjects (maths, science, etc.)						✓		✓	
Interdisciplinary themes (global awareness, civic literacy, etc.)						✓	✓	✓	
Social cross-cultural skills		✓				✓	✓	✓	✓
Research						✓			
Innovation									✓
Risk taking		✓							

Table 1. A summary of the important skills throughout the different frameworks

It is clearly apparent in table 1 above that some skills are mentioned more than others throughout the different frameworks. For instance, the 4Cs (critical thinking, communication, collaboration, and creativity) are mentioned in most of the frameworks. Such emphasis on these skills shows how important they are for success in the 21st century. This was the reason for choosing communication skills as the focus of this research's main question. It was chosen based on its importance according to all the different studies.

Another important competency that is touched upon quite often is leadership. The ability to lead seems to be crucial for success in the 21st century. Leadership is a competency that requires a set of skills and traits. The list of skills and traits required for a person to be a good leader is developing constantly due to the complexity of organisations nowadays. "The complexity reflects continuous changes in technology, shifts in workforce demographics, the need for faster decision making, and developing the capability to continuously adapt and change" (A. Gilley, J. Gilley, & McMillan, 2009, p. 81). Therefore, to acquire leadership as a competency, students need to develop a wide range of skills to become effective future leaders.

One of the most important attributes of a good leader is the ability to communicate effectively. Effective communication is key when attempting to motivate, inspire, and lead others. According to A. Gilley, J. Gilley and McMillan (2009), effective leaders rely on their communication and motivation skills to implement change in their organisations. Therefore, effective communication is very important as a 21st century skill/competency, and as a corner stone to one of the essential 21st century competencies, that is, leadership.

This research explored the possibility of developing some of the key 21st century skills – communication, leadership, and confidence – through playing games. Such a study is significant due to the changing needs and skills that are considered crucial for both societal and individual development. The importance of the study and the planned outcomes are addressed later in this chapter.

2.3 The role of after-school clubs

As mentioned in the introduction, after-school clubs (ASC) and extracurricular activities have become an important step in the educational journey of students in Kuwait. From the

researcher's experience, after-school programmes and extracurricular activities are not regulated or supervised by the Ministry of Education in Kuwait. Therefore, if educators wanted to teach or train students to obtain specific skills, doing so in ASCs and extracurricular activities presents the best opportunity. The lack of regulation and supervision of ASCs from the Ministry of Education gives teachers the necessary space to be creative and develop an attractive environment for students to learn. This section discusses the importance of extracurricular activities. They are important because they provided the researcher with the best opportunity to implement the study in an ASC due to the ease of process and practicality.

Through extracurricular activities and ASCs, Kuwait's students can gain many skills that are deemed to be important in the 21st century. As stated in the previous section, Kuwait's educational status does not come close to the top performing countries in education. Therefore, many parents resort to extracurricular activities to fill the gap that schools are leaving. After-school programmes, or ASCs as they are known in Kuwait, are a significant part of Kuwait's educational sector. Most of them are private businesses that are not part of schools and are not monitored by the government. This gives ASCs the space and opportunity to be creative with the activities they offer to students. Therefore, it is important to explore the benefits of extracurricular activities as they are an effective path to filling the gap in Kuwait's educational provision and prepare students to succeed in the 21st century.

Extracurricular activities are activities that are not necessarily connected directly to academic subjects and may or may not be offered by schools (Shaffer, 2019). For the purpose of this research, extracurricular activities are defined as those activities that are offered by anyone who has educational goals; this can be a school, a club, or even a mosque or church. Basically, extracurricular activities are activities that are offered for children and are beyond the scope of the school syllabus (Zaff et al., 2003).

A wide body of research indicates that schools should not teach only reading, writing, mathematics, science, and other mainstream academic subjects. Schools should be offering a more holistic experience for the child to better prepare them with the necessary 21st century skills. Therefore, it is important for schools to re-evaluate the importance of club and extracurricular activities and not consider them as a distraction, a waste of time, and

unproductive (Marsh & Kleitman, 2002). It is important to clarify that extracurricular activities are not limited to sport and athletic activities. However, “extracurricular activities can be non-athletic activities such as musical or speech and debate” (Shaffer, 2019, p. 9).

2.3.1 Benefits of extracurricular activities

Some important questions arise, such as, what makes extracurricular activities important? How do participants benefit from extracurricular activities? These are valid questions that should be answered. In a nutshell, “it balances the positive development of mental (academic) and the social, spiritual, and physical well-being of the students” (Jelani et al., 2015, p. 126). One of the underrated benefits of extracurricular activities is the impact they have on students’ social skills. Students usually have greater access to larger social networks, which they can learn from, and this helps them to interact and integrate better with other students from various races (Benson, 2006; Hancock et al., 2012). “Participation in school-based activities provides a unique set of socialization experiences that enhances identification with school values, including school-related outcomes such as grades” (Marsh & Kleitman, 2002, p. 508).

It is worth noting that Japan has had a specific approach to extracurricular activities. The activities are organised in such a way that teachers are only sponsors, while students decide what activities they will do. In Japanese ASCs, “it is the responsibility of the senpai (senior) to teach, initiate, and take care of the kōhai (junior). It is the duty of the kōhai to serve and defer to the senpai” (Johnson & Johnson, 1996, p. 1). This way of structuring extracurricular activities serves students in different ways. In one way, they are taking leadership roles and deciding the details of the activities for themselves. They are also benefiting and learning from the social relationships with their seniors, and in return seniors are also learning how to deal with and mentor juniors. Such relationships foster their social skills.

In general, research shows that extracurricular activities are associated with improving students’ engagement, less dropout rates, less rates of depression, better rates of going to university, better self-worth, better self-esteem, lower drug abuse, positive emotional and behavioural support, an increase in interpersonal abilities, improvement of social skills, gaining lifelong skills, and many more benefits (Jelani et al., 2015; Molinuevo, et al., 2010). Research has also touched on the point that extracurricular activities help students to explore and find their

strengths. “Through structured in-school and out-of-school clubs, sports, and community service activities these young people are exploring their strengths and learning how they can make a difference” (Hancock et al., 2012, p. 85).

One of the competencies of interest to this research is leadership. The association between leadership and extracurricular activities has been well documented in research. It is important to understand the concept of leadership. It is best described as a set of skills and attitudes that can be learned and practised (Van Linden et al., 1998). According to Van Linden et al. (1998), the participation of adolescents in extracurricular activities increases their chances of gaining leadership abilities, especially if mentored by adults positively, actively, and constantly. Hancock et al. (2012) went further to suggest that the involvement of adults in extracurricular activities is of great importance, “Adolescents’ perceptions towards their leadership skills are influenced by extracurricular activity involvement roles and the support of their parents and other adults” (p. 84). Van Linden et al. (1998) also suggested that adults should interact with adolescents to help them communicate better, manage their time, understand themselves, improve their social skills, and learn teamwork.

Hancock et al.’s (2012) findings are considered to be in line with social learning theory. Their findings suggested that adults can have a great impact on the way adolescents view their leadership abilities. They also suggested that students’ participation as leader/captain in the extracurricular activities had an effect on the way they perceive their leadership abilities (Hancock et al., 2012). The National Federation of State High School Associations (NFHS) suggested that “interscholastic sports and performing arts activities promote academic achievement, social skills, and leadership skills in over 11 million students who participate nationwide” (Shaffer, 2019, p. 8). Therefore, adolescents should be encouraged to take part in extracurricular activities and explore their potential as a leader (Hancock et al., 2012).

Extracurricular activities are a great complement to the students’ physical, moral, social, and emotional development. Research also points to the likelihood that extracurricular activities help students to develop a positive sense of self-worth (Hancock et al., 2012; Blomfield & Barber, 2011). Other studies have reiterated the importance of extracurricular activities and the effect they have on the development of adolescents’ skills and self-competencies (Mahoney & Stattin,

2000). Such activities “allow youth to develop skills such as leadership, values, sportsmanship, self-worth, as well as the ability to deal with competitive situations” (Turner, 2010, p. 1).

The research goes further to note that students who are at high risk and struggling can benefit greatly from extracurricular activities. Turner noted that, “Those students are at a greater risk of dropping out and not completing school. The opportunity of extracurricular activities to a high-risk student is quite valuable” (Turner, 2010, p. 7). Giving these students the opportunity to participate in extracurricular activities enhances their chance to develop self-worth and belonging (Turner, 2010). Amongst all of the students who benefit from extracurricular activities, disadvantaged students tend to benefit the most (Marsh & Kleitman, 2002). Marsh and Kleitman noted that, “The development of an exciting program of extracurricular activities is likely to benefit all students, but particularly marginal, at-risk, and disadvantaged students” (2002, p. 508). On the other hand, high achieving students will also benefit from extracurricular activities, and they are more likely to participate in them and find a way to challenge themselves.

As stated previously, extracurricular activities include both sport and non-sport related activities. However, it is important to highlight the benefits of athletic activities. When students participate in athletic activities they get to exercise. The positive effect that exercise has on people’s self-esteem and motor skills is well documented in research (Donaldson & Ronan, 2006). However, exercise has a variety of other benefits, too. Athletic activities improve students’ social skills, leadership skills, emotional skills, and communication skills, especially if the exercise is in teams and not individual. Students learn how to deal with teammates. They practise their communication skills and learn to deal with emotions when winning and losing. Athletic activities also encourage students to use their cognitive skills in situations where they have to plan and strategise for their upcoming challenge (Kail & Cavanaugh, 2013).

Moreover, one of the studies shows that participation in activities was associated with higher grades (Fredricks & Eccles, 2008). “It seems reasonable to state that after-school activities benefit students in their performance” (Moriani et al., 2006, p. 44). Findings from a study that involved 222 pupils from 12 schools indicated that being involved in activities yielded better academic performance. The researchers found that the “Results indicate that the group involved in activities outside the school day yielded better academic performance, especially those that

participated in study-related activities, tutoring support, or private classes, and those that participated in mixed activities (both sports and academic)” (Morian et al., 2006, p. 36). Another study that was conducted on approximately 2,000 high school students found that the number of hours spent in extracurricular activities had a positive academic impact on students (Reeves, 2008). These findings are similar to those of another study in 2016 that suggested there was a positive relationship between students’ grade point averages (GPAs) and the number of hours they spent participating in extracurricular activities (Jansen, 2016). Lang (2021) also agreed that a “positive relationship does seem to exist between students’ participation in extracurricular activities and their cumulative GPAs”(p. 28).

Marsh and Kleitman (2002) explained that schools must integrate these activities into the school ethos so that they can, in return, reinforce school commitment. Such commitment will eventually affect students’ traditional academic outcomes. Lang (2021) stated that extracurricular activities can have a positive indirect effect on academic performance, “It may seem logical to make participation in ECAs contingent on grades because it gives students an incentive to prioritize their academic performance”.

The past and current body of research does show the importance of extracurricular activities and their benefits. Twenty years ago, Marsh and Kleitman (2002) advised and recommended that schools widen and increase the options of extracurricular activities to include activities like sports, music, and the student council that are not focused on academic outcomes. Shaffer (2019) stated that it “is critically important for high schools to offer and keep an array of meaningful extracurricular activities.” (p. 8). The rationale for this position on extracurricular activities is the impact that they can have on areas like leadership skills, social skills, attendance, and academic grades.

Following the Covid-19 pandemic, it is important to keep in mind the effects it had on students. Extracurricular activities can be of great help for students at these times to regain normalcy after the pandemic, help social connectedness, and improve academic performance. Research suggests that extracurricular activities can help with all of these issues (Zaccoletti et al., 2020). Unfortunately, as a consequence of the financial stress caused by the pandemic, schools might cut back on non-academic activities and programmes, which is not necessarily the best

course of action (Lang, 2021). Marsh and Kleitman noted that, “Particularly in times of tight educational budgets, it is important that cost-cutting measures do not force schools to eliminate extracurricular activities” (Marsh & Kleitman, 2002, p. 508). However, with challenges come opportunities. Lang (2021) believed that this is the time for educators to offer extracurricular activities to help with the negative effects that the long lockdowns had on children. Students’ mental health and their emotional well-being has to be dealt with and extracurricular activities can ease this transition by helping students to feel safe and happy in the school (Fegert, 2020; Lang, 2021). School leaders:

... must not neglect the important roles ECAs can play. Such activities often make powerful contributions to students’ well-being, their sense of connection to the school community, and their engagement in academics, and they must be included in the list of priorities for K-12 education in the coming years (Lang, 2021, p. 18).

Nowadays, extracurricular activities seem to be a necessity. Considering the effects of the Covid-19 pandemic on students, and the effect of the overuse and addiction to technologies like iPads and online games, children need extracurricular activities now more than ever. Turner noted, “We are in a technologically advanced world where socializing and interactions with others is appearing to be a lost art. Texting, twittering, or even online gaming has replaced conflict resolution enriched tasks, such as personal interactions, expressions, and gestures.” (Turner, 2010, p. 1). Therefore, “when it comes to meeting students’ needs in the post-pandemic era, extra-curriculars must be considered anything but ‘extra’” (Lang, 2021, p. 18).

2.4. Kolb’s experiential learning theory

Examination of the underperforming educational system in Kuwait led the researcher to explore effective learning theories that could aid Kuwait to improve its education status. For a long time, learning theories have helped to explain how knowledge is transferred and how people learn. Kolb (1984) introduced experiential learning theory. He called it “experiential learning” to emphasise the important role that experience plays in the learning process, noting that “Experiential learning theory offers a dynamic theory based on a learning cycle driven by the

resolution of the dual dialectics of action/reflection and experience/abstraction” (Kolb & Kolb, 2009, p. 42).

In their systematic and critical review, Coffield et al. (2004) referred to Kolb’s experiential learning theory as one of the most influential models of learning styles. “His theory of experiential learning and the instrument which he devised to test the theory have generated a very considerable body of research” (Coffield et al., 2004, p. 60). In his definition of learning, Kolb referred to learning “as the process whereby knowledge is created through the transformation of experience. Knowledge results from the combination of grasping and transforming experience” (Kolb D., 1984, p. 41).

In the experiential learning theory model there are two modes of grasping experience and two modes of transforming experience. The two modes of grasping knowledge are called concrete experience (CE) and abstract conceptualisation (AC), and the two modes of transforming experience are reflective observation (RO) and active experimentation (AE) (Kolb, 1984). Kolb and Kolb (2009) explained that experiential learning involves tension between the four learning modes. Furthermore, Kolb et al. (2014) explained the relationship between the four stages of the cycle:

Immediate or concrete experiences are the basis for observations and reflections. These reflections are assimilated and distilled into abstract concepts from which new implications for action can be drawn. These implications can be actively tested and serve as guides in creating new experiences (p. 228).

Effective learning occurs when people go through a four-stage cycle (Mcleod, 2017). People learn best when they go through a concrete experience, observe and reflect on it, then form abstract concepts, and lastly apply what was conceptualised and concluded to reality and see what results (Mcleod, 2017). People can enter the cycle through any step, and the best results will come from going through the cycle’s logical sequence. Every stage feeds into the next stage and supports it. Figure 4 below shows the four main stages of the experiential learning cycle.

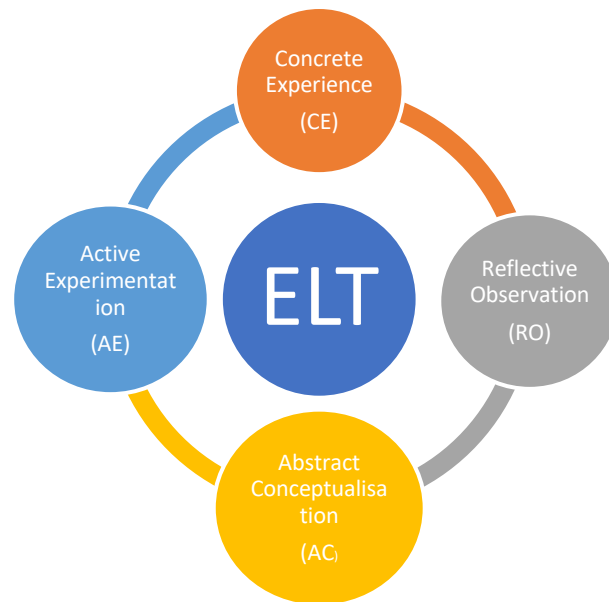


Figure 3: The four stages of the experiential learning cycle

Kolb called the first stage concrete experience. In this stage, a person must enter a new experience openly, fully, and without bias (Kolb D. A., 1976). According to Kolb et al. (2014), in the mode of grasping experience, people tend to depend on their senses and submerge themselves in concrete reality. They look for new information by “experiencing the concrete, tangible, felt qualities of the world” (Kolb et al., 2014, p. 228). In other words, concrete experience is the “here and now” experience where the learner learns by personal involvement with real life situations.

The second stage is called reflective observation. In this stage, a person observes and reflects on the experience from the first stage. When “transforming or processing experience some of us carefully watch others who are involved in the experience and reflect on what happens” (Kolb et al., 2014, p. 228). This stage is not only about receiving information, but also reflecting on it. The learner goes on to describe the details of the experience they went through and tries to interpret it. According to Kolb et al. (2014), some people are watchers, and some are doers. Watchers prefer reflective observation. Reflective observation is also done consciously where the learner intentionally tries to understand and reflect on their experience.

The third stage of Kolb’s experiential learning theory is called abstract conceptualisation. Learners in this stage tend to plan, think, and analyse to take hold of new information instead of

being guided by feeling (Kolb et al., 2014). Learners simply create concepts and beliefs about the past and the future. Reflections from the previous stage will help create abstract concepts.

In the fourth stage, the person will use the concepts and ideas from stage three to solve problems and make decisions. This stage is called active experimentation. Once an abstract concept is created, the learner will try to practically apply the concept and test it. People tend to think that this stage is what experiential learning theory is about. However, all stages are part of Kolb's experiential learning theory.

2.4.1 Learning styles of Kolb's experiential learning theory

In addition to the experiential learning cycle, Kolb discussed different learning styles and divided them into four categories. He commented that "most people develop learning styles that emphasise some learning abilities over others" (Kolb D. A., 1976, p. 23). According to Kolb (1976), the four learning styles are diverging, assimilating, converging, and accommodating. Furthermore, McLeod noted that "Everyone responds to and needs the stimulus of all types of learning styles to one extent or another – it's a matter of using emphasis that fits best with the given situation and a person's learning style preferences" (2017, p. 3). Below is a summary of Kolb's four learning styles, which were a result of both research and clinical observation (Kolb, 1984, 1999a, 1999b).

The first style is the diverging style. Diverging people tend to learn through concrete experience and reflective observation. They use their senses to perceive information and process it reflectively (Sharp, 1997). Kolb and Kolb noted that this style "... is labelled 'Diverging' because a person with it performs better in situations that call for generation of ideas, such as a 'brainstorming' session" (2014, p. 46). Diverging people are imaginative and emotional, and they are able to look at problems from different viewpoints. Such people flourish in the process of generating ideas and brainstorming (McLeod, 2017). "They learn by sharing ideas and are good at brainstorming, imagining implications, and working in groups" (Sharp, 1997, p. 131).

The second learning style is the assimilating style. People with this style utilise abstract conceptualisation and reflective observation as their main learning abilities. Assimilators grasp information abstractly and process it reflectively (Sharp, 1997). If they want to learn something, they think about it and watch or observe others. "They excel at procedures, analyses, objectivity,

exactness, and forming theories and models” (Sharp, 1997, p. 131). They also shine in inductive reasoning, and they are the best at developing theoretical models (Kolb D. A., 1976). “The assimilating learning preference involves a concise, logical approach. Ideas and concepts are more important than people” (Mcleod, 2017, p. 4). According to Sharp (1997), assimilators focus on how well and logical an idea is rather than its practicality. Unlike diverging people, assimilators are more interested in concepts, theories, and ideas rather than being interested in people (Kolb & Kolb, 2014).

The third learning style is the converging style. “An individual with a converging style has AC and AE as dominant learning abilities” (Kolb & Kolb, 2009, p. 44). The greatest strength of a “converger” is in the practical application of ideas (Kolb D. A., 1976). A converger is the person who can find the best practical uses for theories and tends to be attracted to technical tasks (Mcleod, 2017). Convergers excel at solving problems and finding practical uses for ideas. They also prefer being part of solving technical problems instead of dealing with people’s problems. (Sharp, 1997). “In formal learning situations, people with this style prefer to experiment with new ideas, simulations, laboratory assignments, and practical applications” (Kolb et al., 2014, p. 230).

The last style is the accommodating style. This relies on concrete experience and active experimentation. Accommodating people rely on their “gut” instinct to solve problems rather than logical analysis. They are “hands-on” type of learners and tend to be more practical. “Their tendency may be to act on ‘gut’ feelings rather than on logical analysis. In solving problems, individuals with an Accommodating learning style rely more heavily on people for information than on their own technical analysis” (Kolb & Kolb, 2009, p. 47). When solving a problem, they tend to have a “trial and error” style. Figure 5 below shows the learning styles in experiential learning theory.

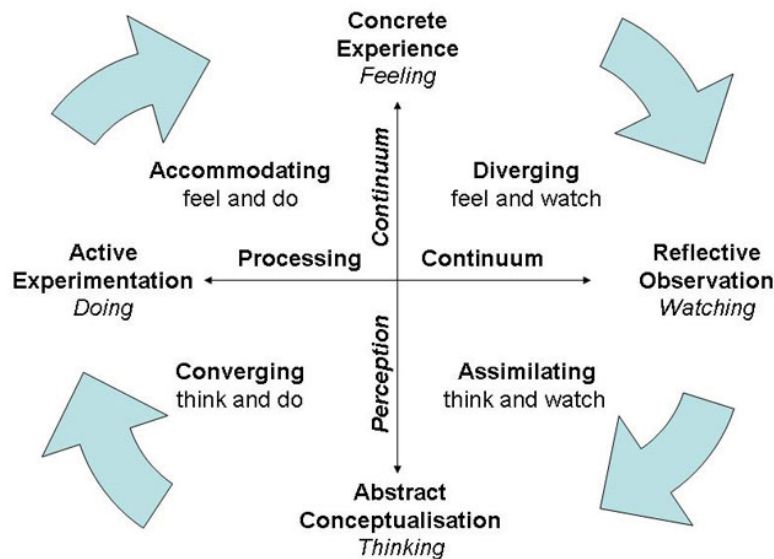


Figure 4: Learning styles in the experiential learning cycle

Experiential learning theory has many benefits if executed properly. One of the benefits is that learners will have direct experience and contact with their ideas or concepts to validate and test them. Kolb (1984) stated that “experience is the focal point for learning, a giving life, texture, and subjective personal meaning to abstract concepts” (p. 21). Another benefit from this theory is that it encourages goal-directed action and evaluation of the results of such actions. Last but not least, when keeping the different learning styles in mind, educators can support people according to their preferred learning style.

2.5 Bandura’s self-efficacy

Another theory that could help educators to understand how students can become better learners and acquire new skills is Bandura’s self-efficacy theory. Albert Bandura was the first psychologist to coin the term “self-efficacy”. In his own words, he defined self-efficacy as “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994, p. 2). In other words, it is the belief that someone has towards their ability to deal with prospective situations (Bandura, 1977). Bandura (1977) believed that self-efficacy influences peoples’ behaviour, thinking, feeling, and the way they motivate themselves. Having high efficacy has been linked many times with

peoples' level of resilience, performance, academic accomplishments, and other abilities and characteristics. In the past three decades, there have been a series of meta-analyses that have associated high performance with high self-efficacy (Woodman & Hardy, 2003; Orbell et al., 2001; Moritz et al., 2000; Brown & Lent, 1991). There is a "reciprocal relationship [that] exists between self-efficacy beliefs and performance where the better people perform, the more efficacious they become" (Beattie et al., 2016, p. 2). Beattie et al. (2016) also stated that Bandura's self-efficacy theory has been used to predict people's behaviour based on the belief they have in their ability to succeed in a specific situation. Bandura and Locke (2003) stated that "nine large-scale meta-analyses have been conducted across diverse spheres of functioning" (p. 87). These show that self-efficacy is associated with the performance and motivation levels of members in organisations (Lunenburg, 2011, p. 1).

2.5.1 Sources of self-efficacy

According to Bandura (1977), there are four sources of influence that affect a person's self-efficacy. "Expectations of personal efficacy are derived from four principal sources of information: performance accomplishments, vicarious experience, verbal persuasion, and physiological states" (Bandura, 1977, p. 191).

The first and most influential source is called mastery experiences (Bandura, 1997). This is also referred to as performance accomplishments. Basically, someone's positive experience feeds into their beliefs when attempting to go through a similar experience in the future. Bandura (1997) stated that mastery experiences "provide the most authentic evidence of whether one can muster whatever it takes to succeed. Success builds a robust belief in one's personal efficacy. Failures undermine it, especially if failures occur before a sense of efficacy is firmly established" (Bandura, 1997, p. 80). When people believe in their heart that they have what it takes to succeed, they will overcome setback and adversity (Bandura, 1997).

The second source of self-efficacy is vicarious experiences. Simply, this source refers to observing other people achieve certain heights. Bandura (1977) stated that when someone sees a person similar to themselves succeed at a specific task, it builds their self-belief that they can accomplish similar tasks in the future. For example, "seeing a co-worker succeed at a particular task may boost your self-efficacy" (Lunenburg, 2011, p. 3). If a person sees a friend, who has

similar abilities to them and who comes from the same place, succeed, their belief in their ability to succeed will increase.

The third source of self-efficacy is verbal persuasion. It refers to the positive verbal feedback that a person receives after they have succeeded in doing something. It is about persuading people that they can succeed at a certain situation (Lunenburg, 2011). "People who are persuaded verbally that they possess the capabilities to master given tasks are likely to mobilize greater effort and sustain it than if they harbor self-doubts and dwell on personal deficiencies when difficulties arise" (Bandura, 1997, p. 101).

One of the ways to use verbal persuasion is through a method called the Pygmalion effect. Here, if someone believes that something is true, it can become true. The "Pygmalion effect is a form of a self-fulfilling prophesy in which believing something to be true can make it true" (Lunenburg, 2011, p. 3). In 1968, Rosenthal and Jacobson carried out an experiment that best explains the Pygmalion effect. They divided a group of students into two groups. Then, they told their teachers that one group had low IQ scores and the other group had high IQ scores, when, in fact, it was the opposite, but the teachers did not know this. The result of this was that the student group that was labelled as having high IQ scores, even though in reality they were the opposite, had higher self-efficacy and grades. The reason was because the teachers believed that their students were capable, so they challenged them, spent more time with them, and expected more from them. This is how the Pygmalion effect works. There have also been more recent studies, such as that of Rist (2000), that have demonstrated the Pygmalion effect in a different time and different environment. It is important here to note that verbal persuasion has to be sincere and not minimal. "Self-efficacy was slightly negatively related to subsequent performance when minimal performance feedback was presented but positively related to subsequent performance when higher levels of performance feedback were provided" (Beattie et al., 2016, p. 1).

The fourth source of self-efficacy is related to emotional and physiological states. Basically, the physical and emotional well-being of people can have an effect on their self-efficacy. Bandura (1982) believed that an increase of self-efficacy can be more easily achieved if someone is feeling well and healthy. For instance, if someone is depressed, it will be harder for

them to feel well about their ability to accomplish something, especially when it is known that depression can go as far as to make some people find it hard to get out of bed let alone accomplish something important. “Thus, the fourth major way of altering efficacy beliefs is to enhance physical status, reduce stress levels and negative emotional proclivities, and correct misinterpretations of bodily states” (Bandura, 1997, p. 106). Therefore, people can learn how to manage emotions like anxiety and improve their mood when facing a difficult situation; learning to do that might improve their level of self-efficacy.

2.5.2 Mediating processes

How does a high level of self-efficacy affect people? How do beliefs affect human functioning? Bandura (1994) stated that much research has been done that shows how four major psychological processes make self-efficacy affect human functioning. He noted that, “Such beliefs produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes” (Bandura, 1994, p. 2).

Cognitive processes are “thinking processes involved in the acquisition, organization and use of information” (Bandura, 1994, p. 2). To clarify further, self-efficacy affects the thoughts that someone has, which in turn can improve or undermine their performance (Bandura, 1997, p 116). The second type of processes are called motivational processes. Bandura (1994) stated that the action that people take, and the effort and intensity of their effort, are all affected by motivation. The question arises, how is that related to self-efficacy? The expectancy–value theory proposes the idea that people’s motivation will be affected by the outcomes and the value of the outcomes. They will be motivated if they see the outcomes as valuable and worthy of their effort. Therefore, if someone is motivated to achieve a valuable outcome, they must have a high self-efficacy level to be able to pursue and achieve their mission. “The motivating influence of outcome expectancies is thus partly governed by self-beliefs of efficacy. There are countless attractive options people do not pursue because they judge they lack the capabilities for them” (Bandura, 1994, p. 5).

The third type of process is affective processes. In Bandura’s words, these are “processes regulating emotional states and elicitation of emotional reactions” (Bandura, 1994, p. 2). Hence, someone’s belief in their ability to cope with stressors has an effect on the levels of stress and

depression they experience. If someone believes that they can handle a specific situation and the pressure that comes with it, they will have less anxiety arousal, because they know that they can cope with it. On the other hand, if they feel that they cannot cope with the stress a situation can bring, they will experience high anxiety levels.

They dwell on their coping deficiencies. They view many aspects of their environment as fraught with danger. They magnify the severity of possible threats and worry about things that rarely happen. Through such inefficacious thinking they distress themselves and impair their level of functioning (Bandura, 1994, p. 5).

The fourth and last type of process is called selection processes. This refers to the choices that people make that stem from their self-efficacy level. “Beliefs of personal efficacy can shape the course lives take by influencing the types of activities and environments people choose. People avoid activities and situations they believe exceed their coping capabilities” (Bandura, 1994, p. 7). Therefore, it is apparent that people select challenges that they believe they are capable of accomplishing. Such choices will, in return, shape the type of environment they live in because their choices will affect the abilities they develop, along with their interests, and the social networks they connect to (Bandura, 1994). All of these factors eventually affect their life paths. For instance, a student with high self-efficacy can see themselves succeeding in different fields in the future; therefore, they will consider a wider range of career options. This shows how self-efficacy can affect a person’s life through the selection process.

2.5.3 Building self-efficacy

As mentioned above, research has shown numerous times the effectiveness and importance of self-efficacy. Therefore, the next important step is to outline methods that can help build self-efficacy. Some of the effective ways to build self-efficacy are peer modelling, seeking feedback, and encouraging participation.

Peer modelling involves observing peers accomplish something. Bandura (1988) explained that this technique can be applied at any age, but it works more effectively with children. The closer the peer is, the better the effect will be. Peer modelling’s best effect comes when someone witness a direct peer like a brother, sister, or a friend set the example. The second

technique of building self-efficacy is to seek feedback. Receiving positive feedback can have a positive impact on someone's self-efficacy. Most importantly, the feedback must be concise and frequent. Beattie et al. (2016) stated that receiving higher level and detailed feedback can build self-efficacy and improve subsequent task performance. "Self-efficacy was slightly negatively related to subsequent performance when minimal performance feedback was presented but positively related to subsequent performance when higher levels of performance feedback were provided" (Beattie et al., 2016, p. 1). The third technique is to encourage participation. Self-efficacy can have an effect on a student's participation either inside or outside the class. If a student believes in their abilities and understanding of a subject or a skill, they will be more willing to participate. In this case, self-efficacy is affecting participation. However, the point here is to use participation to build self-efficacy. If students are encouraged to participate, they might gain a mastery experience and that can help them to build self-efficacy.

2.6 Theoretical framework

The theoretical framework was chosen based on the aims of this study, which are to explore the effectiveness of using activities and games in developing 21st century skills. Two theories helped to understand and interpret the effects of these games and activities undertaken by students. Kolb's four stages of experiential learning theory enabled the researcher to understand how these activities help the students to acquire new skills and knowledge. According to Kolb, "knowledge results from the combination of grasping and transforming experience" (Kolb D., 1984, p. 41). On the other hand, Bandura's self-efficacy theory also provides an explanation of how the experiences that students went through might help them to have higher efficacy. These two theories help to understand how people learn. Understanding effective learning theories can enhance the educational experience that educators can offer.

Kolb believed that people learn best when they go through a concrete experience, observe and reflect on it, then form abstract concepts, and lastly apply what was conceptualised and concluded to reality and see what results (Mcleod, 2017). The games and activities gave the students the opportunity to go through these four stages. On the other hand, Bandura's self-efficacy theory explains how these activities and games might help to set expectations of

personal efficacy through performance accomplishments, vicarious experience, verbal persuasion, and physiological states. In the past three decades, there have been a series of meta-analyses that have associated high performance with high self-efficacy (Woodman & Hardy, 2003; Orbell et al., 2001; Moritz et al., 2000; Brown & Lent, 1991).

2.7 Conceptual framework

Other concepts relevant to this thesis are:

1) Confidence versus self-efficacy

Throughout the research, the words confidence and self-efficacy are used interchangeably. For the most part, the word confidence has been used when referring to the scale used, and when referring to confidence in general. On the other hand, when discussing confidence in specific abilities, it is referred to as self-efficacy. Bandura (1997) explained that:

Confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about. I can be supremely confident that I will fail at an endeavor. Perceived self-efficacy refers to belief in one's agentic capabilities, that one can produce given levels of attainment (p. 382).

2) Communication

P21 refers to communication skills as the ability to articulate thoughts effectively, listen effectively, use communication for different purposes like motivation or persuasion, communicate in different environments, and utilise multiple media and technologies (P21, 2015). This definition is one of the more comprehensive definitions describing communication skills.

3) Learning

According to Young (2015), "learning" is the activity of knowledge building. Another definition of learning defines it as "a change in the learner's knowledge that is attributable to experience" (Mayer, 2008, p. 761). In this study, students have experience by practising the desired skills through gameplay.

4) Leadership

Bass and Stogdill (1990) revealed that over 300 studies had failed to agree on a list of traits found in effective leaders. Even today, leadership is one of the most debatable subjects. The following is comprehensive definition according to Winston and Patterson (2006):

A leader is one or more people who selects, equips, trains, and influences one or more follower(s) who have diverse gifts, abilities, and skills and focuses the follower(s) to the organization's mission and objectives causing the follower(s) to willingly and enthusiastically expend spiritual, emotional, and physical energy in a concerted coordinated effort to achieve the organizational mission and objectives. (p. 7)

In this study, leadership means the “ability to effectively direct, guide and inspire others to accomplish a common goal” (WEF, 2015, p. 23). Studies show that there is an identifiable gap between how adults understand leadership and how students experience, see, and interpret leadership. Dempster and Lizio (2007) explain that “much of the research writing deals with adults saying why student leadership is important and what those adult views define as leadership development or training”(p.9).

2.8 Summary

According to the literature review, there is a lack of congruence between the status of education in Kuwait and what is expected of an educational system in the 21st century. The results of students in key international large-scale assessments such as PIRLS, TIMSS, and PISA show that the education system in Kuwait has not improved over the past 20 years. Therefore, part of the researcher's aim has been to summarise the key issues affecting the educational system in Kuwait. Subsequently, another aim of the study discussed in this chapter was to look at the different frameworks that discuss 21st century skills. These frameworks have been summarised in relation to the most important skills at the top of the list of 21st century skills.

Following these steps, the researcher's curiosity about the main research question developed. Communication skills are at top of the list of important 21st century skills. Therefore, developing communication skills through games and activities became the main objective of this research. There is a gap in the literature regarding the development of skills through games and

activities in the Middle East and especially in Kuwait. This led to choosing game play and activities as means to develop such skills. Leadership and confidence are also among the most important 21st century skills. Therefore, both of these skills form part of the sub-questions of this research. Moreover, the researcher's personal experience led to choosing ASCs as the location to implement the study, as this was much easier compared to performing the study in regular school time. This led to studying the effects of extracurricular activities as they might be a possible solution to the Kuwaiti educational system. It is the belief of the researcher that encouraging extracurricular activities in ASCs is a fast way to prepare students for the 21st century in Kuwait.

The next step was to choose a conceptual framework for this research. Kolb's experiential learning theory is one of the learning theories that were chosen as a framework for this study. Kolb's theory provides a logical cycle that students go through in the process of learning. The games and activities of this research were built around the four stages of this cycle. The programme offered students the opportunity to go through concrete experiences, reflective observations, abstract conceptualisations, and active experimentations. The other theory that framed this research was Bandura's self-efficacy theory. In some way, this theory goes hand-in-hand with Kolb's experiential learning theory. Bandura believed that self-efficacy is influenced by mastery experiences, vicarious experiences, and verbal persuasion. The programme also offered students the opportunity to cover these aspects.

Chapter 3 Methodology

3.1 Introduction

As explained in the previous chapter, this research seeks to understand whether communication activities can have an effect on their communication and leadership skills from the participants' perspective. It also seeks to understand whether these activities influenced the students' knowledge about communication and leadership skills. Furthermore, it explores confidence from their point of view. Moreover, a reward system was used to see whether – from their perspective – having an extrinsic motivation helped the participants in any way or form.

3.2 Paradigm rationale – pragmatism

Ontology is the study of being. It is an attempt to understand reality and answer the following questions: “what is the form and nature of reality and, therefore, what is there that can be known about it?” (Guba & Lincoln, 1995, p. 108). The answer to this question is debatable. Different philosophers and researchers have different ontological views. These views shape their approach in research. The ontological stance that a researcher takes will have an effect on their epistemological and methodological views. Epistemology addresses the nature of the relationship between the knower and the known (Guba, 1990). It examines the relationship between knowledge and research during discovery. It is about how people come to know what to know. All of these beliefs about ontology, epistemology, methodology, and methods are considered to be paradigms (Scotland, 2012). A paradigm “is a basic set of beliefs that guides action, whether of the everyday garden variety or action taken in connection with a disciplined enquiry” (Guba, 1990, p. 17).

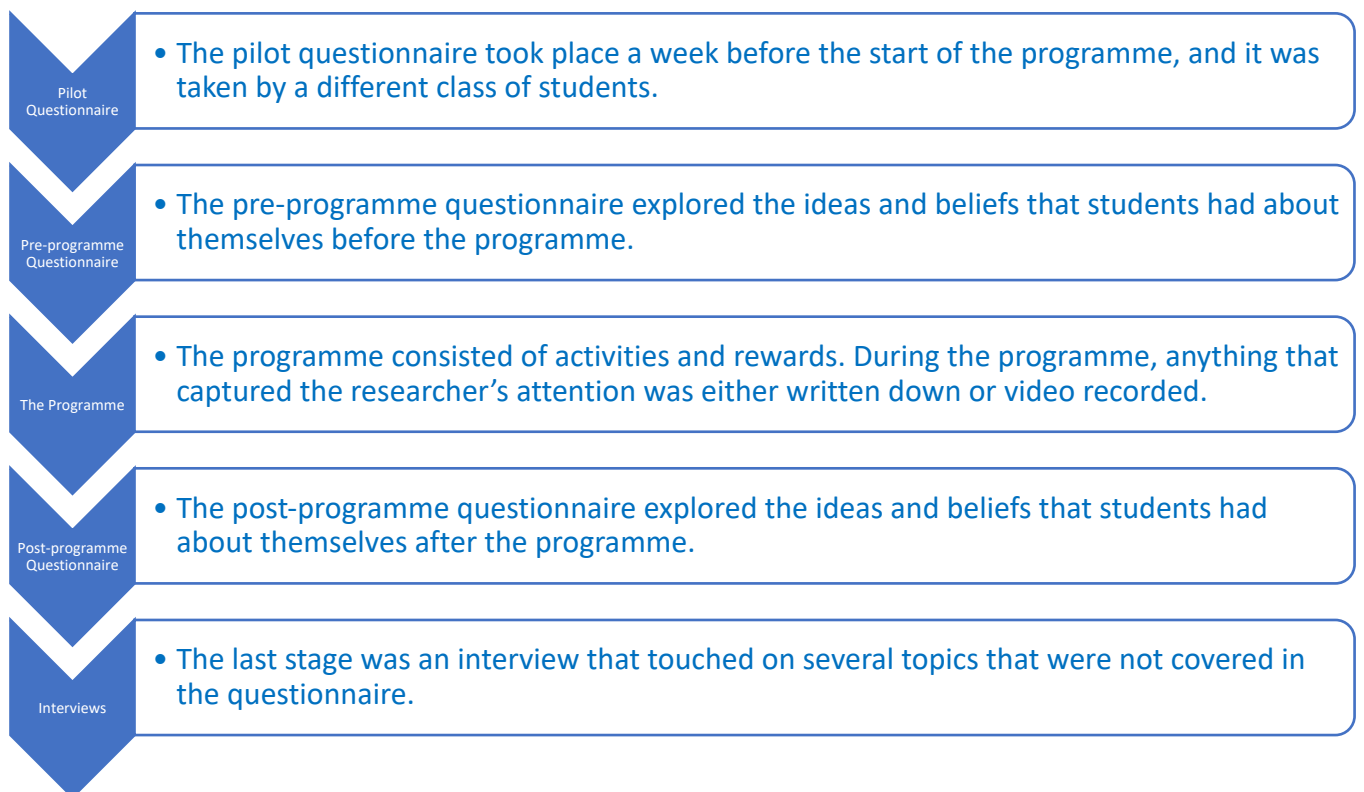
This research follows a pragmatic approach that considers consequences and results to be important components of truth and meaning. “Pragmatism is a philosophical tradition that – very broadly – understands the world as inseparable from agency within it” (Zalta, Nodelman, Allen, & Perry, 1995, p. 1). In pragmatism, the central claim is that an idea is true only insofar as it works. Therefore, the truth is what works. It is the verification process that an idea goes through that makes it true. An idea must be tested in real life, and it must have an impact or consequences in the real world for it to be true, otherwise, it does not matter if it is true or not.

According to his article ‘Pragmatism’s Conception of Truth’, William James (1907) did not believe in a monistic view of truth, but in the plurality of truths; “Truth lives, in fact, for the most part on a credit system. Our thoughts and beliefs ‘pass’, so long as nothing challenges them, just as bank notes pass so long as nobody refuses them” (p. 144). This idea of the plurality of truths means that it is possible that every individual can have their own truths as long as they are verified and have real consequences in their life. According to pragmatism, a person must be an active participant in the world to be able to understand it. In summary, pragmatism views people as creators of truth, not spectators, and the value of knowledge is connected to how useful it is in the real world.

3.3 Research design

This research was based on an explanatory sequential mixed-methods design. It was mainly quantitative with the addition of some qualitative methods to help explain the findings. Table 2 below is an overview of the stages of the research design:

Table 2: Overview of research design



The research explored the patterns of change over a period of four months. Longitudinal studies tend to take a closer look at the sample over a long period of time. Unlike cross-sectional studies, a longitudinal study “tells the story of the processes through which human development, ageing and changing times unfold” (Wond & Macaulay, 2011, p. 310). Researchers who are interested in context or change tend to use longitudinal research to understand change over different points in time. Just like any research design, longitudinal studies have advantages and disadvantages.

One of the advantages of a longitudinal study is that it can detect patterns because it collects data over longer periods of time. Also, since it covers a longer period, some participants might forget important details along the way. However, by video recording and observing the participants, many of these details will be noticed and covered. Also, some researchers might find the flexibility of longitudinal studies to be an advantage. The length of the longitudinal study comes with the flexibility of allowing the researcher to shift their focus during the research towards different topics due to what the situations around offer. In this research, the topic of motivation is an example of the flexibility of longitudinal research. It was not something that the research focused on, but the interview included questions about motivation due to how motivated the participants appeared to be during the programme.

On the other hand, longitudinal studies have disadvantages. One of these disadvantages is that they can be costly. “Longitudinal research may be regarded as poor value for money from a policy-maker’s perspective” (Wond & Macaulay, 2011, p. 313). As mentioned, the fact that the research takes a long time is an advantage, but it is time consuming and requires a great deal of effort, and that is a disadvantage. Also, a researcher might be affected by what is known as panel attrition, which refers to losing some participants along the way for any reason. Some studies take years, so a researcher might lose the participant’s contact details, their address might change, or they may die.

3.3.1 Mixed methods

The results of a mixed-methods approach are not considered to be the complete truth, but rather are considered to be a close step towards understanding reality. The results provide an idea of the participants’ self-efficacy levels regarding their communication and leadership skills. A mixed-

methods research design refers to combining quantitative and qualitative research in one study (Hafsa, 2019). “As this methodology is the combination of two dominant research genres it has the potential to offset the shortcomings of one single method and therefore, offers more validity and reliability to the findings of a research” (Tashakkori & Newman, 2010, p. 48). However, mixed-methods research takes more time, energy, and resources, which makes it more difficult than either quantitative or qualitative designs (Hafsa, 2019). Therefore, Tashakkori and Newman (2010) noted several reasons why a researcher would choose mixed methods as their research design:

- 1- Complementarity: to combine two answers that are different from each other but related to the main research question.
- 2- Completeness: to get a holistic understanding that comes from merging quantitative and qualitative strands of a study. This effective integration is called “integrative efficacy”.
- 3- Development: to use quantitative tools in the first phase of a study, to determine research questions, and sampling framework, or data resources to be used for the second qualitative phase of the study.
- 4- Expansion: as with the “developmental” reason above, but in this case the goal is to expand on the findings of the first phase of the study.
- 5- Corroboration/confirmation: to check the credibility of the findings from the first phase of the study.
- 6- Compensation: to use the strength of one approach to make up and compensate for the weakness of the other approach.
- 7- Diversity: to compare the same phenomena from two different perspectives.

On the other hand, a mixed-methods research design can be costly and labour intensive. The process of collecting and analysing two types of data can take a great deal of time and concentration. If a researcher has the time and budget to perform a mixed-methods study, they will benefit from the best of two worlds.

The current research utilised an explanatory sequential mixed-methods design. According to Creswell (2014), this design starts with studying the quantitative side of the research, analysing its results, and then uses the qualitative results to elaborate and explain the quantitative results.

3.4 Context

The study took place in an after-school club (ASC) in Kuwait City known as the Almasabeeh club. This club was established in 1993 with the goal of teaching students skills, ethics, and values through activities. Students attend this club twice a week and stay for three hours per day. The club members are boys between the ages of 8 and 16 years old. Throughout the different stations/games in this club, students build their character and skills through game play and physical activity. The club's administrators have strict guidelines about limiting instruction time by teachers and allowing the students to engage in play most of the time.

This club is considered to be a leader in the field of ASCs in Kuwait and other clubs learn from its experience. This club was a suitable place to conduct this research because the administration is interested in building the character of students and preparing them for a better future. It also had the ability to support whatever the research process needed. Last but not least, the club relies on activities and game play as the means of transferring knowledge and skills to students, which fit perfectly with the aims of this study.

3.5 Participants

The Almasabeeh club is a boys-only club. The decision to segregate was taken from day one and therefore all the research participants were male. The sample size was 18 students from grade 6, who were 12 years old. This age group and grade was chosen for three reasons. Firstly, the researcher believed that participants of that age group can reflect on their experiences and express their minds verbally better than younger boys. Thus, the researcher had the choice of boys aged between 12 and 16 years old. Secondly, the 12-year-olds' class did not have a teacher or coach. The coach responsible for this class had previously resigned and there was an opening. Therefore, it was in the interest of the club for the researcher to be the teacher/coach of this class. Thirdly, the researcher had more experience of coaching students 12-year-old students and younger, which could prove useful. If the researcher had chosen any of the older classes, there

might be other challenges that could affect the process of the research. Out of the 18 students in the class, only 15 participated in the research. The researcher did not obtain approval from two students' parents, and the last student did not attend at all.

3.6 Programme

The programme took place twice a week and was 24 days long. The participants attended for three hours a day, making the programme about 72 hours long. The programme was designed to give the participants the opportunity to participate in activities that focused mainly on communication skills. It also involved activities that were aimed at developing leadership skills. A specific reward system was designed to be an external motivator for participants during the programme.

3.6.1 Activities

All of the chosen activities fell under the category of communication and leadership skills. In other words, the activities were chosen with the aim of giving the participants the chance to practise communication and leadership skills, and then reflect on them. Therefore, most of the activities included an element of speaking, listening, or using body language. Some of these activities were designed for leadership purposes. These activities were chosen from an approved list of games and activities that the club suggested. The club had a system in place and the research had to be undertaken within its parameters. The following is a list of most of the activities in which the participants engaged. Every activity listed below is followed by an explanation of its purpose. The purpose of each activity was not shared with the participants but was used to guide the reflection conversation with the researcher. If the participants identified other benefits while reflecting, the conversation was allowed to continue, but was then redirected towards the purpose in mind.

Activities undertaken

1. **Reflective conversation:** This took place after almost every activity, and at the end of the day, too. The whole group gathered together and reflected on what they had learned from the previous activity.

Purpose: To enable the participants to practise the skill of looking back at an experience, analyse it, and learn from it. This conversation tied the activity to its main purpose, which was usually related to communication or leadership skills.

2. **Diwaniya:** The word “Diwaniya” is a Kuwaiti word that means a place where people gather and talk. Almost every house has a Diwaniya. It is part of the culture. There was a room that was designed to look like a Diwaniya. The participants would sit there, and the researcher would speak for 90 seconds only. Then, every participant had to be part of the conversation and spoke for at least 30 seconds, but no more than a minute.

Purpose: To enable everyone to find their voice and speak. This activity required every participant to listen carefully, which is an important skill, because they had to build on the previous points made by the other participants.

3. **Broken phone:** Participants had to stand in one line facing forward. The researcher approached the last participant at the back and asked him to turn around. Then, the researcher acted something out, for example, fear or sadness. The participant would then turn around, ask the participant in front of him to turn and face him, and then act what he had understood. Each participant acted what they understood to the one standing in front of them. At the end, the last participant said out loud what he understood.

Purpose: The goal was to show them the difficulty of body language and where they stand in terms of their ability to understand and use it.

4. **Penalty for cheering:** When playing football, teammates who motivated and cheered their teammates more than others were awarded a penalty kick at the end of the game.

Purpose: The purpose here was to promote the use of verbal communication to encourage each other. When the participants reflected on the activity, they shared how the mutual support helped them perform better. Although some said it added pressure and had a negative effect.

5. **Silent football:** This was another modification to football games. The participants had to play football silently. Any word heard would result in a penalty kick for the other team.

Purpose: To notice how verbal communication influences their performance.

6. **Freezing whistle:** Whenever the participants heard a whistle they had to freeze, no matter what game they were playing.
Purpose: To keep them alert and listening for the whistle or any instructions at any time. When the participants reflected on the activity, the researcher explained that this activity would help them to learn how to pay attention and listen carefully.
7. **The right question:** In this activity, the researcher would whisper one word to a player. To ascertain this word, his teammates had to ask him questions. He could only say yes or no. The first team to identify the word won.
Purpose: The goal was to give the participants the opportunity to listen, think, and ask the right questions. It was about the importance of asking the right questions in life.
8. **Act and tag:** The researcher also whispered to a player in this activity, giving him one word. Then, he had to act it out without speaking to his team. If they identified the word correctly, the player would run around the playground, and come back to tag his teammates. The first team to finish lapping the field won.
Purpose: The purpose was to give the participants the opportunity to use body language and understand body language under pressure.
9. **Story building:** The first player in the team started creating a story. He said the first sentence, then the player next to him continued building on it by saying the next sentence. The game was played for three minutes.
Purpose: The purpose of this activity was to help the participants to use their imagination and learn to speak on their feet. They also practised listening because they had to build on the last sentence.
10. **Listen, don't look:** The researcher told the participants to follow what he was saying, not what he was doing with his hands. This is a traditional game that has four phrases, and every phrase has a specific hand gesture. In this game, the researcher would say the phrase and perform the wrong gesture. Some participants made the mistake of following the hand gestures and not the phrases.

Purpose: The purpose of this exercise was to show the power of body language. When the participants were reflecting, they noticed that they had a hard time following what was being said, and their focus was on the hand gestures.

11. **Summarising lectures:** A daily short lecture about 15 minutes in length was given to the whole club. The participants had to summarise three things they had learned from the lecture.

Purpose: The purpose of this activity was to give the participants the opportunity to practise listening carefully and extracting important ideas from every lecture.

12. **Big mouth:** In this activity, the player had to speak in front of the class with a device in his mouth, which stretched his mouth open wide, similar to those used by dentists.

Purpose: The purpose of this activity was to show the importance of body language. The player had to resort to hand gestures to clarify what he was saying because he could not pronounce many of the words.

13. **Acting a play:** In this activity, every participant had to devise a five-minute play.

Purpose: The participants were graded on their acting (body language), the importance of the message/topic, and their seriousness. It was difficult for them not to laugh while acting, therefore, seriousness was added to the scoring criteria to ensure they took the activity more seriously.

14. **Individual acting:** A player had to stand in front of everyone and say the same sentence in three different ways – as if he was happy, sad, and nervous.

Purpose: This activity was to give the participants a chance to practise their body language skills, and to show how body language can change the portrayed message even if the same words were being said.

15. **Speaking publicly:** Every participant had to stand up and speak for a full minute. They had the choice of topic.

Purpose: This activity gave the participants a chance to speak in front of others and gave the researcher the opportunity to give individual feedback about how to improve speaking skills for the next time.

16. **Choosing the leader:** Every team had to sit together and choose its leader. The team that communicated well in the process of choosing the leader were awarded more points. Also, the team that finished first received more points.

Purpose: To give the participants the opportunity to work as a team and use communication skills properly while being under pressure.

17. **The captain:** In every activity, a team captain was chosen. The better he performed as a leader the more points he was awarded. When reflecting, captains had a chance to listen to constructive criticism and if they handled it properly, they would be awarded more points too.

Purpose: To give the participants the chance to take a leadership role. They had to take feedback, learn from it, and not take it personally if they were criticised.

3.6.2 Reward system

In this programme, the researcher used points, levels, badges, and rewards. The idea of using game characteristics in education is called gamification. “Gamification is defined as the use of game mechanics, dynamics, and frameworks to promote desired behaviors” (Lee & Hammer, 2011, p. 1). Therefore, this reward system was built on the basis of gamification. It was also based on other studies that used badges, stars, and leaderboards as an incentive system (Davis, Lang, 2012).

As shown in figure 6 below, specific actions were rewarded with points. When a participant obtained sufficient points he achieved a new level, and every level was rewarded with a special badge. The researcher used badges from a mobile app called “PUBG”. This was a familiar game that most if not all the participants knew and had played at some point. In PUBG, there are levels, and every level has a badge. The badges for each level are depicted in figure 6.



Figure 6: Badges per level from PUBG

Every badge was worth 200 points. At the beginning of every day, the researcher announced the total points of every participant and then distributed the new badges. He also created special badges for special occasions, as depicted below in figure 7.



Figure 7: From left to right: Conscious Listener, Brilliant Speaker, Honest Speaker, Brilliant Persuader

The special badges were given when a participant did any of the following:

- A. **Conscious Listener:** This was given to someone who was a good listener and allowed others to speak without interruption.
- B. **Brilliant Speaker:** This was given to someone who spoke well in front of others. Usually, the participant who used body language, eye contact, and effective tone of voice was awarded the badge.
- C. **Honest Speaker:** This was given to someone who spoke his mind freely and respectfully.
- D. **Brilliant Persuader:** This was given to someone who argued their point of view in a persuasive way. It was usually given to a participant who was able to change the researcher's mind.

The most common actions and behaviours that were rewarded with points are stated below:

- A. **Eye contact (50 points):** Eye contact was rewarded when a participant maintained it while greeting the researcher, and if he used eye contact while speaking in front of others.

- B. **Persuasion (50 points):** Whenever a participant had made a good attempt at persuading anyone, especially the researcher.
- C. **Cheering/motivation (50 points):** This was given to individuals and groups that uplifted and motivated each other.
- D. **Speaking in front of others (50 points):** This was given to any participant who spoke in front of the class.
- E. **Speaking on spot (70 points):** This was given to any participant who stood and spoke in front of others without previous preparation.
- F. **Reflection (50 points):** This was given to any participant who participated in reflective feedback after the activities.
- G. **Thanks please sorry (50 points):** This was given to any participant who was polite and used the words “thanks, please, and sorry” on regular basis.
- H. **Polite advice (50 points):** This was given to any participant who gave some advice to his colleagues in a polite and respectful manner.
- I. **Body language (50 points):** This was given to participants who used body language effectively when speaking to a group, or when acting.
- J. **Good leadership (50 points):** This was given to any participant who took the captain role seriously, made good decisions, and was fair with his teammates.

3.7 Data collection

Most of the data was collected through pre-programme and post-programme questionnaires, and interviews. Observation of the participants via videos was also undertaken. Each of these methods are discussed below.

3.7.1 Quantitative methods

3.7.1.1 The questionnaire

The researcher conducted a pre-programme and post-programme questionnaire. The purpose of using a questionnaire in this research was to benefit from the advantages of such a design. A questionnaire enables a researcher to generalise from a sample population. “The purpose of the questionnaire is to produce statistics, that is, quantitative or numerical descriptions about some aspects of the study population” (Fowler Jr, 2013, p. 13). Some of the advantages of using a

questionnaire are that it can be cost-effective, easy to administer, and can reach a large number of respondents. However, when conducting a questionnaire, it is important to keep in mind the disadvantages that come with it. For instance, in some cases, the questions can be written in a manner that forces the participant to choose between a limited number of options that do not accurately describe their stance. However, if used properly, a questionnaire design can be beneficial in many ways for the researcher.

The questionnaire explored the ideas and beliefs that students had about themselves before and after the programme. It was designed to measure the self-efficacy levels of the students in relation to their communication skills, such as the ability to express emotions, negotiate, and speak up in front of a crowd. The questionnaire also explored participants' self-efficacy in relation to their leadership abilities.

The questionnaire was divided into four sections. The first section contained three qualitative questions that are addressed later. The second, third, and fourth sections focused on communication skills, leadership skills, and confidence. The communication scale was a combination of statements from two different scales (Barkman & Machtmes, 2002; Ombuds Office). The researcher also added three questions at the end of the communication scale. The participants had to choose a number from 0 to 4, with 0 referring to "never", and 4 to "always". Out of the 21 statements in the communication scale, 15 were derived from the Barkman and Machtmes' (2002) scale, three from the Ombuds Office scale, and the final three were devised by the researcher.

The second section of the questionnaire used a leadership scale devised by Chi et al. (2006). The scale consisted of six statements that were related to leadership efficacy. "This construct was defined as demonstrating the attitudes and actions of taking leadership positions" (Chi, Jastrzab, & Melchior, 2006, p. 16). The scale included beliefs that showed if the participant believed he can be assertive, organise a team, and be action oriented. The third and last part of the questionnaire consisted of seven statements. This addressed situations where a participant would need confidence to deal with them. For instance, one of the statements was, "Say no to someone who is asking me to do something I don't want to do". The participant had to choose a rating between 1 and 10, with 1 referring to "least like me", and 10 to "most like me". Out of

these seven statements, five were derived from a scale by Fuller (2018), which was used for a study undertaken at Reading Girls' School. The last two statements were added by the researcher.

A pilot questionnaire was undertaken before the first questionnaire. The pilot questionnaire was first translated from English to Arabic, and then checked by a professional translator. The pilot questionnaire took place a week before the start of the programme and was taken by a different class of students. The rationale being that the researcher did not want the participants to be exposed to the full questionnaire. Therefore, the pilot was tested by other students of the same age. After the pilot questionnaire was undertaken, two statements from the communication scale were eliminated as well as two statements from the confidence scale. These were removed because the participants experienced difficulty understanding them. For instance, one of the eliminated statements was, "I recognise when two people are trying to say the same thing, but in different ways" (Barkman & Machtmes, 2002). The participants were confused and did not understand the statement even though it was explained several times.

3.7.2 Qualitative methods

3.7.2.1 *The questionnaire*

The first section of the questionnaire consisted of three open-ended questions, as follows:

- 1- What are effective communication skills? What are the things that a person does to be a good communicator?
- 2- What are the characteristics of a good leader? What does a leader do?
- 3- Do you feel confident in yourself? Why?

After the pilot questionnaire was completed, the researcher decided to place these questions in the first section of the questionnaire instead of the last section. The idea was to ascertain participants' responses to these questions, before reading the three other sections. The three other sections contained many statements that addressed communication and leadership skills. The researcher wanted to discover what they knew before they were able to obtain any clues from the other sections.

The first and second question explored their knowledge about communication and leadership skills. The idea of this was to see if these answers changed after the programme. The third question was about confidence. The researcher did not specify what they should have confidence in. This question was framed to see what the participants perceived as confidence. For instance, some said they were confident because they were good football players.

3.7.2.2 Video observation

The researcher used observation as a tool to explore the students' development from his perspective. Again, every tool used in research has its advantages and disadvantages. The researcher had the opportunity to record videos of the participants during the programme. The purpose was to observe behaviours that the participants may have been uncomfortable discussing (Creswell J. , 2009). On the other hand, it was difficult to record a video of the programme while running the class as the coach. Therefore, the video coverage was random and undertaken whenever there was a chance to record. An assistant coach helped with video recording sometimes, but he was not there all the time and had to be instructed about what to record and what not to record. Also, another problem was deciding what to record and what not to record. It was impossible to have the camera on for the entirety of the programme; it would have been difficult and time-consuming to observe all the videos later. The researcher also did not want to have the camera on all the time because "some participants may also feel uncomfortable if being observed, and the researcher may be found intrusive" (Creswell J. , 2009). On completion of the programme there were more than 132 videos.

The observations focused mainly on video recordings that took place during the programme. There was no specific schedule or plan to record any specific moments. It is the researcher's belief that deciding what to record ahead of time would lead the observer to notice only the things that he was looking for and therefore miss other important moments. Consequently, recording of the videos was random for the most part, covering many of the games played and the reactions of the participants during the rewarding moments when giving the points and badges.

3.7.2.3 Interviews

The last method used in this research was the interview. The reason for choosing an interview as a research method was because interviews can help in understanding and exploring the behaviour, opinions, and experiences of the research subjects. “The individual in-depth interview allows the interviewer to delve deeply into social and personal matters” (DiCicco-Bloom & Crabtree, 2006, p. 314). Interviews can be structured, unstructured, or semi-structured.

According to Holloway and Wheeler (2010), semi-structured interviews are the most common type of interviews used in qualitative research. The importance of using interviews derives from their ability to generate deeply contextual answers about the participant’s interpretation of their experiences (Schultze & Avital, 2011). “Questions in qualitative studies are open-ended that cover different topics including demographics, feelings, knowledge, opinions, experiences, etc.” (Doody & Noonan, 2013, p. 3).

The interview in this research was a semi-structured interview, which gave the researcher the flexibility to follow-up with new questions during the interview. The interviewer was free to add questions to clarify the participants’ points in addition to the pre-determined questions (Taherdoost, 2022). This was chosen as the preferred method because the researcher was interviewing children and, therefore, semi-structured interviews allowed the researcher to clarify the questions for them in case they did not understand. Moreover, the researcher could follow-up with different questions based on which student was being interviewed. Participants were observed during the programme and each one of them experienced the programme differently. Therefore, a semi-structured interview gave the researcher space and time to ask more questions to capture the experience of each participant on a deeper level.

The interviews were scheduled to take place at the end of the programme. The reason for this timing was to give the researcher the ability to clarify any of the participants’ answers in the post-programme questionnaire. There were 14 interviews in total; only one participant was not interviewed because he was absent on the day, which was the last day of the programme. The initial idea was to explore the participants’ feelings and ideas about their communication and leadership skills. However, as the programme came to an end, and by the time the interviews took place, the researcher decided to ask them about the reward system. The researcher viewed

motivation as a topic worthy of exploration. This was not covered in the questionnaires in sufficient depth. The questions were chosen to shed light on a significant part of the programme, which was the reward system. The purpose was to ask direct questions about how the participants had experienced the reward system. The questions were prepared in advance but were only used as a guide. The following were the key interview questions:

- 1- Do you feel that the badges and scores motivated or demotivated you to participate in the tasks and game?
- 2- Do you prefer the normal school way of teaching or the gamified way that we did in the last two months? Why?
- 3- Why do you think I used this scoring system and badges?
- 4- Did you like the idea of badges?
- 5- Did you at any point feel that the badges put more pressure on you? Do you feel bothered if someone received more badges than you?
- 6- How can communication skills benefit us in our daily lives?
- 7- Is there a moment you think you will remember for a long time? A moment that touched you in some way?
- 8- What didn't you like about the gamification programme?

As discussed above, the focus of the interviews was not so much on the participants' communication and leadership skills but on the reward system and its effects. In hindsight, perhaps the researcher should have included more questions to explore their self-efficacy regarding their leadership and communication skills. Even though the questions were not the optimal choices, they did show the participants' views towards the rewards system.

3.8 Data analysis

The structure of the data analysis section weaves together the quantitative and qualitative results. It is divided into two main parts. The first part analyses the data in general, and the

second part examines certain individuals. Subsequently, the qualitative results are used to help understand the quantitative scores.

3.8.1 General analysis

This section examines the total scores of the whole group in the communication scale, then their total scores in the leadership scale, and lastly the confidence scale. Then, it analyses the results of specific statements from the three scales. In other words, the researcher has looked at the results of every statement in the scale and compared the average score of every statement in the pre-programme and post-programme questionnaires. The difference between the two averages of every statement was calculated, then the statements were ranked from the highest to the lowest difference. For example, after showing the total score of the whole group in the communication section, the statements that showed a positive difference were separated from the statements that showed a negative difference. Furthermore, statement 1 in the communication scale had a 0.4-point difference between the pre-programme and post-programme questionnaires. The average score of that statement was 2.87 in the pre-programme questionnaire and 3.27 in the post-programme questionnaire, which means that the average increased by 0.4. The same process was performed for the leadership and confidence scales. This identified the statements that showed the highest increase and the highest decrease in all the scales. It provided an indication of what to look at in all of these results.

The analysis method for the quantitative data was descriptive analysis using the Statistical Package for the Social Sciences programme (SPSS). The quantitative responses from the questionnaires were changed to numbers first. For example, the answer “rarely” was scored as 1 and “often” was scored as 3. From there it was a matter of running the descriptive analysis using SPSS. On the other hand, interviews generated qualitative data and were analysed by thematic analysis. Therefore, the researcher looked at patterns of meaning in the data set. The analysis involved identifying key themes like communication, leadership, confidence, and motivation. These themes were repeated throughout the transcribed data from the interviews. Thematic analysis was chosen as an approach because the researcher was interested in exploring participants’ experience of the programme.

3.8.2 Making sense of the individuals

The second part of the analysis was a specific process that looked at the results of the individuals rather than the whole group. The first step was to decide whether to analyse the data of every participant, or to choose several example participants. The researcher chose to focus on six out of the 15 participants. The reasoning was that focusing on six participants would allow the researcher to look closely at their data and provide deeper and better analysis. For instance, it would take a long time to focus on all of the participants at the same time while observing a video. Therefore, it was necessary to focus on one participant at a time.

The researcher then had to decide who to choose out of the 15 participants. The decision was to choose the participants who showed the highest and lowest score difference in the communication scale. For instance, participant number five had the highest difference in score in the communication scale; he increased by 13 points in this scale. He scored 44 points in the pre-programme questionnaire, and 57 points in the post-programme questionnaire. This was the highest positive difference of any participant. The next two chosen participants had the second and third highest positive difference in the communication scale.

On the other hand, the other three chosen participants had the biggest negative difference in the communication scale. Participant 10 lost 16 points between the pre-programme and post-programme questionnaires. He scored 67 points in the pre-programme questionnaire and ended with 51 points in the post-programme questionnaire. The next two chosen participants had the second and third highest negative difference in the communication scale.

Whilst the researcher chose these six participants based on their scores in the communication scale, he also continued to analyse the same participants' performance in the leadership and confidence scales. The researcher could have chosen the participants who had the highest positive and negative differences in the leadership scale. However, since communication skills were the main focus of this research and communication had the longest scale, it was considered best to continue analysing the same participants. This helped the researcher to understand the bigger picture and enabled him to see the development of the same participants' scores and answers in all of the different sections of the questionnaire.

The three qualitative questions from the questionnaire and interview were used to explain the quantitative results. The participants' written answers from the questionnaire were translated word-for-word. Their interviews were also transcribed and translated verbatim. This process produced a transcript that included questions and answers from the six participants. To analyse their answers, it was necessary to print the transcripts and go through them to gain a general sense of the data. Then, they were re-read and the researcher started highlighting and coding the key points using a three-column table. The codes were noted in the right-hand column, the transcripts in the centre column, and the left-hand column recorded what theme these codes fell into. See the transcripts in section 7.4 in the Appendices. As the interview focused on the reward system and its benefits, the main themes that most of the codes fell under were "reward system" or "gamification". This resulted in adding a section about motivation in the discussion chapter.

Although the researcher was concerned about time constraints and the extensive time it would take to analyse the videos, he nevertheless chose to go through them all. To benefit from these videos, it was necessary to go through them all at least twice. The first time the researcher watched the videos he noted down a couple of words describing each video. These descriptions are provided in section 7.5 in the Appendices. In the later stages of analysing the quantitative data, the researcher referred to the videos for greater insight. Although there is still more content that could be extracted from the videos, some of the observations have been used. The videos required a great deal of time to be observed closely. Choosing to look at only six participants enabled the researcher to focus on these specific participants. Otherwise, it would have been nearly impossible to watch the 132 videos 15 times to look at the 15 participants individually.

3.9 Ethical issues

In order to proceed with the implementation of the programme and data collection, the researcher followed ethical procedures and utilised the ethical approval form provided by the University of Reading. This form covered most of the ethical issues that a researcher has to consider. Once completed, the form was submitted for ethical approval from the Institute of Education's ethics committee. One of the main requirements was to provide information to and consent letters from all of the parties included in the research. These letters were shared with

the club's management, the parents, and the participants. Every party had to agree and sign these forms. See sections 7.6-7.8 in the Appendices.

Most of the parents agreed for their children to join the research. Only two parents refused to approve their children's participation in the research. After obtaining approval and consent from the club's management and the parents, the last step was to explain the process to the participants. The topic of the research was written in simplified terms for the participants, printed, and explained. They were asked for consent, and all of them agreed and signed. Four out of the 15 participants did not agree to be recorded while being interviewed; however, they agreed for the interview to be transcribed instead.

One of the ethical issues that the researcher sought to avoid was related to the fact that he had taught some of these students years ago. This could have been potentially an issue regarding the effects of power relationship on the data obtained from the participants. However, it was made clear that if any of them felt uncomfortable they could just say no or even withdraw without consequences. In addition, they were told that even if they did not participate in the research, they would still be part of the group, would benefit from the rewards and could play with the group. The participants that did not accept to participate in the questionnaire and interview enjoyed the activities too. These were examples of the researcher's attempts not to force anything on the participants. There was one participant who was unsure. He was told to think about it overnight and when he came back the next day, he agreed to join the research. In addition to that, the coach was no longer part of this club as he was working in a different place. Therefore, participants understood that their results will have no implications on their experience in that club.

All of the participants agreed to be part of the videos; however, four of them decided that they did not want to be recorded during the interviews. Therefore, their answers during the interview were written down. Moreover, to avoid the power relationship effects, the researcher held the interviews after the students received their final grades, badges, and rewards. Therefore, they were not worried about whether their interview responses will affect their points and badges. Also, during the whole programme, only one participant asked the researcher not to record his performance in one of the activities, and this request was respected.

Another critical ethical issue was the confidentiality of the data. The researcher ensured that data would always be confidential. To fulfil this promise, all the questionnaire papers were either in a secure place or in the researcher's possession at all times. He also made sure that the videos of the activities and voice notes from the interviews were on an external hard drive that was either in a secure place or in his possession. The papers and hard drives were always on the researcher's person when travelling between Kuwait and the UK.

According to the previous point, the bias issue was not a problem because there was no influence of power relationships. To avoid biases, the researcher did not form any hypotheses and was expecting a variety of outcomes. The researcher also would not benefit in any from the results because he already has established a career that is independent from this research. In other words, the researcher is exploring the effects of the programme rather than trying to prove a point.

During the interview, the researcher made sure that the participants felt that it is a confidential and safe environment. During the programme, the researcher established a relationship with the participants which encouraged them to speak up their mind and be rewarded for their courage. This helped during the interview to let them feel more comfortable. These procedures were helpful to obtain the most valid data from the interviewees. Moreover, the researcher used a professional translator to translate the questionnaire and interview. He then double checked on the questions to ensure that its valid and the meaning of the question is exactly like the English version.

Almost all the quantitative questions in the questionnaire came from previous studies that used these scales before. The questionnaire was then reviewed by Professor Carol Fuller, Dr Maria Danos, and other professors to ensure highest level of validity. In addition to that, the researcher conducted a Cronbach's Alpha test to check if the questionnaire used was internally reliable. This is also discussed in the results chapter.

3.10 Limitations

As with all other studies, there are some of limitations. One of the limitations of this study was the sample size. With the limited resources available, the research was undertaken with a group

of only 18 students. The researcher did not get approval from two students' parents, and the last student did not attend at all. Therefore, generalising the findings from 15 participants to a larger population is not possible. Also, the research sample involved boys only due to the rules of the club. This is another limitation. More research should be done to include a larger sample of boys and girls.

Moreover, the methods used in this research did not have sufficient financial resources. For instance, observation of the participants could have been better if the researcher had not been teaching the class and recording the videos at the same time. If someone else had taught the class, and another person recorded the videos, the researcher would have had time to write field notes. Unfortunately, there was no coach or teacher available to fill the position and hiring a videographer for four months was too expensive.

Furthermore, another of the limitations of this research is the length of the interviews. The interviews took place on the last day of the programme. The participants were interviewed one by one during one of the activities. Some of the participants did not want to miss the activity. Therefore, this could be one of the reasons why the interviews were short. The researcher expected to obtain more data from the questions because they were easy and related to the participants' experience. However, some of the participants did not elaborate on any of their answers, and some did only a little. The researcher had expected to obtain considerable information from the interviews but was left with short answers from almost all of the participants.

It is also important to consider the Hawthorne effect. "The term Hawthorne effect is mostly used to refer to the behavior-modifying effects of being the subject of social investigation, regardless of the context of the investigation" (Wickström & Bendix, 2000, p. 363). The quantitative results could have reflected what the participants thought the researcher wanted them to answer. The interview answers could also have been influenced by the fact that it was the researcher conducting the interview. In addition to that, the interview was not piloted due to the lack of time. The questions of the interview could have been adjusted or the researcher could have added more questions if he had a pilot interview.

Although the scales in the questionnaires were designed for this age group, some of the statements were quite difficult for them to understand. Although a pilot questionnaire was performed, and as a result some statements were eliminated, several more statements could have been removed. Nevertheless, the researcher took time explaining every statement. However, there still might be someone who answered a question without comprehending its meaning.

Last but not least, although stated previously that bias was not an issue for this research, it is still possible that it affected the results. For instance, maybe the researcher unconsciously pointed the camera to record the things that he wanted to be part of the observations, or perhaps he chose to record the moments that he wanted to include in the results. Despite this possibility, the researcher believes he tried to avoid bias as much as possible, but this not something that can be controlled completely given the several roles performed.

Chapter 4 Results

4.1 Introduction

This chapter presents the research results from the questionnaire, interviews, and observations and videos. It is organised as follows. Firstly, this introduction reiterates the research questions and aims. It also briefly describes the data collection tools used in this research. The second, third, and fourth sections address the three main themes of this research which are: communication skills, leadership skills, and confidence. These themes stem from the research questions. The fifth section is the conclusion that summarises the findings.

The quantitative data analysed in this chapter came from the questionnaire that was distributed before and after the programme. It explored the ideas and beliefs that students had about themselves before and after the programme. The questionnaire was designed to measure the self-efficacy levels of students in relation to their communication skills, for example, the ability to express emotions, negotiate, and speak up in front of a crowd. It also explored participants' self-efficacy in relation to their leadership abilities and their confidence in performing tasks that require confidence. The questionnaire comprised four sections. The first section had three qualitative questions. The second, third, and fourth sections focused on communication skills, leadership skills, and confidence.

This research is an explanatory sequential mixed-methods study. The main method adopted was quantitative with some qualitative methods also used to help explain the findings. Therefore, the qualitative data were used in light of the quantitative data. The qualitative data analysed in this chapter came from the first section of the questionnaire, from the interviews, and from the observation of videos. They were used to explain the results of the individuals.

The results in every section are presented in a way that compares the pre-programme questionnaire scale scores (pre-test) to the post-programme scale (post-test) scores. The first questionnaire took place before the programme began, and the second questionnaire took place after the programme ended. The results in every section start from a general perspective that addresses the scores of the whole cohort moving to a more specific perspective that addresses the scores of individual participants. In the general part of the analysis, the scores of the whole cohort (15 participants) are addressed based on a specific scale. This is followed by an analysis of

the results of the whole cohort for each statement of that scale. This section analyses the statements that showed an improvement in score, and the statements that showed a decrease in score. This step shows which of the participants' beliefs in their ability to perform specific skills had improved and which had not. The next step is the specific approach. When focusing on the individuals, the analysis addresses their score in the scale. It then identifies which beliefs changed the most. In other words, which statements showed the most improvement and which decreased the most. At this point, the qualitative data were used to add some context to some of the quantitative data presented.

This research sought to achieve several aims. The first was to understand how communication skills can be developed through game playing. The second aim was to raise the awareness of the participants in the areas of communication and leadership. The third aim was to explore the possibility of improving students' confidence levels through participating in communication and leadership activities. Therefore, the research questions were:

Main research question:

Do communication skills appear to develop through communication activities and, if yes, how?

Sub-questions:

1. What are effective communication skills and what are the things that a person does to be a good communicator – from the participants' perspectives?
2. What are the characteristics of a good leader and what does a leader do – from the participants' perspectives?
3. What is confidence from the participants' perspective? Are they confident in themselves?

4.2 Communication

This section addresses the main research question: "Do communication skills appear to develop through communication activities and, if yes, how?" It also addresses the first sub-question of this research: "What are effective communication skills and what are the things that a person does to be a good communicator – from participants' perspectives?"

4.2.1 General scores of the whole cohort

The questionnaire focused on the beliefs participants had in their communication abilities. It offered insight on four main aspects of communication. Firstly, the “awareness of styles of communication”, to ascertain whether the participants’ awareness increased or decreased after the programme. Secondly, it addressed aspects of empathising with others. Thirdly, it addressed the willingness to communicate essential information. Lastly, it explored the awareness of body language.

The majority of statements in the communication scale were taken from the Barkman and Machtmes (2002) scale. Some statements were taken from another source (The Ombuds Office). Lastly, three statements were written and added to the communication scale by the researcher. To check the reliability of the scale, the Cronbach Alpha value was calculated for the pre-test and post-test communication scale using the Statistical Package for the Social Sciences program (SPSS). The Cronbach Alpha value was 0.676 in the pre-test and 0.699 in the post-test. The value was above 0.6, which means it was acceptable and moderate, since it was between 0.6 and 0.8. Table 3 shows the values from SPSS.

Reliability Statistics		Reliability Statistics	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.676	21	.699	21

Table 3 The Cronbach Alpha value for the communication scale from the pre-test and post-test questionnaires

The next step was to choose the correct statistical test to use for this research’s data. Since this questionnaire had paired measurements, where the scores from the pre-test and post-test were measured for the same participants, the most suitable test for this data set was the paired *t*-test. The reason for the choice of running a paired *t*-test rather than an unpaired *t*-test was because paired *t*-tests compute the mean of the differences between the pairs. Also, the reason for choosing to use a paired *t*-test rather than a Wilcoxon test was because the data was normally distributed. The tests of normality for the pre- and post-tests are set out below:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Communication_Pretest	.171	15	.200*	.927	15	.247
Communication_Posttest	.117	15	.200*	.960	15	.691

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 4 Tests of normality for the pre-test and post-test data sets of the communication scale

As per table 4 above, both p values are above 0.05, which means both results are normally distributed. Therefore, the next step was to check the paired *t*-test.

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Communication_Pretest - Communication_Posttest	1.667	7.306	1.886	-2.379	5.713	.883	14	.392

Table 5 Paired samples test for the data from the communication scale

As shown above in table 5, the probability that the difference in means occurred due to chance is 39.2%. This means that there is no statistical evidence that the programme was the factor that impacted the results. The null hypothesis that the difference in means was zero cannot be rejected.

Table 6 below shows the total score of every participant in the communication scale. From the total of scores before and after the programme, it is apparent that the total score of the whole cohort decreased. The total possible points if everyone achieved full marks would be 1,260 points. Taking that into consideration, this means that the total score dropped 1.4%.

ID	Pre-test Total	Post-test Total
P1	65	60
P2	69	68
P3	61	54
P4	52	46
P5	44	57
P6	68	64
P7	54	56
P8	54	58
P9	49	58
P10	67	51
P11	66	64
P12	47	40
P13	52	48
P14	70	64
P15	59	68
Total of All	873	856

Table 6 Total scores of the 15 participants in the communication scale

Out of the whole cohort, 66% (n=10) of the participants had a decrease in their communication scale scores, and 33.3% (n=5) had an increase. The next step was to examine each statement separately and look for any significant changes. Table 7 below shows the statements that showed an increase in score in the post-test. These statements have been arranged from the greatest increase from the pre-test to the smallest increase. The table also shows the most selected answers, the difference in total score points between the pre-test and post-test scores, and goes further to show the difference in means between the pre-test and post-test scores of each statement.

	Statement	The most selected response (pre-test)	The most selected response (post-test)	Difference between pre-test and post-test scores	Mean of post-test score <u>increased</u> by
1	I use my tone of voice to reinforce what I am trying to say.	Sometimes 40 % n=6	Often 46.7% n=7	+6	0.40
2	I don't hear everything a person is saying, because I am thinking about what I want to say. *	Often 46.7% n=7	3-Often 53.3% n=8	+6	0.33
7	I use my own experiences to let my friends know that I understand what they are going through.	Often 33.3 % n=5	Always 33.3% n=5	+5	0.33
3	When talking to someone, I try to maintain eye contact.	Always 33.3% n=5	Often 40% n=6	+3	0.20
4	I interrupt other people to say what I want to say before I forget it. *	Always 40% n=6	Often 66.7% n=10	+3	0.20
12	I use body language to help reinforce what I want to say.	Often 33.3% n=5	Always 40% n=6	+3	0.20
19	Motivate my teammates towards a specific goal.	Always 40% n=6	Often 53.3% n=8	+3	0.20
14	I rephrase what another person said, to make sure that I understood them.	Often 40% n=6	Sometimes 40% n=6	+2	0.13
10	I find it easy to get my point across.	Sometimes 33.3% n=5	Sometimes 46.7% n=7	+1	0.08
8	I try to see the other person's point of view.	Always 53.3 % n=8	Always 53.3% n=8	+1	0.07
15	When someone gets mad, I change my tone of voice to help calm them down.	Sometimes 33.3% n=5 Often 33.3% n=5	Often 53.3 % n=8	+1	0.07
20	Convince and persuade someone to believe in my point of view.	2-Sometimes 53.3 % n=8	Often 46.7 % n=7	+1	0.07

Table 7 The statements that showed an increase in the post-test

The statements with an asterisk were scored reversely. If a student chose 1, it was recorded as 3. The highest positive difference appears in statements 1 and 2. In statement 1, the participants' belief in their ability to use their tone of voice to reinforce what they want to say increased. The total score for statement 1 increased by six points. The most repeated answer in the pre-test was "sometimes" and in the post-test it became "often". Statement 2 was scored reversely; a score of 1 out of 4 was counted as a score of 3 out of 4. Participants' belief in their ability to hear everything a person is saying also increased by six points. The most repeated answer in the pre-test was "often" and in the post-test it was also "often". Moreover, according to statement 7, participants' belief in their ability to use their own experiences to empathise with their friends also increased by five points. The most repeated answer in the pre-test was "often" and in the post-test it became "always".

The score of statements 3, 4, 12, and 19 all increased by three points in the post-test. In statement 3, the most repeated answer in the pre-test was "always" and in the post-test it was "often". Even though the score went from "always" to "often", the total score of the statement still increased and participants' levels of belief in their ability to maintain eye contact while speaking with someone appears to have increased. Statement 4 was scored reversely, so, the participants believed that they could wait and not interrupt other people to say something. In statement 12, the most selected answer was "often" in the pre-test, and it changed to "always" in the post-test. The participants appeared to believe that their ability to use body language to reinforce what they want to say increased, too. According to statement 19, they also believed that they could motivate their teammates towards a specific goal more than before the programme. Although the most selected answer in the pre-test for the statement went from "always" to "often", the total score increased by one and the mean in the post-test increased by 0.20.

Lastly, statements 14, 10, 8, 15, and 20 increased slightly, too. The total score of participants' belief in their ability to get their point across increased by one point. In statement 14, the most selected answer was "often" in the pre-test, and it changed to "sometimes" in the post-test but the overall score and mean increased. The participants' belief in their ability to rephrase whatever someone is saying to show their understanding increased. In statement 10,

although the most selected answer between the pre-test and post-test was still “sometimes”, the overall score increased by one and the mean increased by 0.08. Moreover, in statement 8 their belief that they can see other people’s point of view more than before also increased. The most selected answer in statement 8 stayed the same (always) but the overall score and mean increased. In addition, in statement 15, participants appear to believe that they can calm people down using their tone of voice more than before. The most selected answers for statement 15 was “often” and “sometimes” in the pre-test, and it changed to “often” in the post-test. Lastly, in statement 20 , the participants’ belief in convincing and persuading people slightly increased, too. The most selected answer was “sometimes” in the pre-test, and it changed to “often” in the post-test but the overall score and mean increased.

Table 8 below shows the statements that showed a decrease in the participants’ post-test scores. It shows the most selected answers, the difference in total score points between the pre-test and post-test, and goes further to show the difference in means between the pre-test and post-test scores of each statement.

#	Statement	The most selected response (pre-test)	The most selected response (post-test)	Difference between pre-test and post-test scores	Mean of post-test score <u>decreased</u> by
16	When someone makes me angry, I deal with them while still angry.*	Often 40% n=6	Never 33.3% n=5	-20	-1.33
18	When I'm locked in an argument with someone, I view them as an opponent, and I think in terms of win/lose.*	Always 40% n=6	Always 26.7% n=4	-11	-0.73
11	I organise thoughts in my head before speaking.	Always 60 % n=9	Often 40% n=6	-7	-0.68
13	I make sure I understand what another person is saying before I respond.	Often 46.7 % n=7 Always 46.7 % n=7	Often 33.3% n=5 Always 33.3% n=5	-8	-0.53
5	I try to watch other people's body language to help me understand what they are trying to say.	Always 40% n=6	Often 46.7% n=7	-4	-0.27
17	When someone gives me instructions and asks, "do you understand," I say "yes" even if I'm not entirely sure.*	Rarely 26.7 % n=4 Always 26.7% n=4	Often 40 % n=6	-4	-0.27
9	I change the way I talk to someone based on my relationship with them (i.e., friend, parent, teacher, etc.).	Always 66.7 % n=10	Always 46.7% n=7	-3	-0.20

21	Can express my opinion regardless of the different environment (e.g., home, classroom, gathering).	Often 33.3% n=5	Sometimes 46.7% n=7	-3	-0.20
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Table 8 The statements that showed a decrease in the post-test

When looking at the overall scores for communication in table 8, it might be assumed that there were more statements that decreased in their score than statements that increased in score. Nevertheless, according to the results, there were 12 statements with scores that increased after the programme, and nine statements with scores that decreased after the programme. However, the nine statements had a larger drop in score than the increase of the 12 statements. For instance, statement 16 dropped by 20 points, while the highest statement with a positive difference was statement 1 with only a six-point increase. Therefore, although the total scores of the 15 participants decreased, there were more statements that showed an increase than statements that showed a decrease. This led the researcher to consider focusing on the results of individuals separately to take a closer look at each participant.

When looking at the results that decreased after the programme, statement 16 had the biggest difference in score between all the different scores. Statement 16 was reversely scored. Participants' belief in their ability to calm themselves down before dealing with people who angered them decreased by 20 points. The extreme drop in the score for this statement is concerning because it alone could shift the total scores of the communication scale in the opposite direction. The total scores of the cohort in the pre-test communication scale was 873 and in the post-test it was 856. Therefore, this raises the question of whether there was any factor that influenced such scores. Was the statement written in a way that confused the participants? Such questions reinforce the importance of studying the results of every individual separately to obtain a holistic view of their progress.

Statement 18 was also reverse scored and the difference between the scores of the pre-test and post-test was also high. The score dropped by 11 points. This shows that the participants' belief in their ability to not view other people as opponents whilst arguing decreased. They think in terms of win or lose. In statement 11, the participants' belief in their ability to organise their

thoughts before speaking decreased. The most selected answer was “always” in the pre-test, and it changed to “often” in the post-test. Another statement that had a large difference in score was statement 13 – participants’ belief in their ability to understand people before responding, which decreased after the programme. The most selected answers were “often” and “sometimes” in the pre-test, and these remained unchanged in the post-test but the total score decreased. In statement 5, the score dropped by four points, which means that participants’ belief in their ability to watch other people’s body language and understand it decreased after the programme. The most selected answer was “always” in the pre-test, and it changed to “often” in the post-test. Another statement that dropped in score was statement 17, which was reverse scored. The participants’ belief in their ability to say that they did not understand something decreased after the programme.

The statements that showed the least drop in score are statements 9 and 21. In statement 9, the participants’ belief in their ability to change the way to talk to someone decreased by three points. The most selected answer was “always” in the pre-test, and it remained the same in the post-test. In statement 21, the participants’ belief in their ability to express their opinion in different environments decreased. The most selected answer was “often” in the pre-test, and it changed to “sometimes” in the post-test. It is important to note here that the best way to understand the above results is to shift the focus from general to specific. In other words, to examine each participant’s results individually.

4.2.2 Analysis of the results of individual participants

This section discusses the participants’ results individually. It explores the participants’ progress by looking at their quantitative and qualitative results. Out of the total 15 participants, six were chosen for the analysis in this section. This approach provided a deeper analysis for each individual. Although this was not a large sample, analysing each participant’s questionnaire, interview, and videos was a complicated task. By focusing on fewer participants, it was possible to analyse their qualitative data (questions, interviews, videos) whilst considering their quantitative data from the questionnaire.

The question that this section seeks to answer is: “Do communication skills appear to develop through communication activities and, if yes, how?” It also explores the participants’ understanding and awareness of the nature of communication skills. The participants were asked to answer the following question before and after the programme: “What are effective communication skills and what are the things that a person does to be a good communicator?” This was one of the sub-questions of this research. The participants’ answers to this question helped the researcher to understand if the activities that took place might have helped to make the participants more knowledgeable about what constitutes communication skills. The qualitative answers from the questionnaire and interviews should show their level of understanding about communication skills.

The six participants were not chosen randomly. They were chosen based on their scores in the communication scale. The three participants that showed the highest increase in scores, and three participants that showed the greatest decrease in scores were chosen for this section. For example, P5 increased 13 points between the first and last questionnaire. Their score went from 44/84 to 57/84. This was the highest increase of the 15 participants in relation to communication. Choosing the participants based on the highest increase or greatest drop in their scores helped to understand the possible reasons behind such increases or decreases in their scores.

The participants that showed the highest increase in the communication scale scores were P5, P9, and P15. The participants that showed the greatest decrease in scores were P10, P12, and P3. These participants did not necessarily have the higher and lower scores in the communication scale, but they have the highest difference between their pre- and post-test scores in the communication scale. The aim here was to find the biggest change in scores and try to understand why it happened.

For each participant, the statements that showed the highest increase or decrease were highlighted. There was a possibility that one answer was extreme and affected the total score. In addition to the questionnaire scores, data from their qualitative questions, interviews, and video observations – if available – were used to make sense of the questionnaire results. Hopefully, this highlighted the individual results and provided more context to understand the results.

It is important to note that in the communication scale, there were five statements that were scored reversely. These statements refer to negative behaviours. These were unwanted behaviours from a communication skill's point of view. Usually, a statement would refer to something positive. However, sometimes the opposite occurred. For instance, statement 14 stated, "When someone makes me angry, I deal with them while still angry". If a participant answered that statement with 4 "always", it would be recorded as 0 not 4. These statements were not written by the researcher; they were presented in the same format as in their original scales. Table 9 below shows an example of how reverse scoring is used.

		Never	Rarely	Sometimes	Often	Always
I don't hear everything a person is saying, because I am thinking about what I want to say.	The Participant's Answer	0	1	2	3	4
	Recorded as	4	3	2	1	0

Table 9 Example of how to reverse score some of the statements

As shown in table 9 above, if the participant chose 3 "often", it was recorded as 1. Hence, if they chose 0 "never", that means that they do hear everything a person is saying, and if they chose 4 "always", this means that they always think about what to say while people are talking to them and, therefore, they do not hear them properly. Consequently, their response was recorded as 0 not 4. These statements were part of the chosen scales. In hindsight, maybe it would have been better if they were omitted because they might have confused the participants. Table 10 below shows all the statements that were scored in reverse. They refer to negative behaviours. In other words, they are not what are considered to be good communication skills.

	Statement	Never	Rarely	Sometimes	Often	Always
2	I don't hear everything a person is saying, because I am thinking about what I want to say.	0	1	2	3	4
4	I interrupt other people to say what I want to say before I forget it.	0	1	2	3	4
16	When someone makes me angry, I deal with them while still angry.					
17	When someone gives me instructions and asks, "do you understand," I say "yes" even if I'm not entirely sure.	0	1	2	3	4
18	When I'm locked in an argument with someone, I view them as an opponent, and I think in terms of win/lose.	0	1	2	3	4

Table 10 All of the statements that were reversely scored

Table 11 below shows the scores of the six participants in the communication scales. It starts with participants 5, 9, and 15 who had the highest increase in the communication scale, and then participants 10, 12, and 3 who had the greatest decrease in the communication scale.

Participant	Communication		
	Before	After	Difference
P5	44	57	+ 13
P9	49	58	+ 9
P15	59	68	+ 9
P10	67	51	- 16
P12	47	40	- 7
P3	61	54	- 7

Table 11 The scores of the six chosen participants in the communication scale

Participant 5

Participant 5 (P5) had the greatest positive difference in score. The score increased 13 points between the first and last questionnaire. In the beginning, he scored 44/84, and at the end, he scored 57/84. When he was asked in the first questionnaire, “What are effective communication skills? What are the things that a person does to be a good communicator?” he did not write anything in response to that question. However, when asked again in the last questionnaire, P5 wrote, “Maintain eye contact while greeting someone, being calm, concentrating during activities”. Although this second answer was not thorough, it appears that P5 recognised the importance of maintaining eye contact when greeting someone. He also thought that staying calm is part of what makes a good communicator, which is important because being calm helps in understanding a situation before speaking. Lastly, he believed that concentrating during activities is part of being a good communicator. Even though the answer was not extensive, this post-programme questionnaire answer had more details.

Depicted in tables 12 and 13 below are the six statements from the communication scale of P5. These are the statements with the highest and lowest score difference. In other words, these are the statements that showed the most improvement in score or showed the most

decrease in score from P5's perspective. In table 12 below, these are the statements that increased the most for P5.

Statement	Pre-test Score	Post-test Score
I try to watch other people's body language to help me understand what they are trying to say.	0 Never	2 Sometimes
I rephrase what another person said, to make sure that I understood them.	0 Never	2 Sometimes
I use body language to help reinforce what I want to say.	1 Rarely	2 Sometimes

Table 12 Positive difference statements of P5 from the communication scale, that is, the statements that showed the most improvement in the communication scale for P5

Based on these scores, P5's belief in his ability to notice other people's body language increased two points. In the first questionnaire he scored 0, "never", which means that he never tried to watch other people's body language when they are speaking. However, in the second questionnaire, he scored 2, "sometimes", which means that after the programme he sometimes noticed other people's body language when they are speaking. Participant 5 also increased two points in the statement that refers to the belief in his ability to rephrase. The participant believed that he could rephrase what someone said to make sure he understood it. This means that he is not afraid to make sure he has understood the dialogue. In the third statement, P5's response went from "rarely" using body language to reinforce what he wants to say to "sometimes" using body language. Table 13 below sets out the statements that decreased the most for P5.

Statement	Pre-test Score	Post-test Score
I use my tone of voice to reinforce what I am trying to say.	4 Always	2 Sometimes
I change the way I talk to someone based on my relationship with them (i.e., friend, parent, teacher, etc.).	4 Always	3 Often
Convince and persuade someone to believe in my point of view.	2 Sometimes	1 Rarely

Table 13 Negative difference statements of P5 from the communication scale. The statements that had the biggest drop in score in the communication scale for P5

According to the scores in table 13 above, P5 dropped two points in the first statement. Based on the score, he used to believe that he “always” used tone of voice to reinforce what he wanted to say. However, in the last questionnaire, he said that he sometimes uses tone of voice to reinforce his message. In the second statement, P5 dropped one point. He believed that his ability to change the way he talks to someone based on the relationship with them has decreased. This is a hard skill to master, after all. One way to interpret this is that P5 might have gained some confidence and does not want to change the way he communicates to anyone. In other words, maybe he decided to be himself and not change for others. Lastly, he dropped one point in his last statement even though the first score was already low. He believed that he can “rarely” convince or persuade someone to believe in his point.

When asked in the interview about the programme, P5 said that it had a positive effect on his motivation. He explained that “it added motivation, after you came, we became more motivated”. He also expressed how they felt about the reward system saying, “I loved it, I like the points, it makes a good challenge”. The participants were also asked in the interview to explain how communication skills can help people in their daily lives. P5 had an interesting answer, stating “I can communicate with a mute now. My uncle is a mute. Before, I could not communicate with him, maybe now I can do better with my body language”. This answer was given twice. One of the videos showed P5 answering the same question in exactly the same way. Hence, it appears that this is an important benefit to him. In summary, P5’s qualitative answers from the post-test questionnaire and interview show an increase in his level of knowledge regarding communication skills. His score in the communication scale also shows that he had greater belief in his communication abilities after the programme.

Participant 9

Participant 9 (P9) had the second highest positive difference in score in the communication scale. His total score in communication also increased by nine points. P9 scored 49/84 in the first questionnaire, and 58/84 in the second questionnaire. His definition of what makes a good communicator also improved in the second questionnaire. In the first questionnaire, when asked, “what makes a good communicator?”, P9 wrote, “manners”. On the other hand, in his answer from the second questionnaire P9 wrote, “body language, listening, cheering, facial expression”.

Notice that the second answer has more details. He recognised that communication is not just about what is said, it is about how it is said, too.

In tables 14 and 15 below are the six statements from the communication scale for P9. These are the statements with the highest and lowest score difference. In other words, these are the statements that showed the most improvement in score or showed the most decrease in score. In table 14 below are the statements that increased the most for P9.

Statement	Pre-test Score	Post-test Score
I try to watch other people's body language to help me understand what they are trying to say.	0 Never	3 Often
I rephrase what another person said, to make sure that I understood them.	0 Never	3 Often
When someone gets mad, I change my tone of voice to help calm them down.	1 Rarely	3 Often

Table 14 The statements that showed the most improvement in the communication scale for P9

In the first statement in table 14 above, P9 increased three points. The statement refers to his ability to notice other people's body language and to understand what they are trying to say. At the beginning, P9 gave himself a 0 (never), but by the second questionnaire, it appears that he believed that he often notices other people's body language. Many activities in the programme included body language and the participants often reflected on what they learned after the activity.

In the second statement, P9 believed that he can "often" rephrase what another person to confirm their understanding. He went from 0 "never" being able to rephrase to "often" rephrasing and confirming his understanding. In the third statement, P9 increased two points. In the beginning, he "rarely" utilised tone of voice to calm someone down, however, in the second questionnaire he believed that he can "often" do that. The ability to calm down an angry person is an important skill that can elevate a person's ability to communicate. Table 15 below shows the statements that decreased the most for P9.

Statement	Pre-test Score	Post-test Score
I try to see the other person's point of view.	4 Always	3 Often
I organise thoughts in my head before speaking.	4 Always	1 Rarely
Convince and persuade someone to believe in my point of view.	4 Always	3 Often

Table 15 The statements that had the biggest drop in score in the communication scale for P9

Participant 9 also went from “always” seeing other people’s point of view to “often” seeing their point of view. He dropped one point between the two questionnaires. In the second statement, P9 believed that he “rarely” organises his thoughts before speaking, unlike the initial score in the first questionnaire where he “always” organised his thoughts. Perhaps P9 felt that way because some of the activities applied some sort of pressure on the participants to think quickly and on their feet, which might have resulted in them not being able to organise their thoughts. For example, in one of the activities, the participant would listen to a specific word or phrase and their job was to act it out and say “yes or no”. The team had to understand the acting until they identified the word. They had to think quickly, ask the right questions, and read body language. The winning team was the team that asked the right questions and got the correct answer quicker. In such situations, the participants did not have much time to organise their thoughts. Some felt the pressure. Photograph 1 below is an example that shows some of the participants playing the game mentioned above. P15 has his hands on his head trying to understand P3’s acting, while P10 looks as if he is confused. In the third statement, P9 dropped one point and went from “always” persuading someone to “often” persuading them.



Photo 1 From left to right, P10 and P15 react to P3's acting in the Act & Tag activity.

When looking back at the data, P9 was the only participant who missed his interview by being absent. However, the observation notes show that P9 was one of the participants who was angry quite often, especially if he was losing the game. The photographs 2 below were taken at a moment when P9 was frustrated by the referee's decision during a football game. The researcher spoke to him, explained the importance of controlling his anger and being able to communicate properly in tough times. He was also told that if he maintained his composure throughout the next week, and if he came by himself, without being reminded, and told the class how he controlled his anger, he would be rewarded 70 points. It was interesting to see how he controlled his temper and remembered to talk to the class about doing so after the three weeks. Therefore, it is interesting to see that he increased three points in the statement that refers to his ability to calm someone down when they are angry. In general, his communication score increased as well as his knowledge.



Photographs 2 These two pictures show P9's frustration while playing football. P9 is the red circle.

Participant 15

Participant 15 (P15) showed an increase of nine points in his communication scale. In the first questionnaire he scored 59/84, and in the second questionnaire he scored 68/84. When he was asked about what makes a good communicator, in the first questionnaire he wrote that a good communicator is “well mannered, respects people, and not selfish”. Although these details can help someone to communicate better, his second answer provided a more accurate definition. He said that “the art of communication is to deliver a message to other people using body language, tone of face, motivation, persuasion and tone of voice”. Therefore, his second answer contains more details and is more thorough. P15 appears to be more knowledgeable about what constitutes effective communication.

Below are the six statements from P15's communication scale. These are the statements with the highest and lowest score differences. In other words, these are the statements that showed the most improvement in score or showed the most decrease in score. Table 16 below shows the statements that increased the most for P15.

Statement	Score pre-test	Post-test
I use my own experiences to let my friends know that I understand what they are going through.	2 Sometimes	4 Always
I organise thoughts in my head before speaking.	2 Sometimes	4 Always
Can express my opinion regardless of the different environment (e.g., home, classroom, gathering).	2 Sometimes	3 Often

Table 16 The statements that showed the most improvement in the communication scale for P15

According to table 16 above, P15 increased two points in the first statement. In the first questionnaire, he believed that he sometimes shares his experiences with his friends to help them in whatever they are going through. However, in the second questionnaire, he believed that he always shares his experiences with his friends. Such a skill can be helpful because it makes the other person feel that someone can relate to what they are going through, and that helps them calm down because someone else went through that too. In the programme, the students had the chance to show their compassion to their teammates and they were rewarded with points if they did so. If they cheered someone up, they were awarded points. There were a few situations in which someone was practising this skill and telling his teammate that he once was part of a team and “they lost in the first half of the game before, but they managed to win the game”. He was praised and rewarded for such behaviour in front of all the participants. In the third statement, P15 increased one point and stated that he believed that he can often express his opinion in different environments. The participants were given the opportunity to speak in front of different groups. Sometimes they spoke in front of two participants, and sometimes in front of all the participants. Table 17 below shows the statements that decreased the most for P15.

Statement	Pre-test Score	Post-test Score
When talking to someone, I try to maintain eye contact.	4 Always	3 Often
I recognise when a person is listening to me, but not hearing what I am saying.	4 Always	3 Often
When someone gives me instructions and asks, “do you understand,” I say “yes” even if I’m not entirely sure.*	0 Never <i>Scored 4</i>	1 Rarely <i>Scored 3</i>

Table 17 The statements that had the biggest drop in score in the communication scale for P15

**This statement was scored reversely. He chose 0 “never”, but it is counted as a 4. He chose 1 “rarely” and it was counted as 3.*

Participant 15 also dropped one point in each of the three statements above. In the first statement, he went from “always” maintaining eye contact to “often” maintaining eye contact. Eye contact was rewarded with points if performed properly. Whenever they greeted the

coach/researcher, the participants had to make eye contact. They also had to look around when speaking in front of others and make eye contact with everyone. Therefore, one way to explain the decrease in points here might be that P15 started noticing his lack of eye contact because he became more aware of it. In other words, maybe he did not pay attention to how often he used eye contact before it was brought to his attention. In the first questionnaire, P15 believed that he “always” recognised if someone was listening to him, but in the second questionnaire the response changed to “often” recognising if they are listening. In the last statement, P15 went from “never” saying yes if he did not understand, to “rarely” saying yes if he did not understand. One way to understand the drop in that skill is that P15 might have felt the peer pressure in some of the activities and pretended to understand even if he did not.

When P15 was asked about the benefit of communication in his daily life, he said, “For example, if I am having a conversation with someone, I can use body language so he can understand my point, and I would not interrupt him when he is speaking, and I should respect his opinion, and try to convince him with my point”. This was his understanding of how communication can be useful. It is worth noting that P15 volunteered, without being asked, to speak in front of the whole club. He wanted to try to speak in front of more than 200 students, just like the coaches do. He was granted the opportunity, and he delivered a two-minute speech. He was rewarded generously with points. When asked why he did it, P15 said, “I like to volunteer and challenge myself”. Consequently, P15 showed an increase in his communication score and his knowledge of communication. Photograph 3 below was taken while he was speaking in front of at least 200 people.



Photograph 3 P15 This picture was taken of P15 when he was speaking in front of 200 students after prayers

Participant 10

Participant 10 (P10) dropped 16 points in the communication scale between the pre-test and post-test. In the first questionnaire, he scored 67/84, and in the second questionnaire, he scored 51/84. When P10 was asked, in the first questionnaire, about what makes effective communication, he wrote, “To be able to capture the attention and be honest”. His answer was interesting. An effective communicator should be able to capture the attention of people; however, being honest does not necessarily mean that the person is an effective communicator. Someone can be dishonest but at the same time an effective communicator. They could be effectively communicating a dishonest message. On the other hand, P10’s answer in the second questionnaire was, “Body language, facial expressions, distributing eye contact, listening, and persuasion”. Thus, the second answer is more thorough and detailed.

In tables 18 and 19 below are the six statements from P10’s communication questionnaire. These are the statements with the highest and lowest score difference. In other words, these are the statements that showed the most improvement in score or showed the most decrease in score. Table 16 below shows the statements that increased the most for P10.

Statement	Pre-test Score	Post-test Score
When talking to someone, I try to maintain eye contact.	0 Never	3 Often
I try to watch other people's body language to help me understand what they are trying to say.	3 Often	4 Always
I use my own experiences to let my friends know that I understand what they are going through.	0 Never	1 Rarely

Table 18 The statements that showed the most improvement in the communication scale for P10

In the first statement in table 18 above, P10 increased by three points. In the first questionnaire, his belief was that he “never” maintains eye contact when speaking to others, and in the second questionnaire he believed that he “often” maintains eye contact. Eye contact was one activity on which the programme focused. In the second statement, P10 increased one point. The statement refers to him trying to watch and understand the body language of others when speaking. Photograph 4 below shows P10 acting. In that game, participants took turns to use only body language to deliver a message. They practised reading each other's body language. In the second questionnaire, P10 believed that he “always” tries to watch and understand the body language of others. In the third statement he increased one point. He used to “never” share his experiences with others to help them relate, but in the second questionnaire the response changed to “rarely” sharing his experience.



Photograph 4 P10 acting during a game and P9 looks uninterested. (P10: orange, P15: red, P9: yellow)

Table 19 below shows the statements that decreased the most for P10.

Statement	Pre-test Score	Post-test Score
I find it easy to get my point across.	4 Always	2 Sometimes
I change the way I talk to someone based on my relationship with them (i.e., friend, parent, teacher, etc.).	4 Always	1 Rarely
I make sure I understand what another person is saying before I respond.	4 Always	2 Sometimes

Table 19 The statements that had the biggest drop in score in the communication scale for P10

In the first statement in table 19 above, P10 dropped two points and went from “always” finding it easy to get his point across to “sometimes” getting his point across. It is worth noting here that P10 was one of the confident participants. Therefore, it is worth examining the reason behind such a drop. In the second statement, P10 dropped three points. In the first questionnaire, he believed that he “always” changed his way of talking based on the person he was talking to. In the second questionnaire, he believed that he “rarely” changes the way he talks to someone based on the relationship he has with them. This statement needs further explanation from the participant. It would help to know how P10 views the idea of changing the way he talks. He might consider it to be a weakness to change for others, or maybe he thinks it is a good thing to speak differently to different people. Therefore, it is difficult to draw conclusions from the score for this statement. In the third statement, P10 went from “always” making sure that he understands what another person is saying before speaking to “sometimes”. It could be that he failed to perform that skill properly during the programme due to the activities that forced him to speak quickly and on spot.

In the interview, P10 explained how communication skills can be beneficial in daily life by saying, “For example, if you are in the university, you have a project, some students might get grades for their preparation but might lose points on presentation skills because they did not learn about communications skills”. Overall, P10’s communication score decreased by 16 points,

but his knowledge seems to have increased based on the difference between his qualitative answers in the questionnaire.

Participant 12

Participant 12 went from scoring 47/84 to 40/84 in the communication scale. He dropped nine points between the first and second questionnaire. In the first questionnaire, when asked, “What are effective communication skills? What are the things that a person does to be a good communicator?” P12 wrote, “Manners make the person a good communicator with the society.” In this answer, P12 is making a connection between manners and communication without mentioning any skills that make an effective communicator. On the other hand, in the second questionnaire, he wrote, “Communication means to deliver the information that I want. Eye contact, motivate others”. He gave a brief definition and mentioned maintaining eye contact and the ability to motivate others. It is worth noting that the programme consistently awarded points to participants who motivated and cheered their teammates.

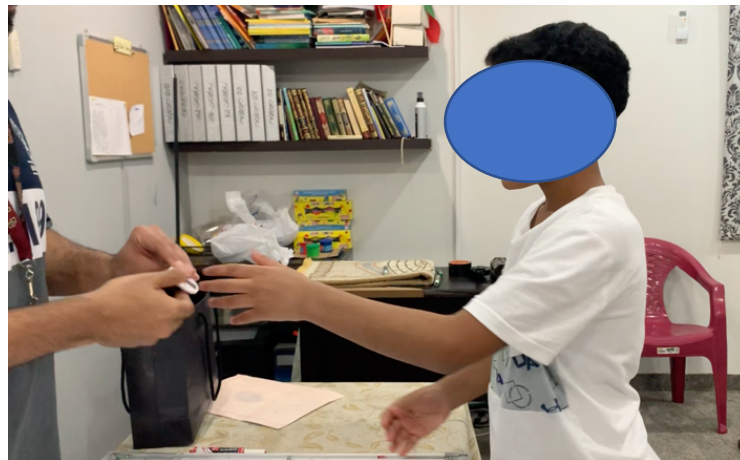
The statements listed in tables 20 and 21 are those with the highest and lowest score difference. In other words, these are the statements that showed the most improvement in score or showed the most decrease in score. Table 20 below shows the statements that increased the most for P12.

Statement	Pre-test Score	Post-test Score
I try to see the other person’s point of view.	2	3 Often
I interrupt other people to say what I want to say before I forget it. *	3 Often Scored 1	1 Rarely Scored 3
I rephrase what another person said, to make sure that I understood them.	2 Sometimes	4 Always

Table 20 The statements that showed the most improvement in the communication scale for P12

**This statement was scored reversely. He chose 3 “often”, and it was scored as 1. He chose 1 “rarely”, and it was scored as 3.*

In the first statement in table 20 above, P12 increased one point and went from trying to see other people's points of view "sometimes" to "often" seeing their points of view. Listening closely with the right intention to understand someone else is an important communication skill. P12 was one of the participants who was awarded the Brilliant Persuader badge. Photograph 5 below shows his smile while receiving the badge.



Photograph 5 This picture shows P12 receiving the Brilliant Persuader badge.

The second statement was scored reversely. Here, P12 went from "often" interrupting others to "rarely" interrupting them. So, technically, he increased by two points. In the third statement, P12 believed that after the programme he "always" rephrases what other people say to confirm his understanding. He increased two points in this statement. This improvement could be a result of the encouragement the participants in the programme had from students who shared their thoughts clearly and confidently. A confident participant can stand up for themselves, can speak their mind, and can rephrase a sentence to confirm their understanding. All the three statements together can help them to become a better communicator. Table 21 below shows the statements that decreased the most for P12.

Statement	Pre-test	Post-test
When someone gets mad, I change my tone of voice to help calm them down.	4 Always	2 sometimes
I organise thoughts in my head before speaking.	4 Always	2 Sometimes
I use body language to help reinforce what I want to say.	3 Often	1 Rarely

Table 21 The statements that had the biggest drop in score in the communication scale for P12

According to his score in the first statement above, whenever someone was angry, P12 “always” used to calm that person down by changing his tone of voice. However, in the second questionnaire, he dropped two points and stated that he believed he “sometimes” uses his tone of voice to calm people down. The second statement refers to whether he organises his thoughts before speaking or not. Based on his results, P12 dropped two points, and after the programme he “sometimes” organises his thoughts before speaking. He also dropped two points in the third statement, which refers to using body language to reinforce what he wants to say. Before the programme, he believed he “often” used body language to reinforce what he was saying. After the programme, he “rarely” uses body language to reinforce what he wants to say.

In his interview, P12 was asked about the benefits of communication skills in his daily life. He said, “We need these skills to communicate with someone who cannot speak our language, like Spanish. It helps you send your message to people”. Overall, his score did drop, but his knowledge showed a slight improvement.

Participant 3

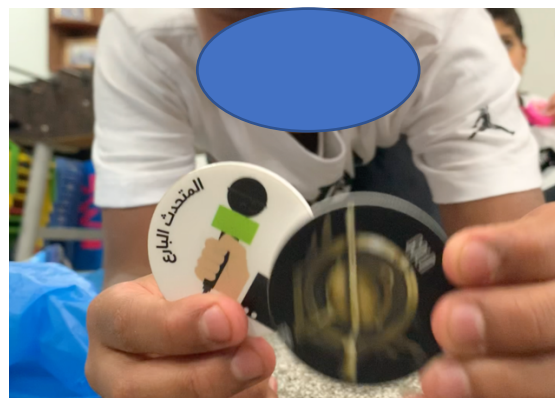
Participant 3 (P3) dropped seven points between the two questionnaires. He scored 61/84 in the first questionnaire and 54/84 in the second questionnaire. When asked, “What are effective communication skills? What are the things that a person does to be a good communicator?” he left the answer blank in the first questionnaire. However, in the second questionnaire he wrote, “Body language, delivers a message, motivates, persuades people”. His second answer has more details than his first answer.

Below, in tables 22 and 23, are the six statements from P3’s communication questionnaire. These are the statements with the highest and lowest score difference. In other words, these are the statements that showed the most improvement in score or showed the most decrease in score. Table 22 below shows the statements that increased the most for P3.

Statement	Pre-test	Post-test
I use my tone of voice to reinforce what I am trying to say.	2 sometimes	4 Always
I organise thoughts in my head before speaking.	1 Rarely	3 Often
Motivate my teammates towards a specific goal.	2 Sometimes	3 Often

Table 22 The statements that showed the most improvement in the communication scale for P3

Participant 3 increased by two points in the first statement above. After the programme, he said he “always” uses the tone of voice to communicate effectively compared to the first questionnaire, in which he believed that he sometimes used his tone of voice to emphasise what he says. In the second statement, he went from “rarely” organising his thoughts to “often” organising his thoughts before speaking. One of the tasks of the programme was to speak in front of the group. Every participant had to do it. The researcher gave a short workshop on how to speak in front of a group of people. It emphasised the importance of preparation. The participants had to organise their thoughts, write them down, and rehearse. Photograph 6 below shows P3’s flashing his Brilliant Speaker badge to the camera.



Picture 6 This picture shows P3 happily flashing his Brilliant Speaker and Gold badges

In the third statement, P3 increased by one point and went from “sometimes” motivating his teammates to “often” motivating them. One of the games the group played was modified football. One of the rules was that the team that motivates each other on the pitch would be rewarded with a penalty.

Statement	Pre-test	Post-test
I try to watch other people’s body language to help me understand what they are trying to say.	4 Always	1 Rarely
I try to see the other person’s point of view.	4 Always	2 Sometimes
I make sure I understand what another person is saying before I respond.	4 Always	3 Often

Table 23 The statements that had the biggest drop in score in the communication scale for P3

Participant 3 went from “always” noticing people’s body language to “rarely” noticing their body language to understand what they are trying to say. One of the activities in the programme was called the Broken Phone. In this activity, all the participants were standing in one line facing forward. Then, the researcher went to the last participant at the back and asked him to turn around. The researcher made a gesture and acted an emotion, such as fear or sadness. The participant then turned around, asked the participant in front of him to face him, and then acted what he had understood. Each participant acted what they understood to the participant in front of them. At the end, the last participant would say out loud what he had understood. In this activity, the participants realised how hard it can be to utilise body language properly. It took P3 much longer to understand the message. The photographs below (photos 7) show one of the participants trying to describe “crying” to P3 in two different ways. It could be that one of these activities convinced P3 that he does not know how to notice and understand body language, and this, therefore, led him to the conclusion that he can “rarely” understand other people’s body language.



Photographs 7 P3 trying to understand the gestures (P3: Orange)

In the second statement, P3 went from “always” seeing other people’s point of view to “sometimes” seeing their point of view. Lastly, in the third statement he dropped one point and went from “always” making sure he could understand what people were saying before he responded to “often” trying to understand other people’s point of view.

In his interview, P3 shared his thoughts on the programme by saying, “Yes, I got the Brilliant Persuader badge, I can persuade others, and persuade you too”. When asked about the benefits of communication skills he said, “If someone cannot speak, I can use my hand and facial

expression to explain what I want to say”. Overall, P3’s communication score dropped, but his knowledge showed an improvement.

4.2.3 Summary of communication results

Looking back at the analysis of the cohort, their scores in the pre-test and post-test questionnaires’ communication scale have decreased. Out of the 15 participants, 66% (n=10) of the sample scored less in their post-test scores, while 33% (n=5) of the sample showed an increase in their post-test scores. However, when the scores of each statement were analysed separately, statement 16, which was scored reversely, had one of the biggest differences amongst all of the other statements. It dropped 20 points between the pre-test and post-test. The extreme drop in score might be due to the complexity of the statement. The participants might have been confused when it was explained. On the other hand, perhaps they became more aware of their true ability after noticing their skill level during the programme. This led the researcher to concentrate on some participants individually.

The focus of this section was to answer the main question of the research: “Do communication skills appear to develop through communication activities and, if yes, how?” According to the results above, from the previous analysis of the communication scale, a variety of outcomes were revealed. Firstly, the paired *t*-test showed that there is a high probability that these results happened due to chance because the sig. (2-tailed) in the paired test was 0.392. Therefore, the difference between the scores of pre- and post-tests can be considered as indicators of whether the programme had an impact or not. The results from the questionnaire do not necessarily mean that the programme developed the communication skills of the students in one way or another. However, each statement reflects the individual participant’s level of belief – at that moment – in their ability to do a certain task. According to Bandura (1994), such a belief is known as self-efficacy. In his words, self-efficacy is “people’s beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives” (Bandura, 1994, p.2). Bandura (1977) believed that self-efficacy influences people’s behaviour, thinking, feeling, and the way they motivate themselves.

Although the indicators from the pre- and post-test scores show that the total scores of the cohort dropped from 873 to 856, this does not mean that the participants did not believe in

their communication skills. When each statement was analysed separately, the results showed that there were 11 statements that showed an increase in score, and nine statements that showed a decrease in score. This approach of looking at each statement separately shows the cohorts' level of belief in performing each specific communication task. Therefore, instead of a vague conclusion that the communication scale shows a decrease in their total ability to communicate, it would be more accurate to show exactly which statements showed an increase and which statements showed a decrease. For instance, the results show that statement 1 showed an increase of six points. The most selected answer was "sometimes" in the pre-test, and the most selected answer was "often" in the post-test. Statement 1 goes to show that after the programme, the participants had greater belief in their ability to use their tone of voice to reinforce what they are trying to say. On the other hand, statement 11 showed a decrease after the programme in the level of belief in their ability to organise their thoughts before speaking. The most selected answer in the pre-test was "always", and the most selected answer in the post-test was "often".

The research went further to examine six participants individually. To do so, the qualitative data from the questionnaire and the interview were used. The results of the individuals aimed to answer the first sub-question of this research: "What are effective communication skills and what are the things that a person does to be a good communicator – from participants' perspectives?" Most of the 15 participants' answers showed greater depth and better understanding of what communication skills are in their post-test. Table 24 below shows the answers of the six participants in their pre-test and post-test questionnaires, and in their interviews. Their answers reflect an increased level of knowledge about what communication skills are and how they are useful.

	What are effective communication skills? What are the things that a person does to be a good communicator?		How can communication skills benefit us in our daily lives?
ID	Pre-test	Post-test	Interview
5	Blank	Maintain eye contact while greeting someone, being calm, concentrating during activities.	I can communicate with a mute now. My uncle is a mute. Before, I could not communicate with him, maybe now I can do better with my body language.
9	Manners	Body language, listening, cheering, facial expression.	-
15	The things that a person should do is to be well mannered, respect people, and not be selfish.	The art of communication is to deliver a message to other people using body language, facial expression, motivation, persuasion, and tone of voice.	If I am having a conversation with someone, I can use body language to help him understand my point of view and help direct him towards my way, and I do not interrupt him, respect his opinion, and try to persuade him with my opinion.
10	To be able to capture the attention and be honest.	Body language, facial expressions, distributing eye contact, listening, and persuasion.	If you are in the university, you have a project, some students might get grades for their preparation but might lose points on presentation skills because they did not learn about communication skills.
12	Manners make the person a good communicator with the society.	Communication means to deliver the information that I want. Eye contact, motivate others.	We need these skills to communicate with someone who cannot speak our language, like Spanish. It helps you send your message to people.
3	Blank	Body language, delivers a message, motivates, persuades people.	If someone can't speak, I can use my hands and facial expression to explain what I want to say.

Table 24 Summary of six participants' answers to communication skills questions

In summary, the increase in the level of scores in each statement shows that some of the participants' beliefs in their ability to perform specific communication skills have increased after the programme and some have decreased. On the other hand, the knowledge acquired through the programme and the understanding that the participants have about communication skills after the programme did show an increase. The important takeaway here is that the activities of the programme appear to have helped participants know more about communication skills and gain a better understanding of their position as communicators.

4.3 Leadership

This section explores the understanding and awareness of participants regarding what constitutes leadership skills. The participants were asked to answer the following question before and after the programme: "What are the characteristics of a good leader and what does a leader do?" This was one of the sub-questions of this research. The participants' answers to this question aimed to help the researcher understand if the activities that took place might have helped to make the participants more knowledgeable about leadership skills. The qualitative answers from the questionnaire should show the participants' level of understanding of what constitutes what leadership skills.

This section also investigates the participants' level of belief in their leadership abilities. In the leadership section of the questionnaire, the statements in the scale were developed by Chi, Jastrzab, and Melchoir (2006). The statements reflected the student's leadership efficacy which was defined as "demonstrating the attitudes and actions of taking leadership positions" (Chi, Jastrzab, & Melchior, 2006, p. 16).

4.3.1 General scores of the whole cohort

To check the reliability of the scale, the Cronbach Alpha value was calculated for the pre-test and post-test questionnaires' communication scales using the Statistical Package for the Social Sciences program (SPSS). The Cronbach Alpha value was 0.598 in the pre-test and 0.644 in the post-test. The value of the pre-test was below 0.6 and the value of the post-test was above 0.6. The figures are depicted in Table 25.

Reliability Statistics		Reliability Statistics	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.598	6	.644	6

Table 25 The Cronbach Alpha value for the leadership scale from the pre-programme and post-programme questionnaire

The next step was to choose the correct statistical test to use for this set of data. Since this questionnaire has paired measurements, in which scores from the pre- and post-tests have been measured for the same participants, the suitable test for this data set was a paired *t*-test. The reason for the choice of running a paired *t*-test rather than an unpaired *t*-test was that the former computes the mean of the differences between the pairs. Also, the reason for choosing to use a paired *t*-test rather than a Wilcoxon test was because the data was normally distributed. Table 26 below sets out the tests of normality for the pre- and post-tests:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Leadership_Pretest	.125	15	.200*	.947	15	.477
Leadership_Posttest	.182	15	.196	.964	15	.754

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 26 Tests of normality for the pre-test and post-test data sets of the leadership scale

As per table 26 above, both p values are above 0.05, which means both results are normally distributed. Therefore, the next step was to check the paired *t*-test.

Paired Samples Test								
		Paired Differences						
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df
					Lower	Upper		
Pair 1	Leadership_Pretest - Leadership_Posttest	-1.067	2.658	.686	-2.539	.405	-1.554	14
								Sig. (2-tailed)
								.142

Table 27 Paired samples test for the data from the leadership scale

As shown in table 27 above, the probability that the difference in means occurred due to chance is 14.2%. This means that there is no statistical evidence that the programme was the

factor that impacted the results. The null hypothesis that the difference in means was zero cannot be rejected. Table 28 below shows the total score of every participant in the leadership scale. Looking at the total of scores before and after the programme, it is apparent that the total score in the leadership scale increased. The total possible points if everyone obtained a full mark would be 360 points. Taking that into consideration, this means that the total score increased by about 4.4%. Out of the 15 participants, 66 % (n= 10) of the sample showed a positive difference, 20% (n= 3) of the sample showed a negative difference, and 13% (n=2) of the sample's scores remained the same.

ID	Pre-test Total	Post-test Total
P1	17	17
P2	20	23
P3	15	14
P4	13	15
P5	12	16
P6	20	20
P7	19	13
P8	18	19
P9	14	16
P10	15	19
P11	21	22
P12	11	12
P13	18	19
P14	21	20
P15	16	21
Total of All	250	266

Table 28 Total scores of the 15 participants in the leadership scale

To obtain a better understanding of what changed during the programme, it is best to look at each statement separately and look for any significant changes in any specific statements. This will identify any noticeable shifts or trends in the participant's beliefs per statement. Table 29 below shows the statements that showed an increase in score in the post-test. These statements have been arranged from the greatest increase from the pre-test to the smallest increase. The table also shows the most selected answers, the difference in total score points between the pre-test and post-test scores, and goes further to show the difference in means between pre-test and post-test scores of each statement.

#	Statement	The most selected response (pre-test)	The most selected response (post-test)	Difference between pre-test and post-test scores	Mean of post-test score <u>increased</u> by
5	I feel like I can stand up for what I think is right, even if my friends disagree.	Sometimes 40 % n=6	often 40% n=6 Always 40% n=6	10	0.67
3	I am quite good at organising a team of children to do a project.	Sometimes 46.7 % n=7	Sometimes 33.3 % n=5 Always 33.3% n=5	5	0.33
2	When I see something that needs to be done, I try to get my friends to work on it with me.	Often 46.7 % n=7	Often 40 % n=6	3	0.20
6	When I see something that is wrong, I try to change it.	Sometimes 40% n=6 Always 40% n=6	Often 46.7 % n=7	1	0.07

Table 29 The statements that showed an increase in the post-test

As shown above, the highest positive difference was in statement 5. The ability that statement 5 refers to is crucial for every leader. One of a leader's qualities is to be able standup for what they believe and to be able to do that regardless of peer pressure. The total score for statement 5 increased by 10 points. The most repeated answer in the pre-test was "sometimes" and in the post-test it became "often, always".

The second biggest difference comes from statement 3. The total score for statement 3 increased by five points. The most repeated answer in the pre-test was "sometimes" and in the post-test it became "sometimes, always". This touches on the ability to organise a team for a project. Such an ability is important for a leader because the organisation of a team helps with better execution of tasks. Moreover, the total score for statement 2 increased by three points. The most repeated answer in the pre-test was "often" and in the post-test it remained "often". This statement refers to the ability to bring the team together to accomplish a specific task. This is considered to be one of the core characteristics of a good leader. Although the number of participants who chose "often" dropped from seven to six in the post-test, the table 30 below shows how the answers selected for statement 2 improved in the post-test.

PreLead2						PostLead2					
		Frequency	Percent	Valid Percent	Cumulative Percent			Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Rarely	3	20.0	20.0	20.0	Valid	Rarely	1	6.7	6.7	6.7
	Sometimes	2	13.3	13.3	33.3		Sometimes	4	26.7	26.7	33.3
	Often	7	46.7	46.7	80.0		Often	6	40.0	40.0	73.3
	Always	3	20.0	20.0	100.0		Always	4	26.7	26.7	100.0
	Total	15	100.0	100.0			Total	15	100.0	100.0	

Table 30 The selected answers for statement 2 in the leadership scale

Finally, although the most repeated answer in the pre-test was "sometimes, always" and in the post-test it became "often", the total score for statement 6 increased by one point. This statement measures the ability of the leader to change what they believe is wrong. Table 31 below shows the statements that showed a decrease in their post-test scores. It shows the most selected answers, the difference in total score points between the pre-test and post-test and goes further to show the difference in means between pre-test and post-test scores of each statement.

#	Statement	The most selected response (pre-test)	The most selected response (post-test)	Difference between pre-test and post-test scores	Mean of post-test score <u>decreased</u> by
4	If I'm the leader of a group, I make sure that everyone in the group feels important.	Often 40% n=6 Always 40% n=6	Often 46.7% n=7	-2	- 0.13
1	Once I know what needs to be done, I am good at planning how to do it.	Often 40 % n=6	Often 33.3% n=5 Always 33.3% n=5	-1	- 0.06

Table 31 The statements that showed a decrease in the post-test

Statements 1 and 4 are the only statements that dropped in score. Statement 4 dropped by two points after the programme. The statement reflects the participant's belief in their ability to make team members feel important and involved. The most selected answer was "often, always" in the pre-test, and it changed to "often" in the post-test. Statement 1 also dropped by one point after the programme. It reflects the group's belief in their ability to plan before execution. Planning is an important tool that leaders can benefit from.

Considering the overall scores from the leadership scale, it is true that the total scores of the participants only increased by 4.4%; however, it is important to notice that 10 out of the 15 participants improved in score. The increase in the scores of the leadership scale does not necessarily reflect an improvement in their abilities to accomplish the tasks mentioned in the statements. It reflects their belief in their ability to accomplish these tasks. As per the communication section, the next section focuses on the individuals' results.

4.3.2 Analysis of individuals' results in the leadership scale

This section focuses on the same six participants as were chosen before. The reason for selecting the same participants was the potential to notice any patterns. Furthermore, it is better to continue seeing the impact of the programme on the same individuals in the different areas. Better conclusions about each participant can be drawn if their development in all the three areas of communication, leadership, and confidence are observed. The idea is to see how the same participants scored across the three scales.

The previous section covered the general results of the 15 participants. However, unlike the previous section that examined communication skills, as the leadership scale only contained six statements in total, all the questions are included in this analysis. In other words, all the answers of the six individuals are considered, not only those that showed the greatest differences between the pre- and post-test.

During the programme, all the participants had to take a leadership role at some point. For instance, every time they played football, one of them would be assigned to be captain for every team. The performance of the captain would be observed closely by the researcher. After the game, the participants would sit together and reflect on their performance and the performance of their captain. The researcher would then highlight the good things that the captains had done and what they needed to work on. For example, if the captain did a good job organising the team, they would talk about that. If he was selfish and used his authority to choose himself to take freekicks and penalties, this would be discussed, too. Another example of a leadership role arose when the participants were given the chance to be in charge of a whole activity, and they took on the role of the coach. They set the rules and made sure everyone performed properly. In that role, they were not only responsible for their team, but they were also responsible for the whole cohort. Such leadership roles were embraced by some participants but not by others. However, everyone had to take part in a leadership role.

The results in the next section are presented in the same order as before. The section starts with P5, P9, and P15 who had the highest increase in the communication scale. Then, it examines the results of P10, P12, and P3 who had the greatest decrease in the communication scale. This order was chosen for simplicity.

Participant 5

Participant 5's (P5) scores increased in both the communication and leadership scales. His results increased 13 points in communication and increased four points in leadership. In his leadership scale, he scored 12 points in his first questionnaire and 16 points in his second questionnaire. Every participant was asked to write down the answer to the following question in the pre-test and post-test questionnaires: "What are the characteristics of a good leader? What does a leader do?" In his first questionnaire, P5 said, "Distributes tasks, and organises the team". On the other hand, his last answer was "Motivates team, well mannered". Both answers show that he did have some knowledge about leadership prior to the programme. Table 32 depicts P5's scores in this scale.

#	Statement	Pre-test Score	Post-test Score
1	Once I know what needs to be done, I am good at planning how to do it.	3	2
2	When I see something that needs to be done, I try to get my friends to work on it with me.	2	3
3	I am quite good at organising a team of children to do a project.	2	3
4	If I'm the leader of a group, I make sure that everyone in the group feels important.	2	2
5	I feel like I can stand up for what I think is right, even if my friends disagree.	1	2
6	When I see something that is wrong, I try to change it.	2	4
Total (out of 24)		12	16

Table 32 P5's scores in the leadership scale

In the first statement, P5 dropped by one point, moving from “often” being a good planner before doing something to “sometimes” being a good planner. On the other hand, statement 6 was one of the statements where the result increased two points. Here, P5 went from “sometimes” trying to change something that is wrong, to “always” changing it. It is worth noting that P5 was one of the participants who performed well when appointed as a leader. He was a natural leader, good at organising the team and making sure they followed the plan. This is also shown in statement 3, in which he believed at the end of the programme that he “often” is quite good at organising a team of children. Overall, P5’s leadership score did increase, but his knowledge about leadership did not show an increase.

Participant 9

Participant 9’s (P9) scores also increased in both the communication scale and the leadership scale. In the communication scale, the result increased by 13 points and in the leadership scale by two points. When asked about effective leadership skills, P9 replied, “Manners, humble”. That was his first answer. In the second questionnaire, he had a different answer. He said, “Cheering, does not take something for himself, for example, in football, he does not take the penalties and fouls himself but let’s others take them”. His second answer is as good as his first. In both statements he described four qualities, two in each answer. However, his second answer is interesting because he was one of the participants who took competition very seriously. At the beginning of the programme, he was always heated and had a temper while competing. His attitude was all about winning even if that meant shouting at other teammates and blaming them. However, after several discussions he mellowed a little and became supportive of his teammates. Therefore, it is interesting to note that he wrote that a leader should “cheer” and not be “selfish”. Table 33 below sets out the pre-test and post-test scores from P9’s leadership scale.

#	Statement	Pre-test Score	Post-test Score
1	Once I know what needs to be done, I am good at planning how to do it.	2	3
2	When I see something that needs to be done, I try to get my friends to work on it with me.	1	3
3	I am quite good at organising a team of children to do a project.	2	1
4	If I'm the leader of a group, I make sure that everyone in the group feels important.	3	2
5	I feel like I can stand up for what I think is right, even if my friends disagree.	4	4
6	When I see something that is wrong, I try to change it.	2	3
	Total (out of 24)	14	16

Table 33 P9's scores in the leadership scale

Participant 9 increased by two points in statement 2, he went from “rarely” trying to get his friends to work with him on something that needs to be done, to “often” being able to do that. He also increased one point in statement 6, as at the end of the programme he believed that he “often” tries to change something that is wrong. According to the researcher’s observation, the participant deserved to be awarded four in statements 2 and 6. Participant 9 did not hold back if he saw something was wrong, or if he saw something that needed to be done. He was one of the participants who held every teammate responsible for everything he believed was wrong. Therefore, it is interesting that he only scored two and three in statement 6.

On the other hand, P9 dropped one point in statement 3, in which he responded that he believed that he was “sometimes” good at organising the team before the programme, and that he “rarely” is good at organising the team after the programme. It could be that the number of leadership roles played in the programme made him realise his position. P9 also dropped one

point in statement 4, where he went from “often” making sure everyone in the team feels important to “sometimes” doing that. Overall, P9’s leadership score did increase by two points, but his knowledge about leadership did not show improvement.

Participant 15

Participant 15 (P15) is another participant who had an increase in score in both the communication and leadership scales. He increased by nine points in the communication scale, and five points in the leadership scale. In his answer about what makes a good leader and what are effective leadership skills, P15 replied in his first questionnaire that, “A successful leader is fair to others , and listens to the members of his team”. In his second questionnaire, he said, “Some of the characteristics of a successful leader are to motivate his team if they did something wrong or if they did something great, and persuade his team with the right opinion, and consult his team at all times”. His second answer consists of three characteristics – a leader should motivate, persuade, and consult the team. This is slightly more thorough than his first answer that had two characteristics.

Even though P15 was the only participant to speak in front of the whole club, he was not comfortable when he was offered leading roles. However, in the later stages of the programme, he became more interested in volunteering for leadership roles because there were points given for being a good leader. Table 34 below sets out the pre-test and post-test scores from P15’s leadership scale.

#	Statement	Pre-test Score	Post-test Score
1	Once I know what needs to be done, I am good at planning how to do it.	3	4
2	When I see something that needs to be done, I try to get my friends to work on it with me.	3	3
3	I am quite good at organising a team of children to do a project.	2	3

4	If I'm the leader of a group, I make sure that everyone in the group feels important.	4	4
5	I feel like I can stand up for what I think is right, even if my friends disagree.	2	4
6	When I see something that is wrong, I try to change it.	2	3
	Total (Out of 24)	16	21

Table 34 P15's scores in the leadership scale

Participant 15's score increased in four of his six statements, and he scored the same in two of his statements. He did not drop one point in any of the leadership statements. The greatest difference in score was in statement 5, in which he increased by two points unlike the other statements where he increased one point. In statement 5, P15 went from "sometimes" standing up for what he believed was right even if his friends disagree, to "always" standing up for what he believes.

Although P15 was competitive, he did not seem comfortable with confrontations or pointing out that something that someone did was wrong. However, he went from "sometimes" trying to changing something that is wrong, to "often" changing what he believes is wrong. It was interesting to see participant 15's eagerness to move up the ladder of points. He was drawn to achieving higher ranking and new badges. His overall leadership results show an increase in his leadership score and a slight increase in his leadership knowledge.

Participant 10

Unlike the three previous participants, participant 10 (P10) decreased in the communication scale by 16 points but increased in the leadership scale by four points. He scored 15/24 in his first questionnaire and 19/24 in the second questionnaire. When he was asked about the characteristics of effective leadership, P10 wrote the following in his first questionnaire, "He shouldn't be aggressive but flexible". On the other hand, in the second questionnaire, he said that a good effective leader should be "wise, listener, and persuasive". Both answers are interesting, especially the first. However, P10 listed two characteristics in the first questionnaire and three

characteristics in his second questionnaire. This means that he offered a more detailed answer in the second questionnaire. This participant is the only one so far who included wisdom and flexibility as leadership qualities, which is considered to be a unique answer compared to other participants' answers. Table 35 below contains the pre-test and post-test scores from P10's leadership scale.

#	Statement	Pre-test Score	Post-test Score
1	Once I know what needs to be done, I am good at planning how to do it.	2	4
2	When I see something that needs to be done, I try to get my friends to work on it with me.	1	1
3	I am quite good at organising a team of children to do a project.	1	4
4	If I'm the leader of a group, I make sure that everyone in the group feels important.	3	4
5	I feel like I can stand up for what I think is right, even if my friends disagree.	4	3
6	When I see something that is wrong, I try to change it.	4	3
Total (Out of 24)		15	19

Table 35 P10's scores in the leadership scale

When analysing the scores above, it is apparent that P10 increased by three points in statement 3. In the first questionnaire, he believed that he is "rarely" good at organising a team of children to do a project. In the second questionnaire, he believed that he is "always" good at this. He also increased by two points in statement 1. Before the programme, P10 believed that he is "sometimes" good at planning how to do something, but after the programme he believed that he "always" is good at planning to do something once he knows what needs to be done.

Participant 10 dropped by one point in statement 5 and one point in statement 6. Both statements refer to similar abilities that require standing up for what is right and changing what is wrong. Participant 10 went from “always” to “often”. These two scores are interesting as P10 was one of the more confident participants, and he came across strongly in sharing his ideas and was also respectful. He was not arrogant by any means. He was just confident in sharing his views with comfort and a smile. Therefore, one way to understand the drop in his score is that he might have experienced a level of competition that challenged his belief in his abilities.

In his interview, P10 was asked about the pressure caused by the points and badges. He replied that “he was fired up” and that he did not feel the pressure. That is why it remains an unanswered question why he dropped by these two points in statements 5 and 6. In general, he had an increase in his leadership scale, and his knowledge about leadership did show a slight improvement.

Participant 12

Participant 12's (P12) score also increased in the leadership scale even though he dropped nine points in the communication scale. He scored 11/24 in the first questionnaire and 12/24 in the second questionnaire. In the first questionnaire, P12 wrote that, “The characteristics of a good leader is trusting his friends, putting a good plan in place to help the team win”. He mentioned two characteristics : trusting the team and creating a plan. In the second questionnaire, he wrote, “A good leader is the person who motivates us and tells us what we are supposed to do. A successful leader is important to the team or group”. As with the first answer, P12 mentioned two characteristics in his post-test answer. He mentioned the ability to motivate and give instructions. Table 36 below lists the pre-test and post-test scores from P12's leadership scale.

#	Statement	Pre-test Score	Post-test Score
1	Once I know what needs to be done, I am good at planning how to do it.	3	1
2	When I see something that needs to be done, I try to get my friends to work on it with me.	1	2

3	I am quite good at organising a team of children to do a project.	2	2
4	If I'm the leader of a group, I make sure that everyone in the group feels important.	3	3
5	I feel like I can stand up for what I think is right, even if my friends disagree.	0	2
6	When I see something that is wrong, I try to change it.	2	2
	Total (Out of 24)	11	12

Table 36 P12's scores in the leadership scale

The interesting point about P12's scores is that he was consistent in three of the statements. He scored the same scores in the first and second questionnaire for statements 3, 4, and 6. Apparently, he felt the same regarding his ability to organise a team, making sure that everyone in the team is important, and changing something that he sees as wrong. On the other hand, his score increased in two statements, and decreased in one statement. He went from "rarely" getting his friends to work with him to "sometimes" getting them to help. He also increased by two points in statement 5. He went from "never" standing up for what he thinks is right to "sometimes" standing up for what he thinks is right. Participant 12 also dropped two points in statement 1. He went from "often" being good at planning to "rarely" being good at planning.

It is worth noting that P12 did not often volunteer to be in leadership positions. He often refused to be appointed as captain of the team. This might explain how close his scores were in the leadership scale. He increased by one point in total only. In photograph 8 below, P12 looks a little nervous during a heated conversation before the activity. Overall, his leadership score increased slightly and his knowledge about leadership did not show much improvement.



Photograph 7 P12 not participating in the discussion (P5: Orange, P12: Red)

Participant 3

Out of the six chosen participants, only participant 3 (P3) saw his total score decrease in both the communication and leadership scales. In the leadership scale, he dropped by one point and went from 15/24 to 14/24. In his answer about what makes a good and effective leader, P3 wrote, “A successful leader is disciplined” in the first questionnaire. In the second questionnaire he wrote, “humble and smart”. His first answer is unique compared to the other participants’ answers. He was the only participant to touch on the characteristic of discipline. However, his second answer contained two more characteristics compared to only one characteristic in the first questionnaire. Table 37 below presents the pre-test and post-test scores from P3’s leadership scale.

#	Statement	Pre-test Score	Post-test Score
1	Once I know what needs to be done, I am good at planning how to do it.	2	2
2	When I see something that needs to be done, I try to get my friends to work on it with me.	4	2

3	I am quite good at organising a team of children to do a project.	1	2
4	If I'm the leader of a group, I make sure that everyone in the group feels important.	3	3
5	I feel like I can stand up for what I think is right, even if my friends disagree.	3	3
6	When I see something that is wrong, I try to change it.	2	2
	Total (Out of 24)	15	14

Table 37 P3's scores in the leadership scale

Participant 3 achieved the same scores in the first and second questionnaire for statements 1, 4, 5, and 6. On the other hand, he dropped two points in statement 2, and increased one point in statement 3. In statement 2, he went from “always” trying to get his friends to work with him to “sometimes” getting his friends to work with him. One explanation of this score is that P3 might have undertaken a couple of activities where he failed to convince his teammates to work with him. This might have led him not to involve them anymore. On the other hand, he increased one point in statement 3 and went from “rarely” being good at organising a team to “sometimes” being good at this.

Reviewing P3's interview, there was little of note other than that he believed that he had become more motivated to persuade others, especially his coach. Nothing was said about his leadership experience in the programme. Overall, P3's leadership score did not increase, and his knowledge about leadership did not show much improvement either.

4.3.3 Summary of leadership results

Considering the analysis of the cohort, their scores in the pre-test and post-test questionnaires' leadership scale increased. Out of the 15 participants, 66% (n=10) of the sample achieved more in their post-test scores, while 20% (n=3) of the sample showed a decrease in their post-test scores, and 13% (n=2) of the sample had the same score. The focus of this section was to explore the participants' beliefs about their leadership skills before and after the programme. The section

also examined the second sub-question of this research: “What are the characteristics of a good leader and what does a leader do – from participants’ perspectives?” This question explored the knowledge that they had about the characteristics of leadership before and after the programme. The results from the questionnaire do not necessarily mean that the programme developed the leadership skills of the students in one way or another. However, each statement reflects the participants’ level of belief – at that moment – in their ability to do a certain leadership task. It is important to identify what they believe they can and cannot do and compare such beliefs before and after the programme.

When looking at each statement separately, four out of the six statements showed an increase while two statements showed a decrease. Therefore, not only did the total scores of the cohort increase after the programme, but also more statements increased than decreased. Each statement was considered separately and the number of statements that increased was counted to ensure that an outlier did not affect the total score of the cohort. If, for instance, one statement had an extreme increase or decrease, then examining the statements separately will prevent the results being misled by the effect of that extreme score on the total score. Table 38 below shows the answers of the six participants in their pre-test and post-test questionnaires. Their answers reflect their level of knowledge about the characteristics of a good leader before and after the programme.

ID	Did the participants show an increase in their belief in their leadership abilities? Did their knowledge level change about leadership characteristics?
P5	His leadership score did increase, reflecting a positive change in his self-efficacy, but his knowledge about leadership did not show an increase.
P9	His leadership score did increase by two points, reflecting a positive change in his self-efficacy, but his knowledge about leadership did not show improvement.
P15	His leadership results show an increase in his leadership score, reflecting a positive change in his self-efficacy, and a slight increase in his leadership knowledge.
P10	His leadership score did increase, reflecting a positive change in his self-efficacy, and his knowledge about leadership did show a slight improvement.
P12	His leadership score increased slightly, reflecting a positive change in his self-efficacy, but his knowledge about leadership did not show much improvement.
P3	His leadership score decreased, reflecting a negative change in his self-efficacy, and his knowledge about leadership did not show much improvement either.

Table 38 The six participants' answers to the pre-programme and post-programme questionnaire about leadership

In conclusion, the leadership scale reflects an increase in the participants' beliefs about their leadership abilities. However, their level of knowledge about leadership characteristics did not demonstrate a significant change as the answers were either the same depth as before the programme or showed a slight increase in knowledge. Table 39 below comprises a summary of the results.

What are the characteristics of a good leader and what does a leader do ?		
ID	Pre-test	Post-test
5	Distributes tasks and organises the team.	Motivates the team, well mannered.
9	Manners, humble	Cheering, doesn't take something for himself, for example, in football, he doesn't shoot penalties and fouls himself but lets others.
15	A successful leader is fair to others and listens to the members of his team.	Some of the characteristics of a successful leader is to motivate his team if they did something wrong or if they did something great, and persuades his team with the right opinion, and consults his team at all times.
10	He shouldn't be aggressive but flexible.	Wise, listener, and persuasive.
12	The characteristics of a good leader are trusting his friends, putting a good plan in place to help the team win.	A good leader is the person who motivates us and tells us what we are supposed to do. A successful leader is important to the team or group.
3	A successful leader is disciplined.	Humble and smart.

Table 39 Summary of leadership questions' results

4.4 Confidence

This section explores the understanding and awareness of the participants about confidence. The participants were asked to answer the following question before and after the programme: "Do you feel confident in yourself? Why?" This question stems from the third sub-question of this research: "What is confidence from the participants' perspective? Are they confident in themselves?" Their answers to this question helped the researcher to understand if the activities that took place might have impacted the participants' level of confidence. The qualitative answers from the questionnaire also show the reasons for their level of confidence from their perspective.

The confidence scale used in the questionnaire consisted of seven statements. The participants had to choose a number on a scale from 1 to 10 that reflected where they believe they stand in relation to every statement. The statements in the confidence scale reflect the level

of confidence the participants believed they have. The first five statements were taken from a scale by Fuller (2018). The last two statements were added by the researcher.

4.4.1 General scores of the whole cohort

To check the reliability of the scale, the Cronbach Alpha value was calculated for the pre-test and post-test questionnaires' communication scale using the Statistical Package for the Social Sciences program (SPSS). The Cronbach Alpha value was 0.467 in the pre-test and 0.458 in the post-test. The values of both tests were below 0.6. Table 40 below shows the values from SPSS.

Reliability Statistics		Reliability Statistics	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.467	7	.458	7

Table 40 The Cronbach Alpha value for the confidence scale from the pre-programme and post-programme questionnaire

The next step was to choose the correct statistical test to use for this set of data. Since this questionnaire has paired measurements, in which scores from the pre-test and post-test have been measured for the same participants, the suitable test for this data set was a paired t test. The rationale for running a paired t test rather than an unpaired t test was because paired t tests compute the mean of the differences between the pairs. Another reason for choosing to use a paired t test rather than a Wilcoxon test was because the data was normally distributed. Below, table 41 depicts the tests of normality for the pre- and post-tests:

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Confidence_Pretest	.162	15	.200*	.957	15	.638
Confidence_Posttest	.115	15	.200*	.971	15	.871

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 41 Tests of normality for the pre-test and post-test data sets of the confidence scale

As per table 41 above, both p values are above 0.05, which means both results are normally distributed. Therefore, the next step was to check the paired t-test.

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Confidence_Pretest – Confidence_Posttest	-3.267	7.382	1.906	-7.355	.821	-1.714	14	.109

Table 42 Paired samples test for the data from the confidence scale

As shown above in table 42, the probability that the difference in means occurred due to chance is 10.9%. This means that there is no statistical evidence that the programme was the factor that impacted the results. The null hypothesis that the difference in means was zero cannot be rejected. The table below shows the total score of every participant in the confidence scale. Looking at the total of scores before and after the programme, it is noticeable that the total score in the confidence scale increased.

This section approaches the analysis of the confidence scale the same way as the communication and leadership scales were analysed. The results are presented from a general perspective and then the discussion moves to examine more specific results. Table 43 below shows the results of the 15 participants from the confidence scale.

ID	Pre-test Total	Post-test Total
P1	49	51
P2	44	63
P3	50	55
P4	54	55
P5	42	51
P6	61	65
P7	68	56
P8	57	57
P9	51	58
P10	49	61
P11	62	70
P12	60	62
P13	64	63
P14	62	57
P15	51	49
Total of All	824	873

Table 43 Total scores of the 15 participants in the confidence scale

According to table 43 above, the total score of all the participants increased after the programme. Before the programme, the total score was 824, and afterwards it increased up to 873. This means that the total score increased by 4.6%. More importantly, 66% (n=10) of the sample showed an increase in score while 26% (n=4) showed a decrease, and 6% (n=1) of the sample scored the same. The graph in figure 8 below is a visual representation of the difference in scores per statement between both the pre- and post-tests of the confidence scale.

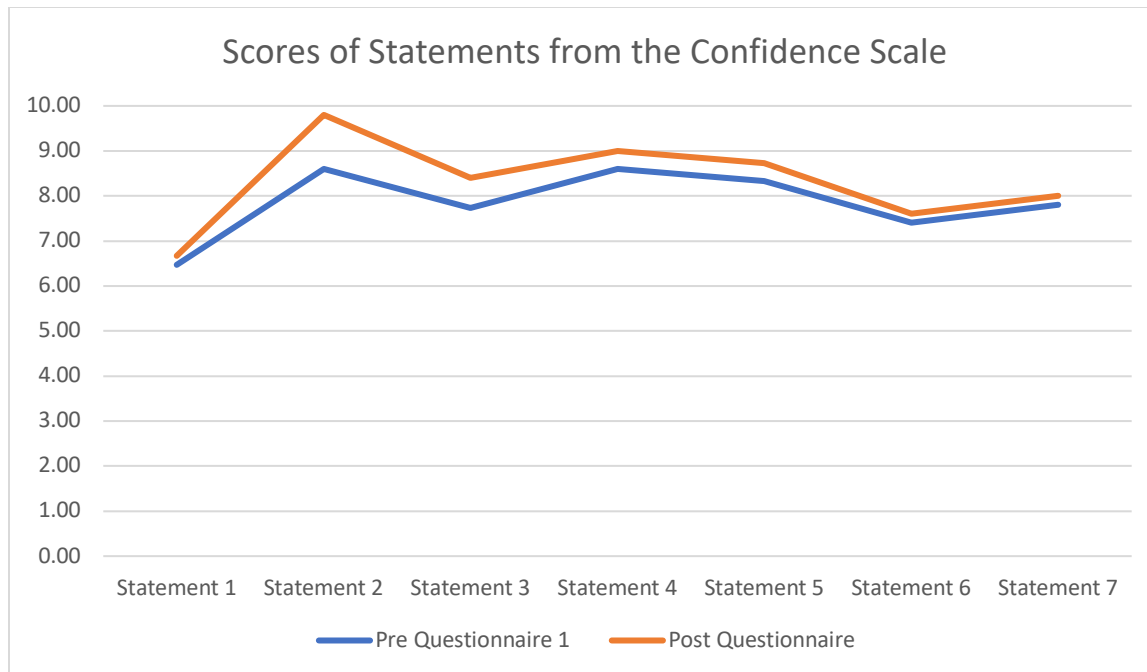


Figure 8 Difference between the scores of the pre- and post-tests of the confidence scale

It is apparent from the graph in figure 8 that the scores of the post-programme questionnaire are higher than the pre-programme questionnaire scores. To obtain a better understanding of what changed during the intervention, it is best to look at each statement separately and search for any significant changes in any specific statements. By doing that, any noticeable shifts or trends in the participants' beliefs per statement will become apparent. Table 44 below depicts all of the statements of the confidence scale. These statements have been arranged from the greatest increase from the pre-test to the smallest increase. The table also shows the most selected answers, the difference in total score points between the pre-test and post-test scores, and goes further to show the difference in means between pre-test and post-test scores of each statement.

#	Statement	The most selected response (pre-test)	The most selected response (post-test)	Difference between pre-test and post-test scores	Mean of post-test score increase
2	Stand up for myself when I feel I am being treated unfairly.	10 46.7% n=7	10 86.7% n=13	+18	1.20
3	Say no to someone who is asking me to do something I don't want to do.	10 40% n=6	10 60% n=9	+10	0.67
4	Get others to stop annoying me/hurting my feelings.	10 53.3% n=8	10 53.3% n=8	+6	0.40
5	Mostly I feel that I can ask for help when I do not understand something.	10 53.3% n=8	10 46.7% n=7	+6	0.40
1	Say what I think when adults disagree with me.	5,6,8 Each 20 % n=3	7 33.3% n=5	+3	0.20
6	I feel confident in my communication skills (e.g., I can motivate, persuade, and communicate with different people).	8,9,10 Each 20 % n=3	6 26.7% n=4	+3	0.20
7	I feel confident in my ability to lead others.	9 26.7 % n=4	7 33.3% n=5	+3	0.20

Table 44 All of the statements of the confidence scale

Statement 2 had the second highest difference of all the three scales (communication, leadership, and confidence). It increased by 18 points after the programme. It shows the belief the participants had in their ability to stand up for themselves if they were treated unfairly. The score of the post-test showed that 86.7% (n=13) scored “most like me”. Statement 3 showed an increase of 10 points after the programme; it reflects the belief that a participant had in their ability to say no to something that they do not want to do. The most selected answer in statement 3 was 10 in both the pre-test and post-test. However, in the pre-test 40% (n=6) scored 10, while in the post-test 60% (n=9) scored 10. Also, statements 4 and 5 showed an increase of six points after the programme and a 0.40 increase in average points. Statement 4 shows the belief that participants had in their ability to stop others from hurting them, and statement 5 is about how the participants felt about asking for help if they did not understand something.

Statements 1, 6, and 7 also increased by three points. Statement 1 shows the participants’ belief in their ability to speak their mind in front of adults. Statement 6 reflected the participants’ confidence in their communication skills. Lastly, statement 7 showed the participants’ confidence in their ability to lead. All of these three statements increased by 0.20 on average.

Considering the overall scores from the confidence scale, it is true that the total scores of the participants only increased by 4.6%. However, it is important to notice that 10 out of the 15 participants improved in score. Not only did the total score of the cohort increase, but also the total score of each statement separately increased. The increase in the scores of the confidence scale does not necessarily reflect an improvement in the participants’ abilities to accomplish the tasks mentioned in the statements. It reflects their belief in their ability to accomplish these tasks. The result from the confidence scale does show an increase in the beliefs of the majority of participants in their ability to do tasks that require confidence.

4.4.2 Individual scores of the confidence scale

This section focuses on the same six participants that were chosen before. It analyses the results of participants 5, 9, 15, 10, 12, and 3. This section aims to assess the participants individually and to answer to third research sub-question: “What is confidence from the participants’ perspective? Are they confident in themselves?”

In the qualitative part of the questionnaire, the participants were asked a question about confidence. The question was not specific; it asked: “Do you feel confident in yourself? Why?” The question did not specify whether they were confident in their communication skills, it was more of a general question to see what confidence means to them. If someone says, “yes, because I can depend on myself”, this answer shows that they feel confident, and confidence to them is related to their ability to be independent. In the confidence scale, the total score of all participants went up from 824/1050 to 873/1050.

The results below are presented in the same order as before, starting with P5, P9, and P15 who had the highest increase in the communication scale. Then, the results of P10, P12, and P3, who had the greatest decrease in the communication scale, are discussed. This order was chosen to make it easier for the reader to follow.

Participant 5

As with his other scores in the communication and leadership scale, participant 5 (P5) also increased by nine points in the confidence scale. Table 45 below covers all of P5’s scores so far.

P5	Pre-test score	Post-test score	Difference
Communication	44/84	57/84	+13
Leadership	12/24	16/24	+4
Confidence	42/70	51/70	+9

Table 45 Summary of P5's scores in the communication, leadership, and confidence scales

When P5 was asked about his confidence, he wrote the following in his first questionnaire, “Yes, I am confident in myself”. He did not give any reasons why he felt that way. In the second questionnaire, he wrote, “Yes, I am confident in myself. I do not feel confident in my communication skills”. Even though the question did not ask about his confidence in his communication skills, he went on to specify that he was not confident about his communication skills. Table 46 below sets out the pre-test and post-test scores from P5’s leadership scale.

#	Statement	Pre-test Score	Post-test Score
1	Say what I think when adults disagree with me.	5	4
2	Stand up for myself when I feel I am being treated unfairly.	9	10
3	Say no to someone who is asking me to do something I don’t want to do.	6	10
4	Get others to stop annoying me/hurting my feelings.	7	7
5	Mostly, I feel that I can ask for help when I do not understand something.	6	6
6	I feel confident in my communication skills (e.g. I can motivate, persuade, and communicate with different people).	4	6
7	I feel confident in my ability to lead others.	5	8
	Total (out of 70)	42	51

Table 46 P5's scores in the confidence scale

In the first statement, P5 dropped by one point. The statement refers to his ability to express himself in front of adults. It requires confidence to be able to do that. Another relevant statement is statement 3, because P5 increased four points. He believed that he could say “no” to someone if asked to do something he does not want to do. In addition to that, even though he wrote down that he is not confident in his communication skills in the post-programme

questionnaire, he increased by two points in statement 6, which refers to his confidence in his communication skills. Even with the increase, he still scored six, which explains his written answer.

In other words, he does not believe that he has the necessary communication skills, although the confidence score increased in statement 6. Lastly, he went up three points in statement 7. This refers to his ability to lead. He believed that he is more confident now in his ability to lead others. Overall, as with his leadership and communication scores, P5's score in the confidence scale also increased. His answer does not show what confidence means to him; however, he did feel confident both before and after the programme.

Participant 9

Participant 9 (P9) also achieved better scores in all the scales. In the confidence scale, he went up seven points. In the first questionnaire he scored 51/70, and in his second questionnaire he scored 58/70. When he was asked about his confidence in the first questionnaire, he wrote, "Yes, I am not afraid of anything". It appears that he thinks a confident person should not be afraid of anything. In his second questionnaire, he wrote the following, "Yes, why shouldn't I be confident in myself, I am not afraid because I am a good football player, people's opinion doesn't matter to me". Again, he does feel confident. However, this time he related his confidence to his ability as a football player. He also does not care about other people's opinions. Table 47 below depicts all of his scores up to this point.

P9	Pre-test Score	Post-test Score	Difference
Communication	45/84	58/84	+13
Leadership	14/24	16/24	+2
Confidence	51/70	58/70	+7

Table 47 Summary of P9's scores in the communication, leadership, and confidence scales

Table 48 below depicts all of P9's scores in the confidence scale.

#	Statement	Pre-test Score	Post-test Score
1	Say what I think when adults disagree with me.	10	8
2	Stand up for myself when I feel I am being treated unfairly.	10	10
3	Say no to someone who is asking me to do something I don't want to do.	9	10
4	Get others to stop annoying me/hurting my feelings.	4	9
5	Mostly, I feel that I can ask for help when I do not understand something.	7	8
6	I feel confident in my communication skills (e.g., I can motivate, persuade, and communicate with different people).	3	6
7	I feel confident in my ability to lead others.	8	7
	Total (out of 70)	51	58

Table 48 Participant 9's scores in the confidence scale

In general, P9 increased seven points, although in statement 1 he dropped two points. He scored 10 in both his pre-test and post-test in statement 2, which refers to his ability to express his opinion if he disagrees with adults. He also increased five points in statement 4. He believed

that he can now stop others from annoying him or hurting his feelings. Another statement that is worth examining is statement 6, where P9 scored three in the first questionnaire and six in the second questionnaire. That statement refers to his confidence in his communication skills. Lastly, he felt less confident in his ability to lead others. He dropped one point in statement 7. As with his leadership and communication scores, P9 showed an increase in his confidence scale. From his perspective, he felt confident in himself before and after the programme. His answer shows that his confidence stems from not being afraid of anything and being a good football player.

Participant 15

Although participant 15's (P15) score increased in the communication and leadership scale, his score in the confidence scale dropped by two points. In his answer to whether he is confident in himself, he said in the first questionnaire, "Sometimes when I am calm and relaxed, but when I am nervous, I am not confident in myself in any situation". The key word here is "sometimes"; his answer was not a yes or no, he was hesitant. However, in the second questionnaire, he said, "Yes, because I am always depending on Allah, and because I practice my skills in my free time". It seems that he believed that he is confident in himself in the second questionnaire. Table 49 provides a summary of his total scores so far.

P15	Pre-test Score	Post-test Score	Difference
Communication	59/84	68/84	+9
Leadership	16/24	21/24	+5
Confidence	51/70	49/70	- 2

Table 49 Summary of P15's scores in the communication, leadership, and confidence scales

Table 50 below lists all of P15's scores in the confidence scale.

#	Statement	Pre-test Score	Post-test Score
1	Say what I think when adults disagree with me.	7	7
2	Stand up for myself when I feel I am being treated unfairly.	8	10
3	Say no to someone who is asking me to do something I don't want to do.	5	1
4	Get others to stop annoying me/hurting my feelings.	7	10
5	Mostly, I feel that I can ask for help when I do not understand something.	10	10
6	I feel confident in my communication skills (e.g., I can motivate, persuade, and communicate with different people).	10	7
7	I feel confident in my ability to lead others.	4	4
	Total (out of 70)	51	49

Table 50 Participant 15's scores in the confidence scale

One of the statements that is worth examining is statement 3. Here, P15's score was not high initially, he scored five in the first questionnaire and one in the second questionnaire. The statement refers to his ability to say "no" to someone who is asking him to do something he does not want to do. He also dropped three points in statement 6, which is also important. Statement 6 refers to his belief in his communication skills. He started with 10 and ended with seven. Moreover, he also scored low in statement 7, which refers to his ability to lead.

It is worth noting that P15 is the participant who stood in front of the whole club to give a short speech. He was not asked to do so. He went out of his way to challenge himself. In addition, he spoke well in that speech. He was not shy, was not hesitant, and used body language effectively. Perhaps his standards are high and, based on this, he does not feel that he is very good at communication and leadership. In the interview, he was a little more nervous than the other participants. Also, many videos show that he looks nervous. The photographs (picture 9) below are an example of how he appeared during some of the activities. In summary, P15's confidence

score decreased but his qualitative answer changed from “sometimes” confident, to a “yes”. His answer shows that his confidence stems from having faith in Allah, and from practising his skills.



Photograph 8 These pictures show P15 (orange) being nervous during some of the activities

Participant 10

Participant 10's (P10) score decreased in the communication scale but increased in both the leadership and confidence scales. His results increased 12 points in the confidence scale. In the beginning, he scored 49/70 and at the end, he scored 61/70. He answered the confidence question in the first questionnaire about his confidence saying, “Sometimes yes, sometimes no.

Yes, because I am responsible, and no because I am lazy sometimes”. It appears he feels that he is confident because he is responsible, but his laziness sometimes affects his confidence. In the second questionnaire, he wrote, “Yes, because I learned from my school and this club”. Table 51 below is a summary of P10’s total scores from all three scales.

P10	Pre-test Score	Post-test Score	Difference
Communication	67/84	51/84	-14
Leadership	15/24	19/24	+4
Confidence	49/70	61/70	+12

Table 51 Summary of P10's scores in the communication, leadership, and confidence scales

Table 52 below shows P10’s scores in the confidence scale.

#	Statement	Pre-test Score	Post-test Score
1	Say what I think when adults disagree with me.	6	6
2	Stand up for myself when I feel I am being treated unfairly.	2	10
3	Say no to someone who is asking me to do something I don’t want to do.	10	10
4	Get others to stop annoying me/hurting my feelings.	7	10
5	Mostly, I feel that I can ask for help when I do not understand something.	10	10
6	I feel confident in my communication skills (e.g., I can motivate, persuade, and communicate with different people).	9	6
7	I feel confident in my ability to lead others.	5	9
	Total (out of 70)	49	61

Table 52 Participant 10's scores in the confidence scale

P10's overall confidence went up by 12 points. One of the statements showing a significant difference between the first and second score is statement 2. This refers to P10 standing up if he feels he is being treated unfairly. This statement alone increased eight points. Another statement that increased in score was statement 4, for which he increased by three points. The statement refers to his belief in his ability to stop people from annoying him. In the beginning, he scored seven, and in the end, he scored 10.

In statement 6, P10 dropped by three points and went from nine to six. His belief in his communication skills decreased by the end of the programme. However, he was more confident in his ability to lead others in the second questionnaire than it was in the first questionnaire. It went up by four points. The main takeaway from these confidence results is that P10's score increased in the confidence scale, and his qualitative answer changed from "sometimes" confident to a "yes". His answer shows that his confidence stems from being responsible and learning from the school and club.

Participant 12

Participant 12 (P12) increased in both the leadership and confidence scales but decreased in the communication scale. His confidence score was already high in the first questionnaire. He scored 60/70 in the first questionnaire and 62/70 in the second questionnaire. For the question that asked about confidence, he wrote, "Sometimes, I feel confident in myself, and sometimes I don't feel confident in myself". He wrote the same answer in the second questionnaire, he said, "Sometimes I feel confident in myself, and sometimes not". He did not give any reasons why he feels that way. Table 53 below provides a summary of his total scores in the three scales.

P12	Pre-test Score	Post-test Score	Difference
Communication	49/84	40/84	-9
Leadership	11/24	12/24	+1
Confidence	60/70	62/70	+2

Table 53 Summary of P 12's scores in the communication, leadership, and confidence scales

Table 54 below shows P12's scores in the confidence scale.

#	Statement	Pre-test Score	Post-test Score
1	Say what I think when adults disagree with me	5	7
2	Stand up for myself when I feel I am being treated unfairly	10	10
3	Say no to someone who is asking me to do something I don't want to do.	10	10
4	Get others to stop annoying me/hurting my feelings	10	10
5	Mostly I feel that I can ask for help when I do not understand something	10	8
6	I feel confident in my communication skills (e.g. I can motivate, persuade, and communicate with different people)	6	8
7	I feel confident in my ability to lead others.	9	9
	Total (out of 70)	60	62

Table 54 Summary of P12's scores in the communication, leadership, and confidence scales

P12 had four statements that had the same score in the first and the second questionnaire. He also had two statements that showed an increase in points and only one statement that showed a decrease in points. In statement 1 he increased two points. He is more likely to say what he thinks if adults disagree with him. Also, he increased two points in statement 6, which refers to his confidence in his communication skills. He went from six to eight. On the other hand, he decreased two points in statement 5, which refers to asking for help if he does not understand something. In the last statement, he had a high score of nine in both questionnaires. The statement reflects his confidence in his ability to lead others. He is confident in his ability to lead others. In general, P12's confidence score was already high and increased by two points, but his qualitative answer shows otherwise. The qualitative answer was "sometimes". He also did not offer a reason why he is "sometimes" confident and not always confident.

Participant 3

Although participant 3 (P3) had a decrease in the communication and leadership scales, he did have an increase in his confidence scale. He scored 50/70 in his first questionnaire, and 55/70 in his second questionnaire. In his written answer about his confidence, he left the answer blank in the first questionnaire, and in his second questionnaire he wrote, “Yes, because I am a strong football player”. There is something to be noted about football skills and confidence levels. He is the second participant out of the six chosen participants to say that he is confident because of his football skills. Table 55 depicts P3’s scores in all scales.

P3	Pre-test Score	Post-test Score	Difference
Communication	61/84	54/84	- 7
Leadership	15/24	14/24	- 1
Confidence	50/70	55/70	+5

Table 55 Summary of P3's scores in the communication, leadership, and confidence scales

Table 56 below shows P3's scores in the confidence scale.

#	Statement	Pre-test Score	Post-test Score
1	Say what I think when adults disagree with me.	4	6
2	Stand up for myself when I feel I am being treated unfairly.	6	10
3	Say no to someone who is asking me to do something I don't want to do.	10	10
4	Get others to stop annoying me/hurting my feelings.	10	10
5	Mostly, I feel that I can ask for help when I do not understand something.	5	5
6	I feel confident in my communication skills (e.g., I can motivate, persuade, and communicate with different people).	5	8
7	I feel confident in my ability to lead others.	10	6
	Total (out of 70)	50	55

Table 56 Participant 3's scores in the confidence scale

Participant 3 had a four-point increase in statement 2, which refers to him standing up for himself if treated unfairly. His score went from six to ten, meaning that he feels more likely to stand up for himself. Another statement that showed a jump in score was statement 6, which refers to his confidence in his communication skills. He scored five in the first questionnaire and scored eight in the second questionnaire. The photograph (photo 10) below shows P3 hiding his smile while everyone one was clapping for him when he received the Brilliant Speaker badge. He also received the Brilliant Persuader badge. The last statement is interesting. Here, P3 scored 10 in the first questionnaire and scored six in the second questionnaire. He does not feel confident in leading others as much as he did at the beginning. Overall, P3's confidence score increased five points, and he is confident because of his football skills.



Photograph 10 P3's reaction after receiving Brilliant Speaker badge (P3: Orange, P12: Blue)

4.4.3 Summary of confidence

Reviewing the analysis of the cohort, it is apparent that the scores of the cohort in the pre-test and post-test questionnaires' confidence scale have increased. Out of the 15 participants, 66% (n=10) of the sample scored more in their post-test scores, while 26% (n=4) of the sample show a decrease in their post-test scores, and 6% (n=1) of the sample had the same score. The focus of this section was to explore the beliefs that the participants had about their self-confidence before and after the programme. The section explored the third sub-question of this research: "What is confidence from the participants' perspective? Are they confident in themselves?"

This question shows the participants' perspectives about what makes them confident. The results from the confidence scale do not necessarily mean that the programme has improved the participants' confidence. However, each statement reflects the participants' level of belief – at that moment – of their confidence level. It is important to ascertain what they believe they can and cannot do and compare such beliefs before and after the programme.

When looking at each statement separately, all the seven statements showed an increase in score. Thus, not only did the total scores of the cohort increase after the programme, but also all the statements increased. Table 57 below shows the answers of the six participants in their pre-programme and post-programme questionnaires.

ID	What is confidence from the participants' perspective? Are they confident in themselves?		Post-test score difference	Did he gain more knowledge? Did his confidence level change?
	Pre-test	Post-test		
5	Yes, I am confident in myself.	Yes, I am confident in myself. I don't feel confident in my communication skills.	+9	His answer does not show what confidence means to him; however, he does feel confident before and after the programme.
9	Yes, I am not afraid of anything.	Yes, why shouldn't I be confident in myself, I am not afraid because I am a good football player, people's opinion doesn't matter to me.	+7	His answer shows that his confidence stems from not being afraid of anything and being a good football player.
15	Sometimes when I am calm and relaxed, but when I am nervous, I am not confident in myself in any situation.	Yes, because I always depend on Allah, and because I practise my skills in my free time.	-2	His answer shows that his confidence stems from having faith in Allah, and from practising his skills.
10	Sometimes yes, sometimes no. Yes, because I am responsible, and no because I am lazy sometimes.	Yes, because I learned from my school and this club.	+12	His answer shows that his confidence stems from being responsible and learning from the school and club.
12	Sometimes, I feel confident in myself, and sometimes I don't feel confident in myself.	Sometimes I feel confident in myself, and sometimes not.	+2	His answer did not provide information on what makes him confident.
3	Blank	Yes, because I am a strong football player.	+5	His answer shows that his confidence stems from having football skills.

Table 57 Comparison of participants' answers before and after the programme

The confidence scale reflects an increase in the participants' beliefs in their self-confidence. From their perspective, confidence can be a result of being good and skilful at something they value like football. One answer shows that even at a young age, having faith in a god and depending on this faith can help to make someone more confident.

4.5 Conclusion

The results chapter was structured according to the research questions. The communication section of this chapter explored the research's main question, "Do communication skills appear to develop through communication activities and, if yes, how?" It also addressed the first sub-question of this research, "What are the characteristics of a good leader and what does a leader do – from participants' perspectives?" According to the results of the communication scale in the questionnaire, the general scores of the participants dropped slightly in the post-test. At first glance, it might seem that such a reduction means that the participants in general had less belief in their communication abilities after the programme. However, once each statement was analysed separately, it became apparent that more statements have shown improvement in the post-test score compared to the pre-test score. The results show that 12 statements showed an improvement while nine showed a drop in score.

Some of the areas that have shown great improvement were illustrated in statements 1, 2, and 7. According to these statements, the participants' belief in their ability to use the tone of voice to reinforce what they are trying to say has shown the most improvement amongst all of the statements. Such a shift in their self-belief can be of great help in situations that require communication skills. In statement 2, participants showed that their belief in their ability to practise patience and listen to other people had increased. Lastly, participants believed more in their ability to share their experiences with others to help to empathise with them.

These three examples from the communication scale can be interpreted in two different ways. On the one hand, it could mean that their skill level did increase and, therefore, their belief in their abilities started increasing. On the other hand, it could be interpreted that only their beliefs increased but not their skill levels. It could be that they became more aware of their capabilities after the programme, and this was reflected positively in their scores.

The communication scale also showed that some areas of communication showed a drop in their score. This included statements 11, 13, and 5. The participants' belief in their ability to organise their thoughts before speaking appears to have dropped. In statement 5, their beliefs in their ability to understand other people's body language have also showed a drop in score. Furthermore, it appears that their belief in their ability to understand people before responding dropped. All of these changes in scores could circle back to the explanation that such activities have not necessarily improved their skills but have simply increased the participants' awareness. This could be the result of them knowing where they really stand in relation to all of these statements in the communication scale.

Moreover, in relation to the first sub-question, the qualitative answers in the post-programme questionnaire showed that the participants had an improved understanding of what communication skills are. The written answers contained more details about communication skills and a better understanding of the definition of communication. Such an improvement in their knowledge was clear. The programme might have helped by teaching the participants about the different communication abilities. An examination of the answers highlights that the participants appear to understand the importance of using body language, eye contact, and changing the tone of voice when communicating.

The leadership results did show an increase in the total scores of the cohort in the leadership scale. Such an increase does not necessarily mean that the programme made them better leaders. It only means that their self-belief in their leadership capabilities increased. It is such self-belief that is of importance to this research. Bandura's self-efficacy theory is one of the theories guiding this research. The idea of making a participant believe more in themselves can be very beneficial as it can translate to better performance.

The leadership results also explored the second sub-question of this research: "What are the characteristics of a good leader and what does a leader do – from participants' perspectives?" The aim of this question was to see whether the participants acquired more knowledge about leadership throughout the programme. The results show that the participants did not show an improvement in the post-test answers. Such results might be explained by the fact that leadership

was not the focus of the programme. The programme was mainly tailored to enable the participants to go through as many communication experiences as possible.

Finally, the results addressed the participants' level of confidence before and after the programme. The results showed an increase in the general scores of the cohort. Just like the previous scales, it is not possible to conclude that the programme improved their confidence level. However, an attempt can be made to interpret the reasons behind such an increase in scores. One interpretation could be that the participants have been through so many communication activities that they feel more comfortable in such situations and, therefore, felt more confident. Consider the first statement, for example. It addresses the participants' ability to be able to speak their mind even if the adults would disagree with them. This statement showed an increase in the post-test score. One explanation is that in the programme, they were rewarded with the Persuasive Badge if they made a good point when arguing respectfully with the coach/researcher. Such a positive experience might have led to such an increase in statement 1.

The results also explored the third sub-question: "What is confidence from the participants' perspective? Are they confident in themselves?" Their answers to this question showed how the participants viewed their confidence level, and what might be the cause behind their answers. Their answers did show a slight increase in their confidence. One of the important takeaways from their answers was that the mastery of one skill can influence their confidence level. Several students referred to their football skills as the reason behind their confidence. One participant explained that his faith in God and his dependence on God was the reason behind his confidence. The next chapter will discuss these findings in light of Bandura's self-efficacy theory and Kolb's learning theory. It will also compare the results to previous studies.

Chapter 5 Discussion

5.1 Introduction

This chapter discusses the results and delves into the meaning of the research findings and their relevance to the broader context. As stated in the literature review, the educational challenges that Kuwait is facing require practical solutions. This research aimed to find ways that could help students learn and adopt important 21st century skills. It sought to examine how using activities could be effective in building students' self-efficacy in relation to their communication and leadership skills. The research was conducted using questionnaires, interviews, and observations.

This chapter is structured according to the research questions. It begins with this introduction, followed by the second section covering communication, and a discussion of the results related to communication skills. This covers the main question of the research and the first sub-question. The third section covers the leadership results. The fourth section covers self-efficacy; it discusses results from the confidence scale and covers the third research question. The fifth section discusses motivation as a result of the programme's incentive system. The sixth section discusses the challenges from the participants' perspectives. The seventh section compares the findings of this research to previous studies and the final section is a summary of the discussion chapter and how it relates to the literature review.

These are the questions that the research sought to answer:

Main research question:

Do communication skills appear to develop through communication activities and if yes how?

Sub-questions:

- 1- What are effective communication skills and what are the things that a person does to be a good communicator – from the participants' perspectives?
- 2- What are the characteristics of a good leader and what does a leader do – from the participants' perspectives?
- 3- What is confidence from the participants' perspectives? Are they confident in themselves?

5.2 Communication

The first part of this section discusses the first question of this research. Do communication skills appear to develop through communication activities and, if yes, how? As shown in the results chapter, the scores of 10 participants decreased, and the scores of five participants increased, resulting in a drop in the total score of the whole group from 873 to 856 points. With such a reduction, it does not seem that the participants' beliefs in their communication skills ultimately improved. However, instead of characterising all of the participants with the same fault, and saying all of them did not improve, the researcher decided that it would be better to focus on some participants and discuss their results in detail.

The findings showed that participants believe more in their ability to address a situation if they can understand it. How might such improvement have happened? There are many activities that the participants went through that could have helped them to develop this skill. However, only one activity is described per skill to avoid repetition. One of the activities that the students played was known as the Broken Phone. It was designed so that they had to use their body language solely to deliver a message. They were not allowed to say anything. They had to deliver the message by acting only. Technically, this is known as a concrete experience as described by Kolb (1976). Participating in a concrete experience is one of the four stages of Kolb's learning theory. It is a mode of grasping an experience by "experiencing the concrete, tangible, felt qualities of the world" (Kolb et al., 2014, p. 228). This means that one way to explain the progress of the research participants is that they underwent a concrete experience that helped them.

Moreover, this skill, and most likely every other skill on this list, could have developed through the four stages of Kolb's learning theory. In this case, the participants played the broken phone game and experienced how using body language can be both challenging and beneficial at the same time. After almost every activity, and at the end of every day, the whole group sat together and reflected on what had been learned. This is the stage of reflective observation. The participants reflected on what they had learned from their experience, because they had undergone a concrete experience and observed each other performing during the game. After the reflective observation stage, the participants, both together and individually, started forming

concepts about body language. That is the stage of abstract conceptualisation. Once these concepts were formed, they moved on to test them through what Kolb described as the active experimentation stage. This is the stage at which the participants tested their newly formed concepts in another real-life situation. In this case, the participants had other upcoming activities where they had the chance to apply their newly developed concepts through active experimentation. This cycle was the same for almost all the skills mentioned above.

The findings also revealed that participants believe they are more able to use body language to help reinforce what they want to say. The participants engaged in many activities that gave them the opportunity to use body language. One of these activities was called Big Mouth in which they utilised a device that opened their mouth wide, like at a dentist. Then, they had to stand and speak in front of everyone. Since they could barely say anything clearly, they had to resort to using body language to help to deliver their message. Just like the other skills on the list, the participants went through Kolb's four stages of learning theory. In addition, this activity was also considered to be a mastery experience. This is one of the sources of influence that affect a person's self-efficacy. Self-efficacy is defined as "people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives" (Bandura, 1994, p. 2). In other words, the big mouth activity could be a mastery experience in which the participants had a positive experience that eventually fed into their beliefs whenever they attempted to use body language in the future. In this activity, only positive feedback was given to ensure the experience was positive. Hence, it was a mastery experience. This result echoes a previous study by Raoofi et al. (2012), which stated that the role of the supervisor/teacher is important in increasing the self-efficacy of the students. The teacher's positive feedback and encouragement may improve the students' self-efficacy.

Eye contact was one of the skills that participants believed they are able to do more often. Whenever a participant used eye contact properly, they were rewarded with points. If they maintained eye contact with the coach while greeting him, they received points. If they distributed their eye contact while speaking in front of others, they were awarded points, too.

Therefore, the improvement in this specific skill might be because of the reward they were receiving. Bandura (1994) explained that self-efficacy can affect human behaviour through what he called motivation processes. He believed that motivation affects human behaviour if the outcome is considered valuable and if the person believes they are able to accomplish it. In other words, self-efficacy unlocks the effect that motivation can have. Motivation works if a person has self-efficacy and believes in their ability to accomplish certain things. The participants were motivated by the points and rewards, but they might have improved in that specific area because it was within their beliefs that they were able to achieve the mentioned task. This result can also be explained through expectancy–value theory. This explains that people put an effort into something if they value its end result. This result is in line with previous literature that emphasised rewards as crucial factor of educational games (Zou, Zhang, Xie, & Wang, 2021). Players should be given rewards or scores when they have completed or performed a task well in games (Park et al., 2019; Ronimus et al., 2014).

The results also revealed that they are more comfortable using different tone of their voice in different scenarios. One of the activities performed by the participants was an individual acting activity. In this activity, the participants had to stand in front of everyone and say the same sentence three times. They had to say the same words but in different ways, showing a different emotion every time. They had to say the words whilst acting happy, sad, and nervous. This activity showed them the power of using their body language and tone of voice. They lowered their voice when acting sad, they raised the tone when happy, and stuttered as if they were nervous. By the time they had undertaken this activity, the participants had already undertaken many activities that included the use of body language. Therefore, it was an active experimentation for the participants. They had already been through a concrete experience, reflective observation, and abstract conceptualisation in preceding activities. Therefore, they were actively experimenting with their newly acquired ideas and concepts. This result is also aligned with a previous study that emphasised the importance of simulating real-world scenarios for students to enhance their learning. The study stated that learning can be more connected to the students' lives outside the

school context if it is done through a well-designed educational game that simulates real-world problems (Spires, Mott, & Lester, 2011).

The belief of most of the participants towards their ability to stay calm and use the proper tone of voice under pressure also improved. The participants did not partake in a specific activity that can be directly related to the development of the above skill. However, several participants were rewarded with points after they were seen calming their teammates down after a football loss. To them, football is more than just a game. It even affects their confidence, as shown later in the chapter. When they were reflecting on the football game, the participant was asked to stand up and he was praised by the coach for uplifting his teammates and calming them down. He was also rewarded with points. Such positive feedback was a significant part of the programme that happened on daily basis. Bandura called these vicarious experiences. They are the experiences of watching someone else succeed; the closer the person is, the more it influences the observer. In this case, the participants could have been motivated just by seeing their teammates rewarded for that simple accomplishment. Joët et al. (2011) stated that participants' self-efficacy can be enhanced just by watching a peer completing a task because it convinces the participants that they can do it too.

Participants also believe more in their ability to use their experiences to let their friends know they understand their situation. It is difficult to identify the origin of the development of this statement. There was no specific activity that could have a direct effect on developing this skill. It could be a result of the participants observing the coach perform this specific skill. The coach used stories from his past to engage the students during their conversations. In the eyes of Bandura, this can be considered to be a vicarious experience because they were observing the researcher use that skill. Moreover, since reflective observation was an important part of Kolb's experiential learning cycle, it was an important part of the programme. The coach provided continuous feedback during the programme and encouraged the students to reflect on their experiences frequently.

Bartolomé and Gerven (2022) discussed the importance of support and guidance during learning, and emphasised the provision of the right questions at the right time and leading positive feedback sessions. This result could be due to the continuous discussions that were held by the whole group. The coach always used his past experiences to keep the students engaged and to show them that he understood the learning curve they were experiencing. Another statement that showed an increase in the post-test was, “I rephrase what another person said, to make sure that I understood them”. This specific skill is also not related to any specific activity. It might reflect an increased level of self-efficacy. However, the coach always used this method to ensure he understood the participants. Such behaviour was noticed by the participants and perhaps they started using it, too.

The findings also revealed that participants believe they are more able to see other people’s point of view. These results could be the result of the Diwaniya activity in which the coach spoke for 90 seconds, and then the participants took turns to speak for at least 30 seconds. Every participant had to engage in that activity. Points were given for participation, and the Brilliant Persuader badge was given to one of them. In order to participate, the students had to listen carefully, consider each other’s points of view, and build on them. This activity can be considered as another concrete experience for them. Conversations in the Diwaniya activity were more like debates. The participants were encouraged to build on each other’s ideas and counter them. Introducing badges to participants was an effective way of motivating them to perform better. In the Diwaniya activity, some students were shy. However, when they saw that a special badge was awarded to a participant, they started engaging more in the conversation. This type of impact of badges/rewards has also been discussed in previous studies. Along similar lines, Yang, Quadir, and Chen(2016) argued that the badge mechanism is important for learners because it links the learning process and the learning results. This finding is important because it shows that such badges can go along way in providing extrinsic motivation for student to learn.

Participants also showed more belief in their ability to express themselves in different environments. This skill was practised throughout the programme. The daily reflections required

the participants to speak in front of each other and they learned – in time – to criticise each other politely. They were even rewarded with points every time they brought up a point that required some confidence to be said. They were taught a specific technique to help them criticise or give advice to anyone. The coach called it the “sandwich method”. The speaker had to start with a compliment, state the advice, and end with a compliment. One of them even raised his hand and asked to speak freely. He said, “I would like to give advice to you (the coach). You are polite, but sometimes even when you are smiling, I can feel that you are angry or not happy in the inside, it shows in your eyes”. Such advice demonstrates the confidence he had to give such advice. It was welcomed, encouraged, and he was awarded the Honest Speaker badge.

The participants were rewarded with points throughout the programme, but most importantly they received verbal feedback consistently. Bandura (1997) considered verbal persuasion to be one of the sources that affect self-efficacy. He believed that consistent and precise positive feedback helps people to increase their self-efficacy. Therefore, it is notable that all participants received positive feedback on daily basis. The students’ motivation to speak up in different environments could be a result of the reward system. McDaniel and Fanfarelli (2015) claimed that digital badges guided participants’ behaviour and increased their interaction with their peers in an online learning course and this also appeared to be the case in this study.

The belief that participants had in their ability to organise their thoughts before speaking also improved. The participants had many occasions to practise thinking before speaking. One of the workshops that they attended was called Speak to Win. It was a quick workshop based on Brian Tracy’s book *Speak to Win*. In the workshop, the coach addressed the importance of preparation before speaking and how to practise the speech. Tracy stated that sometimes he practices his speeches up to 50 times, especially if they are short. With such information, the participants went on to prepare their thoughts and speak for at least two minutes in front of their peers. Participant 15 (P15) even spoke in front of the whole club, comprising more than 200 people. Such activities that allow participants to stand in front of each other required them to go through a concrete experience of organising their thoughts before speaking.

Kolb's four stages of learning theory can explain the development of most of these skills. The participants were in a constant cycle of new experiences, reflecting on them, creating concepts of them, and actively experimenting with these new concepts. Previous studies showed that one of the benefits of game-based learning is that it helps participants to be less stressed about failure. The encouragement the participants had from the rewards and the lack of negative consequences they faced if they failed during the games might have helped them to excel in the skill of organising their thoughts before speaking. Hoffman and Nadelson (2010) stated that games promote and help participants in risk taking because of the lowered consequences of failure.

Participants also believed that they do not tend to interrupt others after the programme. The phrasing of this statement required the use of reverse scoring. Reverse scoring was contained in the instructions of the scales that were used. For example, in the pre-programme questionnaire, participant 3 (P3) answered with "3: Often", and in the post-programme questionnaire he answered with "1: Rarely". Thus, technically, although his score went from 3 points to 1 point, it was counted as an increase of 2 points. He went from often interrupting people to rarely, which is an increase. The participants were rewarded with a special badge for listening called the Conscious Listener. It was given to anyone who was continuously respectful to others when they were speaking. Therefore, this reward could have been the reason for such an improvement. It relates to Bandura's self-efficacy theory and expectancy-value theory. The participants were motivated by the badge, they believed they were good listeners, and they acted based upon such belief.

Lastly, participants belief in their ability to motivate teammates towards a specific goal increased. The participants were rewarded daily with a number of points whenever they cheered and motivated each other. There were many times when some of them nearly lost their voices for a little while from shouting and cheering. For instance, one of the activities was football but with a twist to it. The rule was that the teammates that cheered and uplifted each other more than others would be awarded a penalty at the end of the game. This rule often changed the

result of the match. The effect that incentives have on participants' behaviour has been discussed in many previous studies. Kinzer et al. (2012) claimed that a good incentive system can eventually modify the students' behaviour by encouraging players to continue their efforts and by providing feedback through the incentives given.

5.2.2 Participants' knowledge about communication skills

This section focuses on answering the first sub-question of this research: What are effective communication skills and what are the things that a person does to be a good communicator – from students' perspectives? The discussion in this section stems from the qualitative data of the research. This question was asked the beginning of both the pre-programme and post-programme questionnaires. This part of the communication section also covers parts of the interview that examined the participants' views on communication skills.

From the answers above, it appears that participant 5 (P5) had nothing to say about what communication skills consist of at the beginning of the programme. However, in his second questionnaire, he mentioned three skills: firstly, maintaining eye contact when greeting someone, which some cultures refer to as a sign of respect. It is gesture of non-verbal communication that delivers the message of respect, and it can be the first step towards a respectful conversation. Secondly, he mentioned being calm, which is also important for a communicator. Being calm and collected helps people to gather their thoughts and respond in an appropriate way. Lastly, he mentioned concentrating during activities, which is not a communication skill *per se*, but can support any communications during activities. A focused person will understand the situation they are in and, therefore, have a better chance of communicating correctly if needed. Understanding the situation or the problem requires concentration and is the first step to answering any question properly. If P5's pre- and post-programme answers are compared, he appears to have a better understanding in the post-programme test than before regarding what communication skills comprise.

In his interview, P5 showed again that he understands how he can benefit from communication skills. He said, "I can communicate with a mute now. My uncle is a mute. Before, I could not communicate with him, maybe now I can do better with my body language". This answer demonstrates that he realises that body language is a communication skill that can be

useful in some situations. His qualitative answers show that he has more to say at the end of the programme than at the beginning of the programme about communication skills.

Participant 9 (P9) also showed an improvement in knowledge after the programme. In his pre-programme questionnaire, he said one word, “manners”. This was his answer when asked about communication skills and good communicators. Some of these answers might not directly be considered a communication skill, but indirectly they are. As with P5’s answer of “concentrating during activities”, this is more of a supporting skill. Having manners can indirectly help someone to communicate better if people respect them for their manners. In his post-programme questionnaire, P9 said, “Body language, listening, cheering, facial expression”. His answer shows that he has a newer and wider understanding of communication skills. Although his answer was short, he did mention four important skills. He acknowledged body language as part of communication skills, as well as listening, cheering, and facial expression. What is obvious here is that he had an increase in his knowledge about communication skills. Unfortunately, P9 was absent on the day of the interview, and he was the only one out of the 15 participants who missed the interview.

In his pre-programme questionnaire answer, P15 said, “The things that a person should do is to be well-mannered, respect people, and not selfish”. Like some of the other participants, he referred to being respectful, well-mannered, and not selfish. In his post-programme answer, he referred to six important skills. He said, “The art of communication is to deliver a message to other people using body language, tone of face, motivation, persuasion and tone of voice”. All of these skills are considered to be important communication skills. It is the belief of the researcher that he meant facial expression when he said, “tone of face”. Again, his pre-programme questionnaire answer showed a better understanding of communication skills.

In his interview, P15 was asked about the benefits of communication skills in daily life, and he said, “If I am having a conversation with someone, I can use body language to help him understand my point of view and help direct him towards my way, and I do not interrupt him, I respect his opinion, and try to persuade him with my opinion”. His answer here, as in the post-programme questionnaire, shows development in his knowledge. When the participant was asked about what he would remember most from the programme, one of the things he said was,

“I will always try to convince people with my point of view because when I speak sometimes, they tend to not understand me”. This answer shows that he is also aware of a weakness.

Participant 10 (P10) had a unique answer in his pre-programme questionnaire; he said, “To be able to capture the attention and be honest”. It might be argued that honesty is not necessarily even a direct attribute that enhances communication; however, in the researcher’s personal opinion, in the long run, honesty instils trust in people and a trustworthy person can be more effective as a communicator. The unique part of P10’s answer was, “To capture the attention”. He was the only participant who referred to this important skill. So, how does his post-programme questionnaire answer compare to his pre-programme questionnaire answer? He said, “Body language, facial expressions, distributing eye contact, listening, and persuasion”. He mentioned five skills that are all very important for a good communicator. His post-programme answer is more precise and mentioned more skills.

In his interview, P10 said, “If you are in the university, you have a project, some students might get grades for their preparation but might lose points on presentation skills because they did not learn about communications skills”. His answer explained how someone can benefit from communication skills. His qualitative answers show that he too showed an improvement in understanding communication skills.

Participant 12 (P12) also answered his pre-programme questionnaire question in a similar way to the other participants. He said, “Manners make the person a good communicator with the society”. He mentioned manners in a similar way to the other participant. It would have been interesting to understand why manners are considered to be a communication skill from their perspectives. In his post-programme questionnaire P12 said, “Communication means to deliver the information that I want. Eye contact, motivate others”. His answer was simple and straight forward. He referred to the main purpose of communication, which is to deliver a message. Then, he mentioned eye contact and motivating others as essential skills. Even though his answer was short and simple, it was still better and more detailed than his pre-programme questionnaire answer.

In his interview, P12 said, “We need these skills to communicate with someone who cannot speak our language, like Spanish. It helps you send your message to people”. This is how

he believes communication skills help people in their daily life. Participant 12 showed that he too had a better understanding of the basic skills of communication after the programme.

Participant 3 left his pre-programme questionnaire blank; he had nothing to say. However, in his post-programme questionnaire answer he mentioned four skills. He said, “Body language, delivers a message, motivates, persuades people”. He also appears to have more to say after the programme than he did before it. As simple as their answers were, it is apparent that the six participants showed a better understanding of the basics of communication skills after completing the programme. However, the research did not draw a conclusion as to whether they became better communicators after the programme, but in the context of knowledge, it appears that they were more knowledgeable about communication skills after the programme.

Although the quantitative results of the communication scales showed a drop in the overall score, the qualitative answers showed an increase in the participants’ knowledge. The qualitative questions from the questionnaires and interviews explored the participants’ knowledge. The purpose was to see what they knew about communication skills before and after the programme. The interview asked a different question about the benefits of having communication skills. It explored the ways that the participants could benefit from having communication skills from their point of view. All of the six participants had more details and better understanding of what communication skills consist of.

Whilst it may be relatively simple to tell participants to be better communicators, it is another matter to tell them and show them how to be better communicators. The continuous reflective observations that were carried out during the programme always shed light on any communication skills that were part of the day. For example, if they were playing Act and Tag that day, one participant had to act, and his team had to know what he was referring to. Once the correct meaning was identified, the participant ran around and back to tag his teammate. When they were reflecting on this activity, the students discussed what they learned, and then were guided towards more in-depth lessons. For instance, one participant said, “I felt acting today was hard and I am not happy with my performance, it costed us the win”. The coach replied by saying, “It is a good thing that you know that you did not perform well, but don’t beat yourself, winning and losing is part of life. Ask yourself this: why was it harder than usual to use your body language

this time? What was different”. The discussion went on to enable the participants to realise that added pressure and stress can affect their communication abilities. They felt the pressure because they were in a hurry and the whole team could not start running before the participant acted well so his teammates could understand what he meant. According to Bartolomé and Gerven (2022, p.468), “feeling time pressure can decrease motivation and performance in students, lowering the self- image of slower students, and giving less time for other elements that encourage learning, such as reflection, retrieval or repetition”.

After that specific reflective observation session, it is possible that the participants’ knowledge of communication skills increased. They learned that pressure could affect communication skills. It is true that they did not learn that day how to communicate under pressure, they just learned that they need to learn how to master communication under pressure in the future. This is why the increase in their knowledge shown in their answers is important. Whilst mastering the skill is more important, this cannot be achieved before the participants become aware that the skill exists. Shedding light on problems, challenges, or skills that they lack is the first step towards working on and improving those skills. It is difficult to learn something if unaware of its existence.

5.3 Leadership

Following the same process as the communication section, the results of the same participants in relation to leadership were interpreted in an attempt to find the connections between the programme and the results. The discussion in this section touches on how the results relate to the conceptual framework and previous studies. Out of the 15 participants, 10 had an increase in their post-programme scores, three participants showed a decrease, and two participants had the same score. This reflects an increase in their level of self-efficacy.

The leadership scale used consisted of only six statements. These statements reflected the student’s leadership efficacy, which was defined as “demonstrating the attitudes and actions of taking leadership positions” (Chi, Jastrzab, & Melchior, 2006, p. 16). For instance, the first

statement of the leadership scale reflects the belief that the participant has in his ability to create a plan before doing a task.

Based on the results of this statement, it appears that participants showed an improved belief in their ability to plan how to accomplish things. The programme did not focus on leadership activities; however, there were some leadership roles that could have influenced some of the beliefs in these statements. For example, all of the participants were members of different teams. Every team had a leader, and they were supposed to create a play and then act it. The teams had a chance to choose any positive message and try to create a performance as a team to deliver the message. This activity required them to plan together. It is another example of a concrete experience that might have resulted in a boost in their self-efficacy.

Bandura (1997) noted that mastery experiences can have an influence on someone's self-efficacy. A mastery experience is a person's positive experience. If someone executes a task well, and has a positive experience as a result, that is what Bandura called a mastery experience. "Successes raise mastery expectations; repeated failures lower them, particularly if the mishaps occur early in the course of events. After strong efficacy expectations are developed through repeated success, the negative impact of occasional failures is likely to be reduced" (Bandura, 1977, p. 195). By planning for the acting activity and many other activities, the participants might have had success and, therefore, had an increased self-efficacy level.

On the other hand, the same can be said about the negative results. Everyone was not winning all the time; there were losses, and there were failures. Some participants took the losses to heart. It could be that these failures lowered their mastery expectations and resulted in a drop in their score. Another way to look at these negative results is to think of the possibility that the participants might have answered the pre-programme questionnaire without knowing that they do not understand what the skill entails. By having these concrete experiences, they understood these skills and realised their position. Also, maybe their skill level increased even though the score decreased. Sometimes, the development of a specific skill comes from understanding what is required. Then, the person goes on to build-up that skill, but since they know that they have

not achieved the skill, their self-efficacy levels are not the same as before, when they did not know what was required.

Participants also had an improved belief in their ability to get their friends to help them accomplish tasks together. Throughout the programme, the reward system was structured in a way that points were given to the individuals and points were given to the whole group. For example, if a team won, they were awarded points, and if a participant did something worthy of points he was likewise rewarded. The points that were given to the individual were added to the total of his team's points. Every week, the team that had received the most points was rewarded. They were allowed to bring food of their choice to the whole group the next time. All the teams knew that they had to achieve at least 10,000 points to unlock the ultimate reward, the field trip. If their collective points reached 10,000 points before the end of the programme, the whole group would go on a field trip. This motivated the students to work for themselves to earn new badges, to work for their team to be rewarded weekly, and to work for the whole group to obtain a field trip. According to previous studies, when game-based learning involves collaboration amongst participants, they tend to exchange ideas and encourage each other to reach their common goals (Hsiao, Chang, Lin, & Hu, 2014).

The reward system might have encouraged the participants to push each other continuously. If they valued the reward system, which they did, they had to get each other to work towards achieving the weekly reward, or the field trip. This could be an explanation for the increase in responses to this statement. It relates to expectancy-value theory. The participants valued the points, the badges, and the rewards. Therefore, they had to push each other, and work together to achieve their goals. (Nakamura & Csikszentmihalyi, 2002)

The reward system can sometimes have a negative effect. Some students fell behind in points, and the coach tried to come up with reasons to give them points just to keep them in the competition. According to Bandura (1988), peer modelling is one of the effective ways to build self-efficacy. Peer modelling is basically observing peers achieve or accomplish something. However, if a participant sees himself very far from his peers' achievements it can have a negative effect on his self-efficacy. According to Nakamura and Csikszentmihalyi (2002), games should not be too hard or too easy; there is a "sweet spot" that is called the zone of proximal development.

Games should be designed in a way that helps the participants succeed but only with a struggle. During the programme, the coach always monitored the underperforming participants and found ways to encourage them to perform better.

Participants showed higher levels of belief in their ability to organise a team and make sure everyone feels important. During the programme, the main consistent leadership task that was assigned to the participants was to be a captain. Every day, they took part in many activities, and in every activity, there was a new captain. The captain was the leader of the team. Whenever a reflective observation session took place, the performance of the captain was discussed. The participants shared their thoughts on how well the captain led them. The captain reflected on his experience, too. For the most part, the coach maintained positive feedback, or what Bandura (1997) described as verbal persuasion. This is feedback that is positive, consistent, and precise. For instance, the coach once told a captain:

You executed your leadership role very well. What I liked most about your performance is that you demanded from your team to stick with the plan. Although the plan was simple, you managed to keep everyone focused on the goal, and that is a good leadership quality. You deserve 50 points.

The feedback was precise. It was about demanding others to stick with the plan. The game was Silent Football, based on the premise that if anyone makes any sound while playing, the other team gets a penalty kick.

The example above demonstrates many of the concepts coming into play in one situation. The game was a concrete experience, followed by reflective observation, and abstract conceptualisation. Also, at least three sources of influence on self-efficacy were displayed. The activity was a mastery experience for some, a vicarious experience for some, and verbal persuasion for some.

Participants also believed more in their ability to stand up for what they think is right. During the programme, the coach was always looking for situations that required courage from the participants. For example, when P15 stood up in front of the whole club to speak for two

minutes, he was rewarded in front of all the participants and his courage was praised. Also, when one of the participants told the coach that his eyes showed that he was not so happy from the inside, the coach rewarded his courage, too. These participants were given the Honest Speaker badge. There was no specific activity or example of someone standing up for himself and disagreeing with others. However, this skill requires courage. It is possible that verbal persuasion throughout the programme, along with the reward system, played a role in the increase in the score of that statement.

According to Bandura (1988), encouraging participation is one way to build self-efficacy. However, sometimes, making participation mandatory is a double-edged sword. For instance, every participant had to participate in the Diwaniya. They had to speak their mind and counter something that someone said. Such an experience might have helped many of them. But, at the same time, it could have had a negative effect on others. Maybe a participant felt he did not speak as well as his peers and, therefore, his self-efficacy in speaking up decreased. Some of the participants were forced to be team captains at some stage. Usually, most of the participants wanted to be captains. However, there were two or three participants who never asked to be captain, and one of them refused to be a captain when asked. He refused twice; however, in the last month of the programme, the coach forced him to be a captain. He was not spectacular at the role, but he was not bad either.

After the programme, participants believed more in their ability to change something wrong if they see it. There was no specific activity that can be related to such a skill. It could arise as a result of the leadership roles that the participants took throughout the programme. With the support they were given through the reflective observation sessions and verbal persuasion, some participants might have felt they were capable of accomplishing leadership tasks better than before. Such a belief might have resulted in the increase in the score above. On the other hand, the decrease in their scores could be a result of situations where they thought they should have changed something, but they did not.

5.3.2 Participants' knowledge about leadership skills

This section addresses the second sub-research question: What are the characteristics of a good leader and what does a leader do – from students' perspective? Since the focus of this research was on communication skills, this question about leadership was asked only in the questionnaire. It was not part of the interview.

In the first answer, P5 had a good idea of what a leader does in his pre-programme questionnaire. His answer included two important traits of a leader. He said that a leader distributes tasks and organises the team. Although his answer was short, organising the team and distributing tasks are crucial skills for a leader. A leader who cannot delegate and assign responsibilities to his team will fall short in terms of his leadership performance. In his post-programme questionnaire, P5 said that a leader motivates his team and is well-mannered. Although he did mention two traits, as he did in the pre-programme questionnaire, his first answer was better in terms of the importance of these traits or skills to a leader. Being well-mannered is important to a leader, but it is not a skill of leadership. A person can be a strong leader who reaches their goal, and they can be rude and disrespectful. They rule by fear. The point is, it seems that P5's first answer was more precise. One thing to note here is that P5 mentioned motivation. Mentioning motivation as a leadership skill might be a result of what he felt throughout the programme. It could be that the reward system kept him motivated. Alternatively, it could be the lack of motivation during the programme that made him feel that he lacked motivation and that a leader should motivate his team. Either scenario is possible, although the researcher leans towards the first possibility that P5 did feel motivated throughout the programme. This is demonstrated later in the chapter.

Participant 9 also referred to two traits/skills in both of his answers, however, the post-programme questionnaire answer showed a better understanding of leadership. In the first answer, he said manners and humble. Both traits can be supportive to a leader but are not necessarily directly related to leadership. P9's second answer was, "Cheering, doesn't take something for himself, for example, in football, he doesn't shoot penalties and fouls himself but lets others". In this answer, P9 mentions motivating others, and not being selfish. Whilst his second answer is not very different from his first in terms of the number of traits mentioned, the only answer that stands

out is motivation. A person can be humble or not, well-mannered or not, but motivating others is crucial to leadership. Therefore, the only thing that can be taken from P9's answers is that his post-programme questionnaire included motivation as an important trait, which underlines the focus of the programme during that period.

In his pre-programme questionnaire, P15 shared two traits of leadership. He mentioned being fair to others and listening to his teammates. On the other hand, in his post-programme questionnaire, he mentioned three traits: motivation, persuasion, and consulting his team. He said, "some of the characteristics of a successful leader are to motivate his team if they did something wrong or if they did something great, and persuade his team with the right opinion, and consult his team at all times". His post-programme questionnaire answer has more details than his pre-programme questionnaire answer. The importance of this answer was that he too referred to motivation as an important trait of a leader.

In his pre-programme questionnaire, P12 had similar answers in terms of the number of traits he mentioned. In his post-programme questionnaire, he mentioned trusting others, planning, and helping the team win. Three good traits from the researcher's perspective. In his post-programme questionnaire, he said, "A good leader is the person who motivates us and tells us what we are supposed to do. A successful leader is important to the team or group". He mentioned motivation, distributing tasks/roles, and that a leader is important to the team. Being important to the team can be considered to be his realisation of how important a leader is to his group. Just like the other participants, he too mentioned motivation as one of the leadership traits.

Although his answers were short, P3 had a unique answer in his pre-programme questionnaire. He said that a leader should be disciplined. He is the only one out of the six participants who mentioned discipline. Discipline is very important to a leader because the followers look up to the leader, he portrays what is and what is not important through his actions. A disciplined leader will inspire the team to be disciplined, too. In the post-programme questionnaire, P3 mentioned being humble and smart as leadership qualities. In summary, he mentioned one trait in his first answer, and two traits in his second answer.

In conclusion, the six statements of the leadership scale resulted in an increase in score for five of the six participants. The score reflects their self-efficacy beliefs and shows that from

their perspective, the majority of the participants seemed to believe more in their ability to do the tasks/roles mentioned in the leadership scale. However, the pre- and post-programme qualitative questions in the questionnaire did not show a significant improvement in the level of knowledge towards the characteristics and roles of leadership. Lastly, it is interesting to see leadership through the participants' eyes. Interpretation of their answers shows that the goal of the sub-question was not to judge their answers but to explore their understanding. It was a question that aimed to explore and ascertain if there had been an increase in their level of understanding.

5.4 Self-efficacy

This section discusses the self-efficacy levels that participants had before and after the programme. The two previous sections have discussed self-efficacy in leadership and communication. This section discusses a collection of situations that require self-efficacy. Most of the statements in this scale were taken from a scale that measures confidence levels (Fuller, 2018). With that being said, this is called the self-efficacy section because it refers to specific situations. To further clarify the point, Bandura (1997) explained that:

Confidence is a nondescript term that refers to strength of belief but does not necessarily specify what the certainty is about. I can be supremely confident that I will fail at an endeavor. Perceived self-efficacy refers to belief in one's agentic capabilities, that one can produce given levels of attainment (p. 382).

Therefore, since every statement refers to a specific capability, this is considered to be a section about self-efficacy. In general, the scores in the leadership and confidence scales are better than the scores of the communication scale. Little more can be interpreted from the numbers above other than to notice that most of the six participants had better scores in leadership and confidence in the post-programme test.

As per the results, the belief these participants had in their ability to stand up for themselves and get others to stop bothering them increased during the programme. One way to understand or interpret such results is by referring back to the reward system that provided extrinsic motivation. Such motivation helped many of the participants to step outside their

comfort zones. Not all of the participants wanted to speak in front of the group, but they did at the end of the programme. Awarding the participants with badges like the Honest Speaker and Brilliant Persuader might have encouraged some of them to stand up for themselves for their team's sake. For example, when P3 was asked about the whether the badges motivated him or not, he said, "Yes, I got the Brilliant Persuader badge, I can persuade others, and persuade you too". Participant 3 was referring to an incident that happened during the programme in which the coach did not give his team points. He argued respectfully, and then persuaded the coach to change his mind. The team was then awarded the points and the participant was given points and a badge for standing up for his team.

Another interesting result was that of statement 6 which refers to their confidence in their communication skills. Out of the six participants, four showed an increase in score, and two showed a decrease. This result does not align with the communication scale scores. Participant 15 had an increase in score in his communication scale, but scored less for this specific statement, which refers to his self-efficacy level in communication. Thus, the question arises: did his self-efficacy level improve or not? It may appear to be a contradictory result, but it is not. It is possible that even though P15's score in the communication scale increased, he still believed that he is not confident in his communication skills. To further prove the point, P15 was the only participant who asked to speak in front of the whole club. The coach did not ask him to do that. He came up with the idea and spoke very well. He was asked in the interview why he volunteered to speak in front of the whole club, he said, "When I saw all of the coaches speaking in front of the whole club often, I got the idea that I want to do that too, I like to take initiative, and sometimes points make me encouraged and feel stronger". Therefore, it appears that P15 is harsh on himself and has high expectations of how he should perform.

When interpreting the last statement on the self-efficacy scale, two participants had an increase in score and two had a decrease in score. Participant 9 had a positive increase in the leadership scale but had a decrease in this specific statement that refers to his confidence in his leadership abilities. Hence the question arises, did the level of his self-efficacy in his leadership increase or not? The leadership scale showed an improvement, but his score dropped for this specific statement. This could be the same situation as P15, where the main scale showed an

increase, but the specific statement showed a decrease. One way to understand this is that although P9's belief in specific leadership abilities increased, his expectations of what a leader should be are high. Maybe he felt that even though his score increased for the specific statements, he is far from what a leader should be like. This would have been a good follow-up question during the interview for the participant. The main conclusion from the confidence scale was that the majority of the participants showed an increase in their self-efficacy levels based on the numbers.

5.4.2 Participants' knowledge about confidence

One of the aims of this research was to reveal the views of the participants on communication skills, leadership skills, and confidence. The question on confidence was part of the pre-programme and post-programme questionnaire. It was a general question. The question was "Do you feel confident in yourself? Why?" The question did not specify what is meant by confidence. It was intended to be general to see through the participants' eyes what confidence is to them.

In the pre-programme questionnaire, two participants answered yes, they were sure that they were confident. On the other hand, three participants replied that they were sometimes confident, and one participant left the answer blank. In the post-programme questionnaire, five participants answered yes, and one participant said sometimes. In their own words, two participants who had previously shown hesitation changed to a yes after the programme.

In his pre-programme questionnaire, P5 was sure he was confident of himself, but did not provide a reason why he was confident. In his last answer, he was also confident, but this time he offered a reason. He said, "Yes, I am confident in myself. I don't feel confident in my communication skills". One thing to note here is that, in his mind, he is confident regardless of his low self-efficacy level in communication.

Moreover, P9 wrote in his first answer that he was confident, and his reason was that he fears nothing. In his mind, the lack of fear means confidence. In his second answer, he goes on to explain that he is not afraid because he is a good football player, and that his opinion is the only opinion that matters. It is interesting that his source of confidence comes from being a football player; his confidence is due to being good in one single skill. In his eyes, it is his source of confidence. This demonstrates that acquiring one skill and executing it properly can boost

someone's confidence. According to Bandura's (1997) theory, P9's football skills would be his mastery experience. It is a football experience that led him to have a higher self-efficacy level.

In addition to the above, both of P15's answers are unique and interesting. In his pre-programme questionnaire, P15 said that he is "sometimes" confident. His reason for hesitation was because he loses his confidence if he is nervous. Throughout the programme, there were many activities that required the participants to perform under pressure. Peer pressure was high in some of the activities. Whenever there were many points at stake, some of the participants felt the pressure because they did not want the team to lose the points. This might explain the change between P15's two answers. In his second answer, he wrote "yes". He did not refer to the programme as the source of that transformation, however. He said, "Because I am always depending on Allah, and because I practise my skills in my free time". His answer shows maturity. He relied on faith to help him to be more confident. It is worth noting that this club has two short lectures per day that are five minutes long and come just before the prayer time. In these lectures, the speaking coaches frequently use stories from the Quran to support their message. Therefore, these lectures do touch on subjects that could have instilled that belief in P15. He was the participant who said he was "inspired" by the coaches when they were speaking and wanted to be like them and asked to speak in front of the whole club.

In his pre-programme questionnaire answer, P10 wrote that he is "sometimes" confident. In the second answer he said "yes", he is confident. The interesting aspect of his first answer was the reason behind it. He said that sometimes he is confident because he is responsible, and sometimes he is not because he is lazy. To him, confidence comes from being responsible and not being lazy. In other words, to be confident he should fulfil his responsibilities and do what is expected of him. In his post-programme answer, P10 said that he is confident because he "learned from the school and this club". The answer did not specify what he had learned from the school and club that had made him confident. However, he did say that he is confident without hesitation in the post-programme questionnaire.

Participant 12 was the only participant who said "sometimes" in both of his answers. However, he did not say why he is sometimes confident in either answer. Last but not least, P3 left his pre-programme questionnaire question blank, and in the post-programme questionnaire

question he said “yes”. Interestingly, he also referred to his football skills as his source of confidence. It appears that self-efficacy can work in simple ways. A simple specific belief in their ability in a specific game can prompt a participant to change their answer from sometimes to yes.

In conclusion, the quantitative scores of the confidence scale showed an increase in five out of the six participants. Nothing stood out as the single reason for that increase in score; however, it seems that the reward system did encourage some to find the courage to stand up for themselves and stop others from bothering them. Points and badges were given to encourage such behaviours. On the other hand, the qualitative question indicated that out of the three participants who said they were sometimes confident, two concluded saying yes, they were confident at the end of the programme. One out of the six participants left the first question blank, and his last answer was another definite yes.

Moreover, the main takeaway from the qualitative answers was the participants’ views about the source of their confidence. One participant said he was confident because of his communication skills, two participants said they were confident because of their football skills, two participants did not offer a reason, and one said that faith in God is his source of confidence. These answers are important for two reasons. Firstly, they demonstrate that a simple mastery of a skill can build the participants’ self-efficacy. Secondly, faith can be a source that builds self-efficacy. If someone believes in a superior power, such as a belief in God, this can be a relief to stress and therefore help increase self-efficacy. Bandura (1994) stated that nervous people “dwell on their coping deficiencies” (p. 5). If someone feels they cannot cope with upcoming stress from a specific situation, their anxiety level will increase because of that fear, and “through such inefficacious thinking they distress themselves and impair their level of functioning” (Bandura, 1994, p. 5).

5.5 Motivation

The use of games and gamification was a major part of the programme. Gamification is basically the “use of game mechanics, dynamics, and frameworks to promote desired behaviors” (Lee & Hammer, 2011, p. 1). The programme was structured to keep the students engaged by adding elements of digital games to the activities. Therefore, the question arises: how does someone

gamify an activity that is already considered a game? The answer is by adding elements of digital games like points, badges, leaderboards, and rewards. In general, games usually have some elements of digital games but rarely have all the elements. For instance, the participants had always played football at that club, even before the programme, but it had only one reward, and that was to win the game. However, gamifying the game of football during the programme added new layers to the game. For instance, if they were silent, they were awarded points; if they cheered, they got a penalty. Also, the result of each game was rewarded with points that accumulated towards the team's score. The score kept increasing until the end of the programme, which resulted in an ultimate reward of going on a field trip.

Gamification by itself does not equal engagement. Lee and Hammer (2011) raised a valid point about gamification. The following quote is important and critical:

After all, schools already have several game-like elements. Students get points for completing assignments correctly. These points translate to “badges,” more commonly known as grades. Students are rewarded for desired behaviors and punished for undesirable behaviors using this common currency as a reward system. If they perform well, students “level up” at the end of every academic year. Given these features, it would seem that school should already be the ultimate gamified experience. However, something about this environment fails to engage students (p. 2).

As the qualitative data shows, the participants did mention that the points and badges motivated them. They said it repeatedly. However, it seems that the effect is the result of using game play and gamification together to engage the participants. If the programme had been based on activities that were not games, the participants would not have been as motivated as they were, even if these activities were gamified with points, badges, leaderboard, and rewards. Imagine the programme was based solely on lectures, even if these were gamified by giving points to participants who summarise the lecture, it is questionable how long their engagement could be held whilst doing that. For how long could gamifying the lectures motivate the participants? Not so long.

This section discusses some topics that the participants touched on in their interviews, in which they talked about motivation, challenges, comparison to traditional classrooms, pressures, etc. Based on the interviews of the six participants, it appears that they seemed to believe that the programme motivated them in some way. Motivation was one of the most repeated words by the participants. Thus, the question arises: what did they have to say about the programme and specifically about the gamification part of the programme?

According to P10, the badges and scores motivated him to participate in the tasks and games. He said, “Yes, for example, if not for the badges, the student will not be motivated, and will think it is normal (like every other programme), and because it was PUBG badges and there were points, it motivated us even more”. This was the only participant who was specific and mentioned that the choice of badges influenced him. Using the badges from a popular mobile game called PUBG motivated him even more. He also said that he was wearing the badge even before he arrived at the club. He said, “I was wearing it since I was in the car!”

When asked the same question, P15 replied, “Yes, when I knew there were points, I decided to work harder, motivate others better, greet better, and start a new start in [a] better way”. He also said, “It’s a great idea, it made us feel valuable, and we knew that for everyone who works hard there is a reward”. From his perspective, he felt motivated. The programme motivated him and made him feel valuable. This programme used gamification as an extrinsic motivator.

Extrinsic motivation is a construct that pertains whenever an activity is done to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for the enjoyment of the activity itself, rather than its instrumental value (Ryan & Deci, 2000, p. 60).

The interviews showed that gamification did play the role of an extrinsic motivator. The participants were motivated to perform better so that they could be rewarded with points, badges, and rewards.

In his opinion, P5 said that the programme, “motivates you, but in school, no one motivates you. Playing, using points, and motivation”. This was his answer when asked to compare the way he learns in school versus the way he learned in this programme. Just like P10 and P15,

he was motivated by gamification. When he was asked at the end of the programme about the main benefit he had gained during the programme, he replied with one word – motivation.

When P15 was asked if he spoke in front of the whole club to get points or for the sake of challenging himself, he replied “It is both, I like to take [the] initiative, and sometimes points make me encouraged and feel stronger”. His answer showed that a combination of both extrinsic and intrinsic motivation led him to step up and speak. He likes taking the initiative, and he gains satisfaction from challenging himself. On the other hand, the points also gave him a boost, as he received 200 points for what he had done. All of the other participants were awarded 70 points when they spoke in front of the group, but as P15 spoke to a much larger audience, he received more points. When he was asked about what he would remember the most from the programme, one of the things that P15 said was, “I will remember to motivate others, because when I do that , people have more fun”. He believes motivation and joy or fun go hand-in-hand.

In addition to the above, P12 was also asked about the idea of receiving badges. He said, yes but he did not like wearing them. He also said, “If I am getting badges, I will do my best”. To him, badges helped him to perform better. When asked about a moment that he would remember for a long time he said, “When I got the “elite” badge, I wasn’t expecting it”. This is the memory he will carry with him after the programme. Even though he did not have much to say, it seems that receiving the elite badge was a mastery experience.

P3 felt that the badges helped to motivate him. he said “Yes, I got the Brilliant Persuader badge, I can persuade others, and persuade you too”. This was a badge that was given to him for standing up for his team and speaking up. He changed the coach’s mind that day. The badge seems to have cemented the idea that he can persuade anyone now. This can be interpreted as an increase in his self-efficacy. He believes in his capability to persuade. On the other hand, maybe he just liked receiving the badge, and his self-efficacy did not increase. Perhaps he believed in his ability to persuade even before receiving the badge. However, from the coach’s point of view, knowing P3 for the four months of the programme, it seems that this badge boosted his self-efficacy level that day. His participation in activities like the Diwaniya increased and he seemed more confident in speaking his mind.

P3 also liked the idea of receiving points and badges. He said that he liked it because it was “fun”. When he was asked what he thought was the reason for using the gamification system he replied, “If you have something negative it changes to positive, if you don’t know how to persuade, you will learn how”. This supports the interpretation that awarding him the Brilliant Persuader badge helped him to believe that he had learned how to persuade others. In his eyes, changing his behaviour positively meant getting more points. This is another example of extrinsic motivation at play. The last question that he was asked was about a moment or something he would remember for a long time. He replied, “I liked that you chose us and not the other class for your research, you gave us badges, that is why we will remember you”. Again, it seems that fun and joy were part of the programme and that the badges and points will have a long-term effect on him.

P10 was asked about the moment that he would continue to remember. He replied, the field trip. He said it twice; “The field trip. The field trip. I put up a paper on the wall of the room, I wrote on it the things that I don’t want to forget, I wrote it in blue”. The field trip was the ultimate reward when all of the participants’ points were added up. Every point a participant received counted to make each individual team’s score and the overall teams’ total score. This total had to be more than 10,000 points. Therefore, P10 was referring to the field trip that happened because of their total scores met this target. That is another example of a reward acting as an extrinsic motivator. Moreover, when P5 was asked about the benefits of using points and badges he said, “Encouragement, the motivation increased. Before you came, our motivation was lower, (but) when you came it increased, and it was different”.

5.6 Challenges and pressure

One of the topics that was touched on in the interview was whether there was pressure caused by the gamification system. P5 said, “You feel there is a challenge, a positive challenge, you can have the highest points then you drop”. The interesting part of his answer was that he knew at his age that challenges can be positive. It might be thought that a 12-year-old child might see

challenges as something negative and want to avoid them. However, P5 believed the challenge was a positive one, and that there were “ups and downs” throughout the programme.

All of the participants were asked about the pressure that they went through. The purpose was to see if the competition for points made them feel some sort of pressure. The researcher was concerned that the competition would result in an unnecessary level of pressure on them. The goal was to create as great a mastery experience as possible by rewarding with points and, at the same time, not cause unnecessary stress and turn the experience into an unpleasant one. P10 commented on that matter and said, “No, no pressure, I was fired up in a good way, I look forward to it, look how participant x jumped from bronze to gold, from gold to diamond!” In Bandura’s terms, this is called a vicarious experience. This participant was motivated by watching his peer excel and obtain some badges.

Participant 15 also said that he did not feel pressure; he said, “No, because whenever I feel I am behind, I work harder so I get more points. No pressure, it encourages me more”. He resorted to points to motivate him to catch up. This is another statement from a participant that shows the effect of gamification as an extrinsic motivator. The three other participants also said that they felt no pressure from the gamification system.

In conclusion, there are three main takeaways from the interview. Firstly, the combination of games and gamification seemed to have had an extrinsic motivation effect on the participants. Five participants did say repeatedly that points, badges, and rewards motivated them. Secondly, the gamification of the programme does not seem to have put any pressure on the participants from their perspectives. Thirdly, it seems that some of the memorable moments for the participants were a result of getting points, badges, and rewards. Bandura’s (1977) self-efficacy theory explained that mastery experiences and vicarious experiences influence self-efficacy levels. The points and badges helped the participants to see the activities as successful accomplishments. These rewards also helped in creating vicarious experiences because the participants looked at each other’s accomplishments and were motivated to achieve the same level.

5.7 Findings compared to previous studies

The main question of this research was: Do communication skills appear to develop through communication activities and, if yes, how? This research did show that it may have impacted the participants' beliefs about their communication and leadership abilities, but it did not prove whether their communication skills had improved. The communication scale scores could be viewed in two ways. Firstly, by looking at the total scores, which show a drop in the total score, or, secondly, by looking at the specific statements, which showed that more statements had increased than decreased. There was one statement that had an extraordinary result, which could be due to the complexity of the statement itself. Whichever way the results are viewed, the beliefs of the students about their communication abilities increased in 12 statements and decreased in 9 statements.

Moreover, the sub-questions did show an interesting finding, which was that the participants showed a noticeable improvement in their knowledge about communication. Almost all the participants had more in-depth answers about how to become better communicators. Such a finding has also been found in previous studies. Bonnier et al. (2020) discussed the benefits of games that require students to collaborate. The study claimed that in collaborative games students with higher knowledge benefit from tutoring students with lower knowledge. Such collaboration between students can result in better knowledge acquisition for all students.

In addition, one of the clear findings of this research was the increase in participants' self-efficacy. Although the general results of the communication scale showed a drop in the score, most of the specific statements of the communication scale showed an increase in the post-test. The leadership scale and the confidence scale also showed an increase in most of the statements. These increases, although not significant, are in line with many previous studies about self-efficacy. In their study, Davis and Lang (2012) stated that the use of an incentive system that uses badges, stars, and leaderboards is associated with mastery experiences and vicarious experiences and, therefore, might impact learners' self-efficacy.

This research's programme followed the concepts of Bandura and Kolb. All the activities had elements of Kolb's experiential learning cycle and Bandura's self-efficacy theory. The activities always gave the participants the opportunity to learn through Kolb's experiential learning cycle.

The participants repeatedly went through the four phases of Kolb's theory. They also experienced a mastery experience, vicarious experience, or verbal persuasion during the programme. These concepts guided the games that were played.

The increase of scores in any of the statements and the noticeable increase in the participants' knowledge about communication skills can be linked to the impact of game-based learning, too. In previous reports, game-based learning showed that it can be effective and enhance learning. Backlund and Hendrix's report (2013) summarised 40 studies and identified a fair amount of evidence that games have a positive effect on learning. Out of the 40 studies, 29 showed positive results. Studies that discussed learning by playing have also claimed that it can have many benefits. For instance, Denning, Flores, and Flores (2011) claimed that games that involve teamwork, competition, collaboration, and communication can enhance players' 21st century skills. In addition, Cagiltay et al. (2015) stated that the results of participants who learn in a competitive environment outperformed other participants who learned in a non-competitive environment. Other studies have revealed that competition is an important game element in motivating students to take challenges and actively learn (Hwang & Chang, 2016; Zou et al., 2018). Such results support some of the developments that were noticed on the self-efficacy level of this research's participants and their overall knowledge of communication skills.

One of the findings that was shown repeatedly in the participants' interviews was regarding the motivation that the reward system created. Almost all the participants expressed their joy and motivation that was created by the badges and points they received. Such a finding is also found in previous studies that linked the effects of rewards systems in games to motivating students to actively learn. Previous studies have claimed that one of the positive impacts of games is that they create an engaging learning environment for students and provide intrinsic motivation in a way that traditional schools do not (Kang & Tan, 2008; Papastergiou, 2009). Moreover, Vogel et al. (2006) reported, in a literature review based on 32 empirical studies, that traditional classroom instructions are not as effective as interactive games on students' cognitive skills development and academic learning gains.

Although the results of the scales are not significant, the improvements that were shown in the participants' beliefs in their own abilities and the increase of knowledge in some areas

seem to be in line with previous studies. Most of these previous studies have either investigated the effects of activities on self-efficacy levels, or the effects of Kolb's experiential learning cycle on students' learning, or the impact that games have on students. However, this current research is unique because there is a lack of studies that have been performed on students in Kuwait. Every culture has its own factors that can affect the learning process. In Kuwait, the participants have excessive access to screens and iPads due to the ability of parents to buy such devices for most of their children at an early age. Therefore, the challenge was to ascertain if such a programme can compete with their limited attention spans and keep them engaged.

5.8 Summary

This chapter has discussed and interpreted the results through the lens of the conceptual framework of this research. Kolb's experiential learning theory and Bandura's self-efficacy theory were used to understand how some of these results were gained or developed. The results did not show an improvement in the communication scale, but the participants' knowledge did show an increase after the programme. In the leadership scale, there was an increase in the scores, which reflected an increase in their self-efficacy levels. However, their knowledge did not show an increase after the programme. In the confidence scale, most of the participants showed an increase in their total scores. Moreover, their qualitative answers also showed an improvement in their confidence. Interestingly, their reasoning for their confidence revealed that a simple skill like playing football well can be a source of confidence.

The increase of knowledge does not mean that the participants mastered communication skills, but at least they had become aware of the benefits of communication skills and what they consist of. The concrete experiences, reflective observations, abstract conceptualisations, and active experimentations all helped them to understand the basics of communication skills. Similarly, the mastery experiences, vicarious experiences, and verbal persuasion also influenced the results.

Chapter 6: Conclusion

6.1 Conclusion

At the beginning of this research, the researcher was investigating the issues underlying Kuwait's low marks in international test scores despite high spending. The literature review explored the factors preventing education in Kuwait from moving forward. It showed that Kuwaiti education is not improving due to problems with the curriculum, technology, human resources, teacher education, students, and school leadership. The government's approach to enhancing education has been to raise the budget; however, allocating high budgets is not a solution. There are no indications that the Kuwaiti government will be able to solve these problems soon. Such complexity behind the lack of educational progress led the researcher to explore a different approach as a solution to reforming education in Kuwait. The aim was to try to empower teachers with an effective teaching method that helps them take control of matters within their remit, rather than trying to fix the problem from the top. Instead of trying to change the whole educational system, it might be time for a more realistic approach.

As mentioned above, this research first explored the underlying issues that are hindering the educational system in Kuwait. It appears that the system's failure is due to issues related to the following pillars: curriculum, technology, human resources, teachers' education, students, and school leadership. The curriculum does not engage the higher skills of thinking and encourages rote learning. There is also insufficient integration between subjects as each subject is taught separately. Furthermore, the curriculum is not designed to meet the needs of the 21st century. Technology is not used in the best way to aid teachers with their teaching and to help students learn. Even in cases where science labs are provided with equipment and technology, some teachers prefer to use old and outdated methods. In addition, the human resources pillar is also failing the educational system. The teachers are not well prepared for teaching practically. It is also difficult to attract the most talented teachers because they can earn more in other public sector jobs with less effort. Teachers lack passion, as some resort to teaching as a last option, or just because teaching gives them more time to take care of their family and it is a stable job. Moreover, teachers do not receive the appropriate training that they need.

Another pillar that was explored was the students themselves. Many students are not motivated to learn because it is most likely that they will be able to secure high-paying jobs even if they are unqualified for them. They understand that corruption in the system allows people in power to use their connections to assign jobs to graduates who are not equipped or qualified for them. Students also feel complacent due to their sense of wealth and security. In addition to these factors, school leadership was the last pillar that was addressed. In general, school principals are generally qualified, but they lack leadership training. They also appear to be preoccupied with running day-to-day tasks. However, to be able to succeed in the 21st century, leaders must focus on the larger picture, must pave the way for the school to achieve its strategic long-term and short-term goals, and must be able to cope with change.

The next step after assessing the challenges that the educational system is facing in Kuwait was to find a realistic and practical approach that might enhance the students' experience in the classroom. Therefore, this research aimed to find an engaging teaching method that could help students to develop the necessary 21st century skills. Consequently, firstly, the researcher had to identify the most important 21st century skills that students must learn and develop. According to various studies in the literature, there is a long list of skills that are seen to be necessary for students to acquire, including digital literacy, leadership, resilience, arithmetic, curiosity, and many other skills. However, the skills that were most agreed upon were the 4cs: communication, collaboration, creativity, and critical thinking. From there, the focus of this research was to find a teaching approach to develop some of these 21st century skills. Hence, the researcher decided to explore gameplay as a means of developing modern skills.

This thesis has explored the effectiveness of using activities and game-based learning to teach students 21st century skills such as communication and leadership. The use of activities and games in education might be an important factor in enhancing the teaching methods used in schools. Therefore, the problem explored in this research was whether an approach of integrating more activities and gameplay could be an effective first step towards teaching students the skills they need to succeed in this century. Hence, the main question of this research was: Do communication skills appear to develop through communication activities and, if yes, how?

The research also explored the possibility of raising the awareness of students and increasing their knowledge level about communication skills and leadership skills. In addition, it explored their own perspectives about their level of confidence to ascertain whether they believed they were confident or not, and to identify the reasons for their answers. Therefore, the sub-questions of this thesis were the following:

- 4- What are effective communication skills and what are the things that a person does to be a good communicator – from the participants' perspectives?
- 5- What are the characteristics of a good leader and what does a leader do – from the participants' perspectives?
- 6- What is confidence from the participants' perspectives? Are they confident in themselves?

In order to meet the research aims and address its questions, this research used an explanatory sequential mixed-methods design. It was mainly quantitative with some qualitative methods also used to help explain the findings. The researcher used pre- and post-programme questionnaires containing qualitative and quantitative questions. Interviews were also used as a tool to understand the participants' perspectives, combined with video recording to help with observations if needed. The results were divided into three main categories: communication, leadership, and confidence.

Since communication skills were the main focus of this research, most of the statements in the questionnaire touched on different communication skills. As the research showed, the participants showed higher self-efficacy levels in twelve statements. They believed more in their ability to accomplish the communication skills that were referred to in these statements; for example, the ability to use their tone of voice to reinforce what they wanted to say. Another finding was that after the programme, they had greater belief in their ability to use body language to help reinforce what they wanted to say. The participants' belief in their ability to motivate other participants towards specific goals also increased. In addition, they also showed an increased level of belief in their ability to convince and persuade other people. These were examples from the

quantitative questionnaire statements. In the qualitative questionnaire statements, the participants also showed that they had gained more knowledge about communication skills.

The communication scale results showed that some of the participants had a drop in their self-efficacy levels in some communication areas. For instance, their belief in their ability to organise thoughts in their head before speaking decreased. This finding also was in line with other studies that claimed that the competitive nature of some games can sometimes create pressure that leads participants to have lower performance levels. Another area that showed less self-efficacy was the participants' ability to understand what other people are saying before responding. These results raise questions about the disadvantages of game-based learning and how to avoid these shortcomings.

Another area addressed in this research was leadership skills. The findings showed that the self-efficacy levels of the participants in the leadership area showed an increase. The participants had higher scores in their ability to stand up for what they think is right even if their friends disagree. Such skills were rewarded consistently during the programme. They also had better scores in the area of organising and leading other participants towards specific goals. On the other hand, the findings also showed that there were some areas of leadership that showed a decrease in the scores. The participants' belief in their ability to make everyone in the team feel important decreased. Moreover, the qualitative statements did not show an increase in their knowledge of what constitutes the necessary skills of a leader. Such a result is understandable, as the focus of the programme was mainly on communication skills.

Another area of the research focus was the participants' confidence. All the statements in the confidence scale showed an improvement in scores. The confidence scale had statements that also referred to their self-efficacy levels in accomplishing communication and leadership skills. This area of the research showed improvements in areas such as the participants' ability to stop others from annoying them. Such an ability is a good quality of a leader. The participants also appeared to believe more in their ability to speak their mind even if adults disagreed with them. Moreover, the qualitative questions and the interviews also showed that most of the participants were more confident in themselves after the programme. When asked for the reason behind such confidence, their answers revealed interesting insights about what made them confident. Some

of the participants felt confident because of their ability to play football. One participant felt confident because he has strong faith in God and felt that God is on his side.

6.2 Original contribution to knowledge

The contribution to the body of knowledge provided by this research covers several aspects. The first contribution is that this research has assessed the educational system in Kuwait and identified the issues that are hindering its progress. Even though this area of research has been discussed in other studies, it remains understudied and needs further investigation due to the complexity of the problem. This research also contributes to understanding the effects of game-based learning on a unique sample from Kuwait. The research also covered a gap that was found in the literature, as previously there have been no studies of 11-year-old boys in Kuwait. Although the sample was small, it was an important sample. Kuwaiti students live in an abundant environment and tend to have access to strong distractions, like video games and iPads, which makes it difficult to engage them to learn new things. Therefore, one of the contributions of this research is its focus on Kuwaiti students, as this will help gain an understanding of how to motivate them and keep them engaged in schools.

This research has also contributed to knowledge by gathering and summarising the different frameworks that address 21st century skills. Whilst these skills are important, most recent studies referred to different 21st century skills. The research summarised and organised the skills according to how many times they were mentioned across the different studies. This showed that communication, collaboration, creativity, and critical thinking skills were the most repeated skills across the literature. Another contribution to knowledge is the finding that game-based learning can have a strong effect on motivating students in the Middle East. Motivation was linked to game-based learning in many studies. This research showed that game-based learning appeared to motivate the Kuwaiti students, too.

In addition to the above, the research has contributed to knowledge by showing how key Western theories can be used in a context like Kuwait and the Middle East. The games used in the research were guided by Bandura's self-efficacy theory and Kolb's experiential learning cycle, and Bandura's self-efficacy theory helped to interpret the results of the programme. In other words,

the games always integrated concepts from both of these theories to help the participants to increase their self-efficacy levels and enjoy new experiences. The participants went through the four phases of Kolb's theory many times. They also experienced what Bandura described as mastery experiences, vicarious experiences, and verbal persuasion during the programme.

6.3 Implications for theory and practice

This research has a number of implications for both the theory and practice of education and teaching. Firstly, the results suggest that game based-learning is effective in creating an engaging learning environment and motivating students. The gamification of the ASC programme in this research using a reward system incentivised the study participants to compete and earn badges and helped to create a competitive environment. Furthermore, the findings suggest that students can gain knowledge and increase their self-efficacy in different skills. Although this research did not show whether the students could perform the skills, it did show that their belief in their abilities increased, and their knowledge also increased in certain areas. Moreover, the results also suggest that using competitive and collaborative games produces better learning results than solo games. Such a finding is important as teachers would be able to improve the learning environment by creating competition and collaboration.

Two specific theories guided the research design – Bandura's self-efficacy theory and Kolb's experiential learning theory. The results show that Bandura's self-efficacy theory can have a strong effect on how students can increase their self-efficacy levels. Giving students the opportunity to have a mastery experience or a vicarious experience, or experience verbal persuasion were all found to be effective methods of enhancing their self-efficacy. Furthermore, the findings suggest that knowledge can be increased by using Kolb's experiential learning cycle that emphasises the combination of grasping and transforming experience. If teachers use Kolb's theory, they would eventually be able to see students excel in acquiring new skills and gaining greater knowledge.

This research utilised gameplay in an extra-curricular setting. However, it is a method that could also be used in classrooms. Nevertheless, the fact that this research took place in an after-school club demonstrates that if teachers were not allowed or did not have the freedom to gamify

their classrooms, they could resort to creating their own educational club to help students outside of school borders. After-school clubs tend to give educators more space and freedom to choose the educational approach they see fit. Although other countries might have stricter regulation of educational institutions outside of the formal school setting, this does not seem to be a problem in Kuwait. All ASCs have the freedom to choose whatever approach they consider would be effective to achieve their goals, even those clubs that are not associated with schools. This means that clubs in Kuwait should take advantage of such flexibility and integrate more games and gameplay into their curriculums.

Finally, the focus of this research was Kuwait, and the Kuwaiti educational system. The results have implications for improving the educational system in Kuwait by helping teachers to create better learning environments inside their classrooms. This is important because teachers would be empowered to start making an impact on improving the educational system with tools within their control – the teaching methods and their classrooms.

6.4 Reflections

Following the completion of the programme, and the collection and analysis of the data, the researcher had the opportunity to reflect. A number of points arose regarding the limitations of the research and potential improvements for future studies.

Firstly, the study would have benefited from a larger sample with more participants. This would have provided more data for the researcher to work with. Moreover, it would have been interesting to include female participants in the sample to ascertain whether gender played a role in the results. However, the researcher had neither option and, therefore, the final sample comprised only 15 participants.

Secondly, the research would have benefited from more time and potentially assistance. If the programme had been spread across two semesters rather than one, the participants might have produced different results and had more to say during the interviews. Furthermore, the researcher should have hired some people to help in the execution of the programme. For instance, if there had been another coach to help during delivery of the programme, the

researcher would have had more time to observe and write field notes. However, such an addition would have been costly and needed a budget.

Thirdly, this research set out to ascertain whether skills could be gained through an ASC programme utilising gameplay. However, the nature of the methods chosen measured the students' perspectives of how they saw their skill level, rather than actually tested whether such skills had been acquired. Although self-efficacy is important to the process of gaining skills, this does not mean that the participants gained the skills and could perform them better than before the programme took place.

Finally, data was gathered using pre- and post-programme questionnaires, video recording and participant interviews. Of these methods, the participants' answers during the interviews were below the expectations of the researcher. In hindsight, the researcher considers that pilot interviews should have been performed, in the same way as the pilot questionnaire. This could have helped the researcher to design better questions to obtain more answers from the participants. The participants' answers were very short even though they were asked open-ended questions.

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7.1 The Questionnaire

Name: _____

Date: _____

I am _____ years old.

Please Answer the following questions:

- 4- What are effective communication skills? What are the things that a person does to be a good communicator?

.....

.....

.....

.....

- 5- What are the characteristics of a good leader? What does a leader do?

.....

.....

.....

.....

- 6- Do you feel confident in yourself? Why?

.....

.....

.....

.....

.....

Instructions: Please circle the number that best corresponds to ‘how often you did what is described’ in the last 30 days. For example, if you circle 4 for a statement, that means you always do what is described in the statement

Communication:

		Never	Rarely	Sometimes	Often	Always
1	I use my tone of voice to reinforce what I am trying to say.	0	1	2	3	4
2	I don't hear everything a person is saying, because I am thinking about what I want to say.	0	1	2	3	4
3	When talking to someone, I try to maintain eye contact.	0	1	2	3	4
4	I interrupt other people to say what I want to say before I forget it.	0	1	2	3	4
5	I try to watch other people's body language to help me understand what they are trying to say.	0	1	2	3	4
6	I recognize when a person is listening to me, but not hearing what I am saying.	0	1	2	3	4
7	I use my own experiences to let my friends know that I understand what they are going through.	0	1	2	3	4
8	I try to see the other person's point of view.	0	1	2	3	4
9	I change the way I talk to someone based on my relationship with them (i.e., friend, parent, teacher, etc.)	0	1	2	3	4
10	I find it easy to get my point across.	0	1	2	3	4
11	I organize thoughts in my head before speaking.	0	1	2	3	4

12	I use body language to help reinforce what I want to say.	0	1	2	3	4
13	I make sure I understand what another person is saying before I respond.	0	1	2	3	4
14	I rephrase what another person said, to make sure that I understood them.	0	1	2	3	4
15	When someone gets mad, I change my tone of voice to help calm them down.	0	1	2	3	4
16	When someone makes me angry I deal with them while still angry	0	1	2	3	4
17	When someone gives me instructions and asks, "do you understand," I say "yes" even if I'm not entirely sure	0	1	2	3	4
18	When I'm locked in an argument with someone I view them as an opponent, and I think in terms of win/lose	0	1	2	3	4
19	Motivate my teammates towards a specific goal.	0	1	2	3	4
20	Convince and persuade someone in believing in my point of view.	0	1	2	3	4
21	Can express my opinion regardless of the different environment (e.g. home, classroom, gathering)	0	1	2	3	4

Leadership:

Instructions: Please circle the number that shows what you think about each statement.

		Never	Rarely	Sometimes	Often	Always
1	Once I know what needs to be done, I am good at planning how to do it.	0	1	2	3	4

2	When I see something that needs to be done, I try to get my friends to work on it with me.	0	1	2	3	4
3	I am pretty good at organizing a team of kids to do a project.	0	1	2	3	4
4	If I'm the leader of a group, I make sure that everyone in the group feels important.	0	1	2	3	4
5	I feel like I can stand up for what I think is right, even if my friends disagree.	0	1	2	3	4
6	When I see something that is wrong, I try to change it.	0	1	2	3	4

Confidence:

From the list below, which number is most like you and which one least like you?

(1) Least like me (10) Most like me

1	Say what I think when adults disagree with me	1	2	3	4	5	6	7	8	9	10
2	Stand up for myself when I feel I am being treated unfairly	1	2	3	4	5	6	7	8	9	10
3	Say no to someone who is asking me to do something I don't want to do.	1	2	3	4	5	6	7	8	9	10
4	Get others to stop annoying me/hurting my feelings	1	2	3	4	5	6	7	8	9	10
5	Mostly I feel that I can ask for help when I do not understand something	1	2	3	4	5	6	7	8	9	10
6	I feel confident in my communication skills (e.g. I can motivate, persuade, and communicate with different people)	1	2	3	4	5	6	7	8	9	10
7	I feel confident in my ability to lead others.	1	2	3	4	5	6	7	8	9	10

7.2 Interview Questions

- 1- Do you feel that the badges and scores motivated or demotivated you to participate in the tasks and games?
- 2- Do you prefer the normal school way of teaching or the gamified way that we did in the last two months? Why?
- 3- Why do you think I used this scoring system and badges?
- 4- Did you like the idea of badges?
- 5- Did you at any point feel that the badges put more pressure on you? Do you feel bothered if someone received more badges than you?
- 6- How can communication skills benefit us on our daily lives?
- 7- Is there a moment you think you will remember for a long time? A moment that touched you in someway?
- 8- What didn't you like about the gamification program?

7.3. Qualitative Answers from the Questionnaire

Below, I compiled all the written answers from every participant's pre and post questionnaires.

1- What are effective communication skills? What are the things that a person does to be a good communicator?		
P ID	Pre Questionnaire	Post Questionnaire
P1	He has manners. Ready to make presentation at any moment.	To communicate a message to someone else. For a person to be a good communicator, he has to motivate, tone of voice, face movement, and body language.
P2	To communicate well with people	Tone of voice, facial expression, hand movement, eye contact, good listener.
P3	Blank	Body language, delivers a message, motivates, persuades people
P4	Smart, desiplined, participates in all activities.	Motivates, body language, eye contact, facial expression, listens (.....)
P5	Blank	Maintain eye contact while greeting someone, being calm, concentrating during activities.
P6	Doesn't sware, doesn't hit others, treats others well	Listening, listening carefully
P7	Good manners, lowers the voice when communicating	Using body language, tone of voice, eye contact distribution, listening, motivates, body movement, facial expression.
P8	To participate in all activities	To deliver a message/information. Body language, and tone of voice.
P9	Manners	Bodylanguage, listening, cheering, facial expression.

P10	To be able to capture the attention, and be honest.	Body language, facial expressions, distributing eye contact, listening, and persuasion.
P11	Manners	Cheers, greets, bravery
P12	Manners make the person a good communicator with the society.	Communication means to deliver the information that I want. Eyecontact, motivate others.
P13	Well mannered, interactive	To send a message to someone. 1. Tone of voice 2. Body language 3. Use the face and eyebrows. 4. Motivates 5. Eye contact
P14	From a telephone/ motivation / persuasion/ communicate with different people.	Body language / facial expression / eye contact / motivation
P15	The things that a person should do is to be well mannerd, respects people, and not selfish.	The art of communication is to deliver a message to other people using: body language, tone of face, motivation, persuasion and tone of voice.

2- What are the characteristics of a good leader? What does a leader do?

P ID	Pre Questionnaire	Post Questionnaire
P1	He is motivated, quick-witted, well mannered, takes initiative.	Motivates his friends and listens to them
P2	Patient with the group, balances things.	Interacts with the group, understands the group, and listens to their opinion.
P3	A successful leader is disciplined.	Humble and smart.
P4	Participates in praying and all activities	Organizes, motivates, disciplined, confident in himself.
P5	Distributes tasks, and organizes the team.	Motivates the team, well mannered.
P6	To manage the place and people in a good way.	Patience, depending on the team
P7	Wisdom, justice, smart, and high spirit.	Motivates teammates, organization, responsibility, correct pronunciation of words, and cooperation.
P8	Disciplined in all activities	Listens, hard worker, body language, motivator.
P9	Manners, humble	Cheering, doesn't take something for himself, for example, in football, he doesn't shoot penalties and fouls himself but lets others.
P10	He shouldn't be aggressive but flexible	Wise, listener, and persuasive.
P11	To lead his team to good things, motivate them, and doesn't put them down.	Motivates his team when winning and losing. Leads the team winning.

P12	The characteristics of a good leader is: trusting his friends, putting a good plan in place to help the team win.	A good leader is the person who motivates us and tells us what we are supposed to do. A successful leader is important to the team or group.
P13	Takes care of responsibilities	1. Responsible 2. Confident in himself 3. Doesn't change his word 4. Able to control his group 5. Respects others.
P14	Helps his teammates with whatever they ask him.	Controlling the team.
P15	A successful leader is fair to others, and listens to the members of his team.	Some of the characteristics of a successful leader is to motivate his team if they did something wrong or if they did something great, and persuades his team with the right opinion, and consults his team at all times.

3- Do you feel confident in yourself? Why?		
P ID	Pre Questionnaire	Post Questionnaire
P1	Sometimes. Sometimes I don't know what to do, and sometimes I am confident in myself.	Yes, because for me to be successful I have to be confident in myself.
P2	Yes, because I balance things, and say things at the right time.	Yes, because I am confident in every thing in my daily life.
P3	Blank	Yes, because I am a strong football player.
P4	Blank	Yes, yes, yes, yes. Because I am confident in myself.
P5	Yes, I am confident in myself.	Yes I am confident in myself. I don't feel confident in my communication skills.
P6	Yes, I can depend on myself.	Yes, because I have self confidence.

P7	Yes! (written in a large font)	Yes, because I use it (communication) properly.
P8	Yes, because I like a lot of things.	Yes, because people like me.
P9	Yes, I am not afraid of anything.	Yes, why shouldn't I be confident in myself, I am not afraid because I am a good football player, people's opinion doesn't matter to me.
P10	Sometimes yes, sometimes no. Yes, because I am responsible, and no because I am lazy sometimes	Yes, because I learned from my school and this club.
P11	Yes, because I learned that if I am confident of myself, I will be a role model when preaching for Allah.	Yes, because I can speak now in front of million people.
P12	Sometimes, I feel confident in myself, and sometimes I don't feel confident in myself.	Sometimes I feel confident in myself, and sometimes not.
P13	yes	Yes, because I know how to use my body and tone of voice.
P14	Blank	Yes, because I don't care about people and I excellent at playing football.
P15	Sometimes when I am calm and relaxed, but when I am nervous I am not confident in my self in any situation.	Yes, because I am always depending on Allah, and because I practice my skills in my free time.

7.4 Transcripts

Below is the coded transcript from the interviews of the 6 participants. The first 3 questions were from the questionnaire.

gamification = g / G

Code	Participant 5	Theme
	<p>1- What are effective communication skills? What are the things that a person does to be a good communicator?</p> <p>A. Maintain eye contact while greeting someone, being calm, concentrating during activities.</p>	
	<p>2- What are the characteristics of a good leader? What does a leader do?</p> <p>A. Motivates the team, well mannered.</p>	
	<p>3- Do you feel confident in yourself? Why?</p> <p>A. Yes I am confident in myself. I don't feel confident in my communication skills</p>	
	<p>4- Do you feel that the badges and scores motivated or demotivated you to participate in the tasks and games?</p> <p>A. Yes</p>	
motivation gamification	<p>5- Do you prefer the normal school way of teaching or the gamified way that we did in the last two months? Why?</p> <p>A. The club's way. It motivates you. But in school, no one motivates you. Playing, using points, and motivation.</p>	Reward system Gamification
motivation	<p>6- Why do you think I used this scoring system and badges?</p> <p>A. to motivate us, and it worked.</p>	RS G
Challenge Ups & downs	<p>7- Did you like the idea of badges?</p> <p>A. it's a nice idea, to have points, you feel there is a challenge, a positive challenge, you can have the highest points then you drop.</p> <p>What would you say is were the benefits of using points and badges?</p>	Gamification

gamification =]

Motivation	A. Encouragement, the motivation increased. Before you came, our motivation was lower, when you came it increased, and it was different.	gamification
Badges	8- Did you at any point feel that the badges put more pressure on you? Do you feel bothered if someone received more badges than you? A. No. Not bothered, it was fine.	G
	9- How can communication skills benefit us on our daily lives? A. I can communicate with a mute now. My uncle is a mute. Before, I could not communicate with him, maybe now I can do better with my body language".	
	10- Is there a moment you think you will remember for a long time? A moment that touched you in someway? A. I don't remember anything specific	
	11- What didn't you like about the gamification program? A. Nothing	
Motivation	12. What is the most thing that you benefited from during the program? - Motivation	Theme
Code	Participant 9	Theme
	1- What are effective communication skills? What are the things that a person does to be a good communicator? A. Bodylanguage, listening, cheering, facial expression	

	<p>8- Did you at any point feel that the badges put more pressure on you? Do you feel bothered if someone received more badges than you?</p> <p>A.</p> <p>9- How can communication skills benefit us on our daily lives?</p> <p>A.</p> <p>10- Is there a moment you think you will remember for a long time? A moment that touched you in someway?</p> <p>A.</p> <p>11- What didn't you like about the gamification program?</p> <p>A.</p>	
Code	Participant 15	Theme
	<p>1- What are effective communication skills? What are the things that a person does to be a good communicator?</p> <p>A. The art of communication is to deliver a message to other people using: body language, tone of face, motivation, persuasion and tone of voice</p> <p>2- What are the characteristics of a good leader? What does a leader do?</p> <p>A. Some of the charecteristics of a successful leader is to motivate hist team if they did something wrong or if if</p>	

	<p>they did something great, and persuades his team with the right opinion, and consults his team at all times.</p> <p>3- Do you feel confident in yourself? Why?</p> <p>A. Yes, because I am always depending on Allah, and because I practice my skills in my free time.</p>	
Points Motivation	<p>4- Do you feel that the badges and scores motivated or demotivated you to participate in the tasks and games?</p> <p>A. Yes, when I knew there were points I decided to work harder, motivate others better, greet better, and start a new start in better way.</p>	G
Play	<p>5- Do you prefer the normal school way of teaching or the gamified way that we did in the last two months? Why?</p> <p>A. As a student it is I prefer learning while playing and enjoying. It is better than seeing the teacher writing on the board and not using body language. But by playing we enjoy more and benefit more.</p>	Traditional School
Improvement	<p>6- Why do you think I used this scoring system and badges?</p> <p>A. so we can improve and get better now and in the future.</p>	G
Badges had value	<p>7- Did you like the idea of badges?</p> <p>A. It's a great idea, it made us feel valuable, and we knew that for everyone who works hard there is a reward.</p>	G
Pressure Motivation	<p>8- Did you at any point feel that the badges put more pressure on you? Do you feel bothered if someone received more badges than you?</p> <p>A. No, because whenever I feel I am behind, I work harder so I get more points. No pressure, it encourages me more.</p>	G

<p>Motivation Rewards</p> <p>Intrinsic vs extrinsic?</p>	<p>9- How can communication skills benefit us on our daily lives? A. For example, If I am having a conversation with someone, I can use bodylanguage to help him understand my point of view and help direct him towards my way, and I do not interrupt him, respect his opinion, and try to persuade him with my opinion.</p> <p>10- Is there a moment you think you will remember for a long time? A moment that touched you in someway? A. First, I will remember you. Second, I will remember to motivate others, because when I do that , people have more fun. I will always try to convince people with my point of view because when I speak sometimes they tend to not understand me. I will also remember when we were playing football, the more we cheer each other, the more we get rewarded with penalties. This was a moment I liked.</p> <p>11- What didn't you like about the gamification program? A. Nothing.</p> <p>12- I did not ask you to speak infront of the whole club, so why did you do it? A. When I saw all of the coaches speaking infront of the whole club often, I got the idea that I want to do that too.</p> <p>13- Did you do that because you wanted the points, or because you like challenging your self, or a bit of both? A. It is both, I like to take initiative, and sometimes point make me encouraged and feel stronger.</p>	<p>gamification</p> <p>gamification</p>
Code	Participant 10	Theme
	<p>1- What are effective communication skills? What are the things that a person does to be a good communicator? A. Body language, facial expressions, distributing eye contact, listening, and persuasion</p>	

<p>Points Badges No motivation</p> <p>Teacher salary</p> <p>Negative remark</p> <p>Benefits of G</p> <p>Badges</p>	<p>2- What are the characteristics of a good leader? What does a leader do? A. Wise, listener, and persuasive</p> <p>3- Do you feel confident in yourself? Why? A. Yes, because I learned from my school and this club</p> <p>4- Do you feel that the badges and scores motivated or demotivated you to participate in the tasks and games? A. yes, for example, if not for the badges, the student will not be motivated, and will think it is normal (like every other program), and because it was PUBG badges and there were points, it motivates us even more.</p> <p>5- Do you prefer the normal school way of teaching or the gamified way that we did in the last two months? Why? A. In our school, we have a life skills class, in that class we learn how to speak in front of others, and to look around make eye contact, and use body language. Just like what we learned here.</p> <p>- Do you think other schools teach the same way you were taught in your school and in this club? A. In schools, the teachers is given a salary, but here, you are volunteering, but in school he wants to do anything just to get a salary.</p> <p>Why do you think I used this scoring system and badges? A. Even though the program took away some of the activities that we liked, but it was for the best, for our benefit.</p> <p>- What do think is the reason of the scoring system? A. So you can succeed in your university research. But in seriousness, so you can make us better.</p> <p>Did you like the idea of badges? A. I was wearing it since I was in the car!</p>	<p>gamification</p> <p>School</p> <p>School + extracurricular</p> <p>Open play time</p> <p>Gamification</p> <p>Gamification</p>
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<p>Pressure Vicarious exp. Peer modeling</p> <p>Reward</p>	<p>Do you feel confident in yourself? Why?</p> <p>- Did you at any point feel that the badges put more pressure on you? Do you feel bothered if someone received more badges than you?</p> <p>A. No, no pressure, I was fired up in a good way, I look forward to it, look how participant x jumped from bronze to gold, from gold to diamond!</p> <p>Do you prefer the normal school way of teaching or the</p> <p>- How can communication skills benefit us on our daily lives?</p> <p>A. For example, if you are in the university, you have a project, some students might get grades for their preparation but might lose points on presentation skills because they did not learn about communications skills".</p> <p>- Is there a moment you think you will remember for a long time? A moment that touched you in someway?</p> <p>A. The field trip. The field trip. I put up a paper on the wall of the room, I wrote on it the things that I don't want to forget, I wrote it in blue.</p> <p>- But that is not the first field trip?!</p> <p>A. It is the first field trip for me in this club.</p>	<p>gamification building self efficacy</p> <p>G</p>
Code	Participant 12	Theme
	<p>- What are effective communication skills? What are the things that a person does to be a good communicator?</p> <p>A. Communication means to deliver the information that I want. Eyecontact, motivate others.</p> <p>- What are the characteristics of a good leader? What does a leader do?</p> <p>A. A good leader is the person who motivates us and tells us what we are supposed to do. A successful leader is important to the team or group.</p>	

Badges Motivation	<p>- Do you feel confident in yourself? Why? A. Sometimes I feel confident in myself, and sometimes not.</p> <p>- Do you feel that the badges and scores motivated or demotivated you to participate in the tasks and games? A. yes, if am getting badges, I will do my best.</p> <p>- Do you prefer the normal school way of teaching or the gamified way that we did in the last two months? Why? A. This way.</p>	Gamification School
Reason: Motivation	<p>- Why do you think I used this scoring system and badges? A. so you would motivate us and to see what we are able of doing.</p> <p>- Were you motivated? A. Yes</p>	G
Badges	<p>- Did you like the idea of badges? A. They are nice when you get them, but I don't like carrying them. The more points you get you go to another level.</p>	
Pressure Motivation	<p>- Did you at any point feel that the badges put more pressure on you? Do you feel bothered if someone received more badges than you? A. No, doesn't bother me. It motivates me more than demotives me.</p> <p>- How can communication skills benefit us on our daily lives? A. we need these skills to communicate with someone who cannot speak our language, like Spanish. It helps you send your message to people</p>	

<p><i>Badge Communication</i></p>	<p>- Is there a moment you think you will remember for a long time? A moment that touched you in some way? A. When I got the "elite" badge, I wasn't expecting it. The most thing that I benefited from is how to communicate with others, and the goal I want, I am able to achieve it.</p> <p>- What didn't you like about the gamification program? A. I did not like how they were rough when we play football.</p>	<p><i>Self efficacy</i></p>
Code	Participant 3	Theme
<p><i>Badges</i></p>	<p>1- What are effective communication skills? What are the things that a person does to be a good communicator? A. Body language, delivers a message, motivates, persuades people</p> <p>2- What are the characteristics of a good leader? What does a leader do? A. Humble and smart.</p> <p>3- Do you feel confident in yourself? Why? A. Yes, because I am a strong football player.</p> <p>4- Do you feel that the badges and scores motivated or demotivated you to participate in the tasks and games? A. yes, I got the "brilliant persuader" badge, I can persuade others, and persuade you too.</p> <p>5- Do you prefer the normal school way of teaching or the gamified way that we did in the last two months? Why? A. In school the teacher explains...</p> <p>6- Why do you think I used this scoring system and badges?</p>	<p><i>Communication</i></p>

Reasons	A. So if you have something (behavior) negative it changes to positive, if you don't know how to persuade, you will learn how.	G
Motivation	7- Did you like the idea of badges? A. it is nice, fun, if you change something negative to positive you get more points.	G
Pressure	8- Did you at any point feel that the badges put more pressure on you? Do you feel bothered if someone received more badges than you? A. No, no pressure.	G
Badges	9- How can communication skills benefit us on our daily lives? A. If someone can't speak I can use my hand and facial expression to explain what I want to say.	G
Negative Remarks	10- Is there a moment you think you will remember for a long time? A moment that touched you in some way? A. I liked that you chose us and not the other class for your research, you gave us badges, that is why we will remember you.	No open play time
	11- What didn't you like about the program? A. Sometimes, we did not play enough football.	

7.5 Videos Content Table

Below is the videos' content table. I used it as a guide when I was looking back at the videos.

1		N
2	IMG_0324	N Students not Allowed to speak + students preparing + testing them
3	IMG_0325	Students preparing without speaking +
4	IMG_0326	Students preparing without speaking +
5	IMG_0327	N
6	IMG_0362	Me briefing + soccer no talk no expression
7	IMG_0363	Students playing with no voice
8	IMG_0364	Students playing and whispering
9	IMG_0365	Thnayan and Hmoud leading preparation for game
10	IMG_0366 F	Team acting (body language) + Motivating
11	IMG_0367	Team acting (body language) + Motivating
12	IMG_0368	"Captain be generous)
13	IMG_0369	Team acting (body language) + struggling + Disengagement sitting down + cheering
14	IMG_6728	team discussions +engagement
15	IMG_6731	N + Students not paying attention
16	IMG_6732	Reflecting on Silent football + speaking
17	IMG_6733	N
18	IMG_6735	Reflecting on feelings on silent football + participation initiative +
19	IMG_6736	N + me speaking
20	IMG_6737	Reflecting on the impact of using different tones while speaking
21	IMG_6738	Reflecting on Silent football
22	IMG_6739	Giving points, reflecting

23	IMG_6740	Participation initiative
24	IMG_6741	Participation initiative (good question) + gamification effect on student
25	IMG_6742	Announcing team points + enthusiasm + anticipation + points given for positivity regardless losing +
26	IMG_0726	The winning group in charge of an activity + posture for not wanting to be chosen as a leader
27	IMG_0727	Silent football for one team + honesty about violating rules +
28	IMG_0728	Referee from winning group + silent football celebrating silently +
29	IMG_0729	N + Foul for speaking
30	IMG_0730	Silent football + using more body language + student upset
31	IMG_0731	Cheering a goal verbally
32	IMG_0732	Silent football + discussion + referee communicating well
33	IMG_0733	Silent football switching both teams to speak +
34	IMG_0734	Points for acting on promise + me speaking on the ref doing a good job + sitting postures +
35	IMG_0735	Points for apologies + reaction to points
36	IMG_0736	Discussion + participation initiative + sitting posture +
37	IMG_0737	Discussion + participation initiative + sitting posture + engagement +
38	IMG_0738	Instructions for game "Acting phone"
39	IMG_0740	Acting Phone game
40	IMG_0741	Going through how the message transferred "Acting Phone".
41	IMG_0742	Acting phone race (shows lack of body language abilities)
42	IMG_0743	Acting with different tones (shows abilities) + initiative participation + postures
43	IMG_0758	Playing dodgeball + cheering + engagement + apologizing +
44	IMG_0762	Dodgeball enthusiasim
45	IMG_0763	Just told them to cheer + cheering

46	IMG_0764	Cheering from outside
47	IMG_6994	N + Me speaking (abt listening)
48	IMG_6995	Student asking me to put my legs away + participation initiative
49	IMG_6996	Acting with different tones +
50	IMG_6997	Acting with different tones +
51	IMG_6998	Acting with different tones +
52	IMG_6999	Acting with different tones +
53	IMG_7001	Acting with different tones +
54	IMG_7002	Acting with different tones +
55	IMG_7003	Acting with different tones +
56	IMG_0766	Acting to start a game + struggle
57	IMG_0767	Acting to start a game
58	IMG_0768	Acting to start a game
59	IMG_0769	Acting to start a game feelings
60	IMG_0770	Cheering
61	IMG_0771	Cheering + student upset
62	IMG_0772	Cheering
63	IMG_0773	Student asking for points
64	IMG_0775	Cheering
65	IMG_7006	Asking if they noticed the body language of a speaker earlier today + asking them to cheer and the best team will get a penalty
66	IMG_0776	Football for best cheering will get penalty
67	IMG_0777	Player upset + ref handling well
68	IMG_0778	N Getting the penalty
69	IMG_0779	I just told them to cheer because they weren't
70	IMG_0780	N + Getting penalty
71	IMG_7007	Sharing the daily team scores + reaction to winning +
72	IMG_7008	Cheering for me + happy student after praise

73	IMG_7009	N Team deciding on their reward
74	IMG_0871	N Freezing when hearing the whistle
75	IMG_0872	Not running when hearing 3 whistles
76	IMG_0873	N Pints for honesty
77	IMG_0874	N Freezing when hearing the whistle
78	IMG_0875	N
79	IMG_0876	N just football
80	IMG_0877	Points for best cheering + freezing +
81	IMG_0878	No speaking while playing other than leader
	IMG_0879	
82	IMG_0880	Team discussion on what did you learn from a lecture today + engagement + participation + speaking +
83	IMG_0882	N Story building activity (shy?)
84	IMG_0883	Story building activity (shy?)
85	IMG_0884	Story building activity (shy?)
86	IMG_0885	Story building activity (shy?)
87	IMG_0886	Story building activity (shy?)
88	IMG_0887	Story building activity (shy?)
89	3181	Ask questions to identify whats in the mind (character, place, etc), player can say yes or no only. + a student not engaging + giving points +
90	3183	Big mouth game + how to listen well
91	3184	Speaking in front of others + participation initiative + speaking on spot + listening closely
92	3185	Conversation on what did they learn so far
93	3186	Conversation on what did they learn so far
94	3187	Sharing points +
95	3188	Discussing honestly what do we like and not like about each other

96	IMG_7365	Speaking in front of others + Cheering
97	IMG_7366	Introducing the badges + enthusiasm
98	IMG_1121	N just showing a badge
99	IMG_1122	The courage of speaking in front of everyone
100	IMG_1248	Team discussions for the acting skit
101	IMG_7452	Acting
102	IMG_7453	Acting
103	IMG_7455	Acting
104	IMG_7456	Speaking in front of others
105	IMG_7457	Speaking in front of others
106	IMG_7459	Speaking in front of others
107	IMG_1249	N
108	IMG_1250	Chasing game + Cheering points
109	IMG_7461	Chasing game + Cheering points + increasing cheering points
110	IMG_1252	Chasing game + Cheering points
111	IMG_7462	Honest comment game (confronting or praising) + participating initiative + asking for more points + a specific student participated
112	431	Giving badges + cheering +
113	432	Giving badges + cheering +
114	IMG_1251	N Slow motion
115	481	Giving badges
116	482	Enthusiasm regarding the field trip deal
117	483	Trying to convince me regarding the field trip deal
118	484	Cheering points +
119	485	Cheering points + increasing points
120	486	Acting skit: (body language, message, seriousness)
121	487	Students giving me advice + participation initiative
122	IMG_7636	Badge distribution

123	IMG_7638	Speaking in front of the others
124	IMG_7662	Badge distribution
125	IMG_7663	Answering the second survey
126	IMG_7665	Answering the second survey
127	IMG_7666	Answering the second survey
128	IMG_7667	Answering the second survey
129	IMG_7930	Last day final badges
130	IMG_7931	Last day final badges
131	IMG_7932	Last day final badges
132		
133		

7.6 Permission letter sent to the club's management

Head Teacher information sheet

Research Project: 21st Century Skills and Career Readiness in Kuwait.

Project Team Members: Khaled Aljarallah, Professor Carol Fuller, Dr Maria Danos Dear
Head Teacher

We are writing to invite your club to take part in a research study about developing communication and leadership skills in children.

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What is the study?

The study is being conducted by Khaled Aljarallah, a PhD student at the University of Reading. It aims to understand how leadership skills can be developed through improving communication skills and to explore the value of game playing outside of the traditional classroom in developing skills in communication. In addition to that, the study also aims to understand the role and importance of levels of confidence in both leadership and communication. It hopes to offer a contribution to theories of learning by considering the relationships between confidence, games and leadership skills.

Why has this school been chosen to take part?

Following our previous conversation, you kindly indicated your interest in this research being carried out in your club due to your interest in the project's topic. This club has been chosen because the researcher was previously a teacher in this club and believes that it is an excellent environment to carry such a study in.

Does the school have to take part?

It is entirely up to you whether you give permission for the club to participate. You may also withdraw your consent to participation at any time during the project, without any repercussions to you, by contacting the Project Researcher, Mr Khaled Aljarallah, Tel: , email: kd831222@live.reading.ac.uk.

What will happen if the Club takes part?

With your agreement and the parent/child consents, participation would involve us administering communication tasks and games that will be added to the current curriculum taught to grade 7 students. Tasks would be administered in normal lesson time. Students will go through the same games and stations that they go through normally. We are applying some learning theories to see how well they respond to the intervention. This intervention will take place in the spring term of 2019.

With your agreement and the parent/child consent, students will participate in a short pre and post questionnaire that explores what they think of their communication, leadership, and confidence levels. The researcher will also be observing the students' progress and development throughout the program and might interview some students at the end of the term. The interviews will be audio-recorded depending on the parents' permission.

If you agree to the club's participation, we will seek further consent from parents/carers and the children themselves.

What are the risks and benefits of taking part?

The information given by participants in the study will remain confidential and will only be seen by the research team listed at the start of this letter. Neither you, the children or the club will be identifiable in any published report resulting from the study. Information about individuals will not be shared with the school.

We anticipate that the findings of the study will be useful for schools and after-school clubs who aim to provide their students with 21st century skills in an effective way. An electronic copy of the published findings of the study can be made available to you by contacting the Principal Researcher.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, the children or the club to the study will be included in any sort of report that might be published. Participants will be assigned a number and will be referred to by that number in all records. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. In line with the University's policy on the management of research data, anonymised data gathered in this research may be preserved and made publicly available for others to consult and re-use. The results of the study will be presented at national and international conferences, and in written reports and articles. We can send you electronic copies of these publications if you wish.

What happens if I change my mind?

You can change your mind at any time without any repercussions. If you change your mind after data collection has ended, we will discard the club's data.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Professor Carol Fuller University of Reading; Tel: +44 118 3782662 email: c.l.fuller@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Mr Khaled Aljarallah
Tel: , email: kd831222@live.reading.ac.uk.

We do hope that you will agree to your participation in the study. If you do, please complete the attached consent form and return it, sealed, in the pre-paid envelope provided, to us.

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

Thank you for your time.

Yours sincerely

Khaled Aljarallah

7.7 Consent letter sent to parents

Parent/carer information sheet

Research Project: 21st Century Skills and Career Readiness in Kuwait.

Project Team Members: Khaled Aljarallah, Professor Carol Fuller, Dr Maria Danos

We would like to invite your child to take part in a research study about developing his communication and leadership skills.

What is the study?

The study is being conducted by Khaled Aljarallah, a PhD student at the University of Reading. It aims to understand how leadership skills can be developed through improving communication skills and to explore the value of game playing outside of the traditional classroom in developing skills in communication. In addition to that, the study also aims to understand the role and importance of levels of confidence in both leadership and communication. It hopes to offer a contribution to theories of learning by considering the relationships between confidence, games and leadership skills.

Why has my child been chosen to take part?

Your child has been invited to take part in the project because the administration of this club is interested in improving its curriculum to adopt more 21st century skills. We chose grade 7 students because it is the age group that the research is interested in and because the researcher was the teacher of this class in the past years. All students in your son's class have been invited to participate in this study too.

Does my child have to take part?

It is entirely up to you whether your child participates. You may also withdraw your consent to participation at any time during the project, without any repercussions to you or your child, by contacting the researcher, Mr Khaled Aljarallah, Tel: , email: kd831222@live.reading.ac.uk.

What will happen if my child takes part?

Your child will go through the same games and stations that he goes through normally. What is different is that the curriculum that he will be taught will focus on communication skills. He will play communication games and we will add some communication tasks to the games he plays normally. We are applying some learning theories to see how well he responds to the intervention. This intervention will take place in the spring term of 2019.

With your consent and the consent of your child, your child will participate in a short pre and post questionnaire that explores what he thinks of his communication, leadership, and confidence levels. The researcher will also be observing your child progress and development throughout the program and might interview your child at the end of the term.

What are the risks and benefits of taking part?

The information you and your child give will remain confidential and will only be seen by the research team listed at the start of this letter. Neither you, your child or the school will be identifiable in any published report resulting from the study. Taking part will in no way influence your child's place in this club. Information about individuals will not be shared with the club.

We anticipate that the findings of the study will be useful for schools and after-school clubs who aim to provide their students with 21st century skills in an effective way. An electronic copy of the published findings of the study can be made available to you by contacting the Principal Researcher.

What will happen to the data?

Any data collected will be held in strict confidence and no real names will be used in this study or in any subsequent publications. The records of this study will be kept private. No identifiers linking you, your child or the club to the study will be included in any sort of report that might be published. We will transcribe the recordings from the tests and anonymise them before analysing the results. Children will be assigned a number and will be referred to by that number on all observations, interviews and on all questionnaires. Research records will be stored securely in a locked filing cabinet and on a password-protected computer and only the research team will have access to the records. In line with the University's policy on the management of research data, anonymised data gathered in this research may be preserved and made publicly available for others to consult and re-use. The results of the study will be presented at national and international conferences, and in written reports and articles.

Who has reviewed the study?

This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct. The University has the appropriate insurances in place. Full details are available on request.

What happens if I/ my child change our mind?

You/your child can change your mind at any time without any repercussions. During the research, your child can stop completing the activities at any time. If you change your mind after data collection has ended, we will discard your child's data.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you can contact Professor Carol Fuller University of Reading; Tel: +44 118 3782662 email: c.l.fuller@reading.ac.uk

Where can I get more information?

If you would like more information, please contact Mr Khaled Aljarallah.

Tel: , email: kd831222@live.reading.ac.uk.

We do hope that you will agree to your child's participation in the study and to your involvement in it. If you do, please complete the attached consent form and return it, sealed, in the envelope provided, to your child's teacher.

Thank you for your time.

Research Project: 21 Century Skills and Career Readiness in Kuwait.

Parent/Carer Consent Form

I have read the Information Sheet about the project and received a copy of it.

I understand what the purpose of the project is and what is required of my child and me. All my questions have been answered.

Name of child: _____

Name of the Club: _____

Please tick as appropriate:

I consent to my child completing the communication tasks in ☐
the spring term of 2019.

I consent to my child taking part in the pre/post questionnaire, observation process, ☐
and being interviewed by the researcher.

I consent to the audio-recording of my child while being interviewed by the researcher. ☐

I consent to the video-recording of my child while playing and participating in the program ☐
for observation purposes.

To allow the research team to contact you to check that you still consent to their participation, please provide the following details:

Name of parent/carers: _____

Parent/carer postal address:

Parent/carer telephone number (mobile preferred): _____

Signed: _____

Date: _____

7.8. Information and consent sheets for participants

What happens next?

Your parents have been sent a letter asking for their permission for you to take part in this project.

We will check with you before we do the tasks that you are happy to help us with our project.

If you have any questions please speak to your class teacher.

Or you can contact

Mr Khaled Aljarallah
kd831222@live.reading.ac.uk

The research team is:
Mr Khaled Aljarallah
Professor Carol Fuller
Dr. Maria Danos

This project has been reviewed following the procedures of the University of Reading Research Ethics Committee and has been given a favourable ethical opinion for conduct.



Institute of Education
London Road Campus
RG1 5EX

Research Project: An invitation to students



What are the best ways to learn communication skills?

Information Sheet

We are doing a project to help us understand what are the best ways to learn communication skills. We would like you to help us with the project. We have already asked your parents and club manager if they are happy for you to help us.

Why have I been invited to take part?

You have been invited to take part because you are in grade 7 and your teacher is the researcher in this project.

What will I have to do if I agree to take part?

You play the same games that you usually play, we will add some communication games and communication tasks.

With your permission, we will ask you some questions at the beginning and end of the semester. We will also observe your progress and might interview you too. We might audio-record your answers if you and your parents allow us. We might also video record your participation.

Will anyone know about my answers?

Only the people working on the project will know about your answers. We won't tell your school how

you answered, or your parents.

Will it help me if I take part?

We think you will find it interesting and fun to do the communication tasks. Your answers will help your teachers to know the best ways to teach communication skills.

Do I have to take part?

No, not at all. Also, you can stop helping us with our project at any time, without giving a reason. Just ask your teacher or your parents to tell us if you want to stop.

Child consent form

A study to assesses the development of my communication skills.

Please circle Yes or No for each question

- | | | |
|---|-----|----|
| 1. I have read the information sheet or had it read to me. | Yes | No |
| 2. I understand what the study is about. | Yes | No |
| 3. I understand that I don't have to take part and can drop out of the study at any time. | Yes | No |
| 4. I understand that this study has ethics approval and is safe to do. | Yes | No |
| 5. I agree to take part in this study. | Yes | No |
| 6. I agree to take part in the survey | Yes | No |
| 7. I agree to be interviewed | Yes | No |
| 8. I agree for the interview to be recorded | Yes | No |
| 9. I agree to be observed and videoed | Yes | No |

Name: _____

Signature: _____ Date: _____

Name of person taking consent (researcher): _____

Researcher's

signature: _____ Date: _____

This form will be photocopied. One copy will be given to you, and the other kept confidentially by Holly.

7.9 Ethical Approval Form

University of Reading
Institute of Education
Ethical Approval Form A (version May 2015)



Tick one:

Staff project: _____ PhD ☒ EdD _____

Name of applicant (s): Khaled Aljarallah

Title of project: 21st Century Skills and Career Readiness in Kuwait

Name of supervisor (for student projects): Professor Carol Fuller, Dr Maria ~~Danos~~

Please complete the form below including relevant sections overleaf.

	YES	NO
Have you prepared an Information Sheet for participants and/or their parents/carers that:		
a) explains the purpose(s) of the project	<input checked="" type="checkbox"/>	
b) explains how they have been selected as potential participants	<input checked="" type="checkbox"/>	
c) gives a full, <u>fair</u> and clear account of what will be asked of them and how the information that they provide will be used	<input checked="" type="checkbox"/>	
d) makes clear that participation in the project is voluntary	<input checked="" type="checkbox"/>	
e) explains the arrangements to allow participants to withdraw at any stage if they wish	<input checked="" type="checkbox"/>	
f) explains the arrangements to ensure the confidentiality of any material collected during the project, including secure arrangements for its storage, <u>retention</u> and disposal	<input checked="" type="checkbox"/>	
g) explains the arrangements for publishing the research results and, if confidentiality might be affected, <u>for obtaining written consent for this</u>	<input checked="" type="checkbox"/>	
h) explains the arrangements for providing participants with the research results if they wish to have them	<input checked="" type="checkbox"/>	
i) gives the name and designation of the member of staff with responsibility for the project together with contact details, including <u>email</u> . If any of the project investigators are students at the IoE, then this information must be <u>included</u> and their name provided	<input checked="" type="checkbox"/>	
k) explains, where applicable, the arrangements for expenses and other payments to be made to the participants		<input checked="" type="checkbox"/>
j) includes a standard statement indicating the process of ethical review at the University undergone by the project, as follows: 'This project has been reviewed following the procedures of the University Research Ethics Committee and has been given a favourable ethical opinion for conduct'.	<input checked="" type="checkbox"/>	
k) <u>includes</u> a standard statement regarding insurance: "The University has the appropriate insurances in place. Full details are available on request".	<input checked="" type="checkbox"/>	
Please answer the following questions		
1) Will you provide participants involved in your research with all the information necessary to ensure that they are fully informed and not in any way deceived or misled as to the purpose(s) and nature of the research? (Please use the subheadings used in the example information sheets on blackboard to ensure this).	<input checked="" type="checkbox"/>	
2) Will you seek written or other formal consent from all participants, if they are able to provide it, in addition to (1)?	<input checked="" type="checkbox"/>	
3) Is there any risk that participants may experience physical or psychological distress in taking part in your research?		<input checked="" type="checkbox"/>
4) Have you taken the online training modules in data protection and information security (which can be found here: http://www.reading.ac.uk/internal/imps/Staffpages/imps-training.aspx)?	<input checked="" type="checkbox"/>	
5) Have you read the Health and Safety booklet (available on Blackboard) and completed a Risk Assessment Form to be included with this ethics application?	<input checked="" type="checkbox"/>	
6) Does your research comply with the University's Code of Good Practice in Research?	<input checked="" type="checkbox"/>	
	YES	NO
7) If your research is taking place in a school, have you prepared an information sheet and consent form to <u>gain the permission in writing</u> of the head teacher or other relevant supervisory professional?	<input checked="" type="checkbox"/>	
8) Has the data collector obtained satisfactory DBS clearance?		<input checked="" type="checkbox"/>
9) If your research involves working with children under the age of 16 (or those whose special educational needs mean they are unable to give informed consent), have you prepared an information sheet and consent form for parents/ carers to seek permission in writing, or to give parents/ carers the opportunity to decline consent?	<input checked="" type="checkbox"/>	

10) If your research involves processing sensitive personal data ¹ , or if it involves audio/video recordings, have you obtained the explicit consent of participants/parents?	✓		
11) If you are using a data processor to subcontract any part of your research, have you got a written contract with that contractor which (a) specifies that the contractor is required to act only on your instructions, and (b) provides for appropriate technical and organisational security measures to protect the data?			✓
12a) Does your research involve data collection outside the UK?	✓		
12b) If the answer to question 12a is "yes", does your research comply with the legal and ethical requirements for doing research in that country?	✓		
13a) Does your research involve collecting data in a language other than English?	✓		
13b) If the answer to question 13a is "yes", please confirm that information sheets, consent forms, and research instruments, where appropriate, have been directly translated from the English versions submitted with this application.		✓	
14a. Does the proposed research involve children under the age of 5?		✓	
14b. If the answer to question 14a is "yes": My Head of School (or authorised Head of Department) has given details of the proposed research to the University's insurance officer, and the research will not proceed until I have confirmation that insurance cover is in place.			
If you have answered YES to Question 3, please complete Section B below			

8 The References

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