

Leadership Model for Applying to Students' Leadership Development in the Faculty of Humanities and Social Sciences, Loei Rajabhat University

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Abstract:

This research aimed to study and develop the leadership model for application in students' leadership development in the Faculty of Humanities and Social Sciences, Loei Rajabhat University. This research is an intermediate between quantitative and qualitative research. The questionnaire was used to collect data from the Faculty of Humanities and Social Sciences, Loei Rajabhat University, with a sample of 140 students. In the qualitative research section, interviews involved 14 target groups, namely 140 administrators and teachers, and a focus group of 30 students. The findings were as follows: (1) Appropriate leadership model for leadership development is the trait theory of leadership, (2) Guidelines of leadership model for applying in leadership development, including intelligence, knowledge, abilities, work-related traits, physical traits and personality, social status, competency for being leader, self-confidence, responsibility, participation, and working skills with others. Individuals can continuously improve these traits because most are obtainable by learning and self-developing.

Keywords: leadership model, students' leadership, Loei Rajabhat University.

黎皇家大學人文社會科學學院學生領導力發展的領導模型

摘要:

本研究旨在研究和發展適用於黎府大學人文與社會科學學院學生領導力發展的領導模型。這項研究是介於定量和定性研究之間的。調查問卷收集了黎府大學人文社會科學學院的數據，樣本為140名學生。在質性研究部分，訪談涉及14個目標群體，即140名管理人員和教師，以及30名學生的焦點小組。研究結果如下：

(1) 領導力發展的適宜領導模式為領導特質理論；(2) 領導力發展應用的領導模式指南，包括智力、知識、能力、工作相關特質、身體特質與個性、社會地位、領導能力、自信、責任、參與、與他人合作的技能。個人可以不斷改善這些特質，因為大多數特質可以透過學習和自我發展來獲得。

关键词: 領導模型，學生領導力，黎府大學。

1. Introduction

To develop graduates with quality, besides good teaching and learning management processes according to the standards of the National Qualifications Framework for Higher Education B.E. 2552, graduates must be enhanced to be those who are complete individuals intelligently, physically, mentally, emotionally and socially. Humans are the most important and valuable resource among all resources, especially developing or developed countries, aiming to develop human resources to grow with quality as a basis for the development of society and nations. This is in line with the 12th National Economic and Social Development Plan (2017-2021), which adheres to key national development principles during the 12th National Development Plan with the principles of "Sufficiency Economy," "Sustainable Development," and "People-Centered Development" that continues from the 9th-11th Development Plans, and economic growth principles that reduce inequality and drive growth from increasing productivity based on the use of wisdom and innovation to enhance quality of life and good health for Thai people, develop people to have to be complete, disciplined, studious, knowledgeable, skilled, creative with good attitude, social responsibility, ethics and morals. In addition, it is also to develop people of all ages and prepare them to enter an aging society with quality, including creating people to use and live in an environment supportively, conserve, restore, and use natural resources and the environment appropriately. Leadership is also a significant part related to society. A good leadership model would result in a more developed society.

Faculty of Humanities and Social Sciences, Loei Rajabhat University has continuous teaching and learning programs to produce graduates to serve society and the nation in both quantity and quality. I, as an investigator and a professor in the Department of Public Administration, Faculty of Humanities and Social Sciences, Loei Rajabhat University enhanced students' leadership as they play a key role in initiating student activity programs, and conducting activities. Furthermore, students need leaders of activities with selflessness and work plans in carrying out various activities (Arunrat, 1999, p. 69).

Therefore, I am interested in studying leadership

model in various guidelines to find out suitable guidelines of leadership for applying in students' leadership development in the Faculty of Humanities and Social Sciences, Loei Rajabhat University.

The objectives of this research were to study and find out the characteristics and guidelines of leadership model for Faculty of Humanities and Social Sciences, Loei Rajabhat University and apply the results of the study to develop students to have leadership that is appropriate to the current situation in Thailand and able to develop them continuously.

2. Research Methodology

2.1. Population, Sample and Target Group

In this study, Mixed Methodology between quantitative research and qualitative research was applied based on the concept of John Creswell (Creswell, 1998, pp. 9-15) by quantitative data collection from the population and sample, as well as qualitative data collection from target group related to the study.

2.1.1. Population and Sample

1. *Population:* 1,403 students in the Faculty of Humanities and Social Sciences, Loei Rajabhat University, 1st, 2nd and 3rd year in 11 fields of study.

2. *Sample:* Sampling by criteria with the exact number of the population. The population percentage criterion is used for consideration. If the population size is in the thousands, a sample of at least 10% should be used by determining the percentage of the population for consideration as follows (Ekakul, 2000).

2.1.2. Target Group

In addition to quantitative data collection, qualitative data collection is an important part to obtain more in-depth information from target group or informants. Therefore, data collection was carried out including directors and faculties (1 Dean of the Faculty of Humanities and Social Sciences; 2 Heads of the Department of Humanities and Social Sciences; 11 Instructors in each field of study); 20 students in each field of study (the focus groups), except students of Library and Information Sciences.

Table 1. Proportion of samples in the Faculty of Humanities and Social Sciences, Loei Rajabhat University

No.	Fields of Study	Population	Sample (Proportional)
1	Public Administration	343	34
2	Laws	160	16
3	Community Development	89	9
4	English	458	46
5	Business English	99	10
6	Chinese and English for Communication	91	9
7	Information Science and Library Science	-	-
8	Thai	104	10
9	Visual Arts	28	3
10	Music	13	1
11	Digital Arts	18	2

Continuation of Table 1

Total	1403	140
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2.2. Data Collection Tools

This study is a mixed research with quantitative data collection from questionnaire and qualitative data collection from interviews as follows.

2.3. Quantitative Data Collection

The data collection tool is questionnaire, using a leadership model based on the research concept: Trait Theory of Leadership, Behavioral Theory of Leadership, and Situational Theory of Leadership with 3 parts of the questionnaire.

Part 1: Respondents' general information: gender, year of study, age, field of study, average grades, and leadership background (activity experience).

Part 2: Respondents' participation behaviors in activities with 5 levels of the respondents' needs.

Part 3: Traits or behaviors of leaders that respondents want the most. The respondents were able to select the traits or behaviors they wanted the most with a 5-point Likert scale.

2.4. Qualitative Data Collection

The data collection tool was an interview with a non-structured interview that required in-depth, open-minded, and unrestricted answers. Sometimes, it is called an informal interview.

Focus group discussion is another type of interview data collection from a conversation with a group of informants on a specific issue, with a moderator creating the point of discussion to lead the group to come up with ideas and express their opinions toward issues and discussion broadly and profoundly.

2.5. Methods of Data Collection

This study is a mixed research with quantitative data collection from questionnaires and qualitative data collection from interviews, including focus group discussions.

Quantitative data collection is from questionnaire from 140 students of the Faculty of Humanities and Social Sciences, Loei Rajabhat University, 1st, 2nd and 3rd year by defining the criteria as a percentage of the population for consideration and random sampling with nonprobability sampling. Quota sampling is a sample selection taking into account the proportion of students in the Faculty of Humanities and Social Sciences, Loei Rajabhat University.

Qualitative data collection is from direct interview from various groups of informants with in-depth interviews, where questions are prepared in advance.

A semi-structured focus interview, or in-depth interview, is an interview where the interviewer already has a focus and tries to lead the interviewer's interest; therefore, interviewees are brought to that point. The interviewer already knows the desired information so that they could get the desired answers directly (Chantavanich, 2009, pp. 77-78).

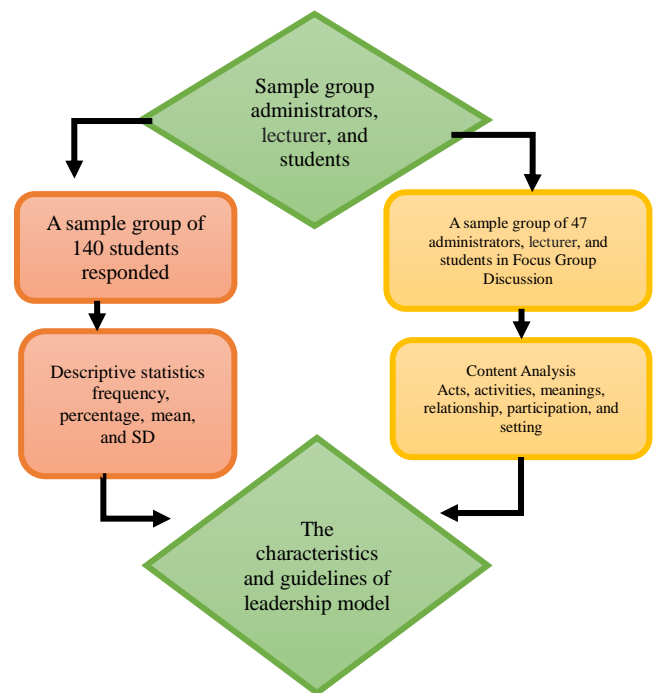


Figure 1. Flowchart of the research methodology (Developed by the author)

The students from Faculty of Humanities and Social Sciences students used the focus group discussion. This method is another form of data collection to make research more diverse and reliable from a variety of sources. In addition, focus group discussion allows participants to present information and share their ideas.

3. Results and Discussion

3.1. Data Analysis

The data used in the analysis consisted of 2 parts: analysis of questionnaires and analysis of interviews and focus group discussions.

3.1.1. Statistical Data Analysis

After collecting and verifying the integrity of all obtained questionnaires, the questionnaires were analyzed and statistically processed to determine the correlation of the data.

Data processing for the objectives of the study was also based on descriptive statistics as a preliminary statistic in the results discussion. Part 1 of the questionnaire was analyzed by frequency and percentage. Parts 2 and 3 of the questionnaire were analyzed by means of mean and standard deviation (SD).

3.1.2. Data Analysis from Interview

A theoretical classification analysis was used to classify the types of events with concepts and theories as frameworks for classification: Acts, Activities, Meanings, Relationship, Participation, and Setting.

This six-step classification is directly useful in terms of verifying whether the investigator has completed all

operations. If the classification is not carried out in detail, there might be failed or missing. In addition, it could be an explanation of the background, causes, and effects. This preliminary analysis is necessary for research to continue collecting data and analyzing with appropriateness (Chantavanich, 2009, pp. 134-136).

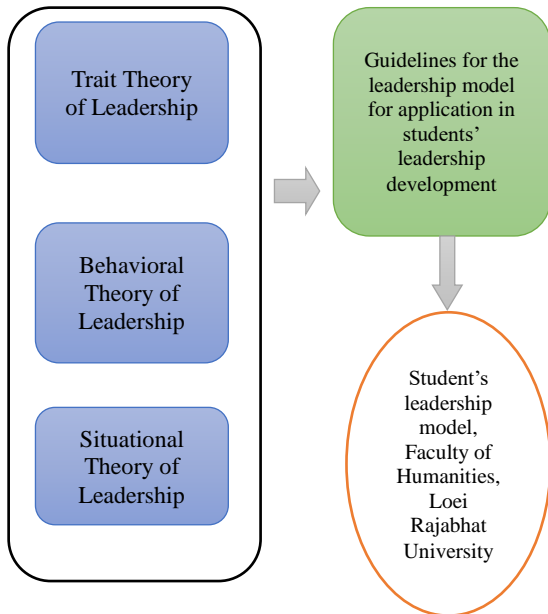


Figure 2. Conceptual framework (Developed by the author)

The results from the article of leadership model for applying in students' leadership development in the Faculty of Humanities and Social Sciences, Loei Rajabhat University are as follows.

The results were analyzed from 140 student of the Faculty of Humanities and Social Sciences with questions that were based on three groups of trait theory of leadership by traits and behaviors, and a measure of the 5 levels of respondents' needs.

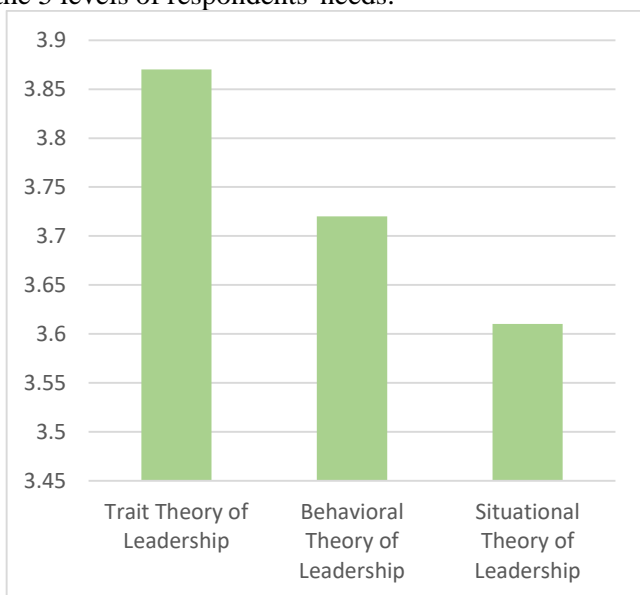


Figure 3. Theories of leadership (Developed by the author)

Figure 3 shows that the Trait Theory of Leadership, which is a very suitable leadership style with a mean of 3.87 and a standard deviation of 1.24, was chosen by the respondents the most. Trait theory of leadership

primarily focuses on the leadership's personality traits in the physical, personal and mental aspects of leaders. Leaders are those with a distinctive personality unique from ordinary people, e.g., intelligent, powerful, ambitious than other people in general.

Based on an analysis of 140 respondents from the Faculty of Humanities and Social Sciences students, the 5 leadership behaviors most wanted by respondents can be summarized as follows:

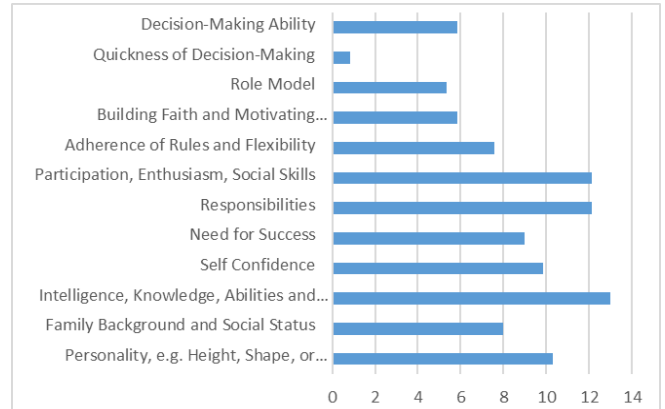


Figure 4. Leadership behaviors most wanted by respondents (Developed by the author)

Figure 4 shows that the respondents chose the 5 most desirable traits or behaviors as follows: (1) intelligence, knowledge, abilities and tact, (2) responsibilities, e.g., assignments from studying or doing activities, (3) participation, enthusiasm and social skills, e.g., participation in activities and relationships with those involved in the activities, (4) personality, e.g., height, shape, or posture, and (5) self-confidence, e.g. speaking and decision-making.

In addition, from the focus group discussion of 30 representatives of the Faculty of Humanities and Social Sciences, Loei Rajabhat University, I divided the group based on the types of leader with the following conclusions.

3.2. Trait Theory of Leadership

This is about physical traits, social background, intelligence, personality, work-related traits, and social traits. Most students had the same opinion that in terms of physical traits, what leaders should have *“self-confidence, competence, good speaking skills, good posture, clean and tidy in accordance with the rules.”* Two of the interviewees, who had a different opinion, were of the same opinion that *“Leaders should have GPA in moderate level, around 2.75 or more, which is a demonstration of self-responsibility and affects the responsibility of the public as well.”*

In terms of social background or social status, most of the students had the opinion that *“Good leaders do not need to be from a perfect family background because they can learn from the external environment and setting, can differentiate between good and bad from things.”* On the other hand, some students agreed that *“Good leaders must be from a family with a good social background as it is the fundamental element they*

received and cultivated from childhood to adulthood. Therefore, it is very important to be leadership traits.”

In terms of intelligence, most students agree that “Good leaders should have good intelligence, knowledge, ability and tact to solve quality problems, as well as a positive attitude.” “Leaders should have a grade point average (GPA) of 2.75 or higher, manage their work systematically, rationally, think critically, take responsibility, and are punctual.”

Personality traits that leaders should possess, are “the self-confidence with listening or allowing others or subordinates to express their opinions along with reasons.” The interviewees also shared a similar opinion that the leadership personality is “having a high need for success and responsibility, which is one of the leadership traits everyone needs, as it contributes to the achievement of work and drives the team.” In terms of personality, most students had the opinion that good leaders should have “self-confidence and determination in work”. In terms of factors of work-related traits of good leaders, “Leaders should engage in activities, be active, and have good social skills such as motivation, and have good interpersonal skills contributing to teamwork for creativity and discovery new things.”

In terms of social traits, most students agreed that good leaders should “engage in activities and be active in their work. Good social skills affect work and they need to come up with good social skills.”

3.3. Behavioral Theory of Leadership

The behavior of leaders by power used in focus group discussion, divided into three types: legal leaders, charismatic leaders, and symbolic leaders. In a focus group discussion among the student representatives, the students were of the opinion that legal leaders should “be flexible, be rational in governance, be law-based but rationale should be also taken into account”. In terms of charismatic leadership that arise from building their own faith or popularity toward their subordinates.

Interviewees expressed that leaders “should build faith and motivate practitioners to be inspired. Good leaders should be role models in good ways, e.g. time management for participating public and personal activities.” For symbolic leaders, they should “be good role models for their followers either personally or collectively.”

3.4. Situational Theory of Leadership

Leaders are qualified to adapt themselves to any situation. Questions in focus group discussion include decision-making ability, motivation, and tact and intelligence. Students had opinions on their ability to decide that good leaders “need not to make quick decisions, but to prioritize properly, and always thoughtfully. They don't need to make the right decisions, but they shouldn't make mistakes too often.”

Regarding the ability to motivate students, good leaders “should have the skills to motivate their subordinates or team.”

In regards to tact and intelligence, good leaders

“should have the tact for problem solving. Tact and intelligence should not be considered from GPA in academics, as such skills are derived from external learning and experiences as well.” good leaders “should be able to prioritize things. Quickness is an important aspect; however, the quality of work is also significant. Therefore, good leaders should think carefully about things and not focus on speed alone.”

Some of the interviewees commented that “The decision making should be as accurate as possible.” Some of the interviewers added, “Humans in general are able to make mistakes, but when they fail, learn from them and make improvements in the future.” Based on the motivation, they stated that “Speaking skills are important in motivating coworkers. Leaders with good motivation skills have a persuasive effect on their subordinates.” Regarding the tact and intelligence of leaders in handling various situations, “It is imperative that leaders have the tact and intelligence to solve unexpected problems with morality so that they do not further affect other subordinates.”

Furthermore, relevant people were also interviewed, namely Dean of the Faculty of Humanities and Social Sciences, Heads of the Department of Humanities and of Social Sciences, and teacher representatives of each field, a total of 14 people.

Based on the results of the above study, the unique Trait Theory of Leadership in which the sample students made their opinions were presented as follows: Leaders have to be open-minded and adapt to situations. Leaders have knowledge about their work, be decisive, self-confident, fluent speaking, able to do activities with others, and make others agree with their thoughts. Leaders have stable emotional quotient, be dependable, moral and friendly with others. Leaders are delightful, optimistic, and flexible. The model is as follows.

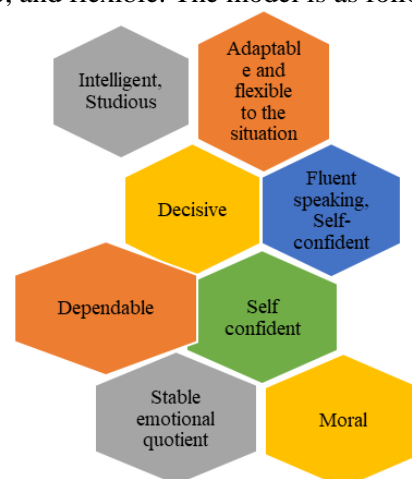


Figure 4. Trait theory of leadership of students in the Faculty of Humanities and Social Sciences, Loei Rajabhat University (Developed by the author)

4. Conclusion

The results of the study of the model of students' leadership development in the Faculty of Humanities and Social Sciences, Loei Rajabhat University were discussed as follows:

4.1. Main Finding of the Present Study

Trait Theory of Leadership, the appropriate leadership model in student opinions, was chosen by the respondents the most. Trait theory of leadership primarily focuses on the leadership's personality traits in the physical, personal and mental aspects of leaders. Leaders are those with a distinctive personality unique from ordinary people, e.g., intelligent, powerful, ambitious than other people in general.

4.2. Comparison with Other Studies

Likewise, the study on leadership levels of public administration students at Loei Rajabhat University by Homeprasert (2017) found that the highest level of leadership was personality, followed by expression, knowledge, and participation. These levels of leadership are in a type of trait theory of leadership, namely personality. In the trait theory of leadership, it can be realized that effective leaders tend to have a self-confidence personality. The study on the guidelines of student's leadership development at Pibulsongram Rajabhat University aimed to study leadership status and to find out guidelines of students' leadership development at Pibulsongram Rajabhat University by Faiyuea (2012). It was found that the leadership status of the student leaders of Phibunsongkhram Rajabhat University consisted of 4 areas: knowledge, abilities, personality, and operational skills at a high level. These 4 areas belong to the trait theory of leadership. Stogdill (1974, pp. 74-75) identified 6 traits: physical traits, social background, intelligence, knowledge, abilities, personality, work-related traits, and social traits. Leaders are those who have a distinctive personality unique from ordinary people. It is derived from the personality of individuals and as a result of learning that can be enhanced and developed.

4.3. Implications

Data collection was conducted apart from the questionnaire, a non-structured interview for the Dean, Heads of departments and faculties, as well as focus group discussion of student representatives in each field of study. It was found that the responses from the interview and the discussion are in the same direction as follows: In the theory of leadership, various leadership traits are mentioned, including physical traits, social background, intelligence, knowledge, abilities, personality, work-related traits, and social traits. All the traits are what leaders should possess, except for social background, that is, *"It is inappropriate to judge them as not good people by their background. When those people grow up in society, they have the right to choose to behave by molding from good society and friends that would enhance them to be good leaders."*, from the interview, and *"Good leaders do not need to be from a perfect family background because they can learn from the external environment and setting, can differentiate between good and bad from things."*

4.4. Recommendations for This Study

Based on this study, the majority of respondents found that leadership was at a high level in the Trait Theory of Leadership.

Therefore, in teaching or organizing projects or activities that each course has created, it must focus on developing students to have academic knowledge and comprehensive knowledge, to create activities that nurture them in cooperating and listening to other people's opinions, to be able to adapt to different situations, and to allow them to express their opinions and be decisive in various activities on their own. Student expression activities should be established for fluent public speaking skills. In addition, students should be provided motivation skills and should focus on morals, ethics, optimism, flexibility in work. These skills could be applied in working with others and to prepare them to become good leaders in the future.

4.5. Recommendations for Future Studies

1. Leadership performance of students at Loei Rajabhat University should be researched for better understanding on how leadership behaviors affect work or learning activities.

2. Followership along with leadership of students at Loei Rajabhat University should be researched to obtain the guidelines and traits of appropriate followers that leaders need.

3. Relationship between leaders and followers of students at Loei Rajabhat University should be researched to determine the relationship between leaders and followers in the implementation of activities of the faculty and university effectively.

5. Strengths and Limitations

The strengths of this research results can be used as an example for developing student leadership in various faculties and institutions. The sample group interviewed reflects an interest in developing political leadership, such as electing leaders at the local level and national leaders

The limitations of this research are that it focuses on a survey that reflects the opinions or attitudes of the respondents, which may not be truthful or complete, and students still do not clearly understand the meaning of leadership. The research results cannot be representative of the leadership of all students at the university.

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