DEVELOPMENT OF STRATEGIES FOR DEVELOPING LEADERSHIP OF UNDERGRADUATE EDUCATION STUDENTS BETWEEN 2012 - 2021

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Abstract: This futuristic research[*] aims to: 1) study the leadership of undergraduate education students, 2) analyze the futuristic leadership of undergraduate education students between B.E. 2555 – 2564, and 3) create the strategies for developing the futuristic leadership of undergraduate education students between B.E. 2555 – 2564. The researcher studied the leadership of undergraduate education students in 14 public universities, by collecting data from 5 chancellors, 5 deans of education faculty, 251 lecturers, 236 support staffs and 377 students and used Delphi research technique developed by 18 specialists in student and leader development to analyze the futuristic leadership of undergraduate education students. The researcher also used SWOT Analysis to evaluate other factors and created the strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564 using scenario planning developed by 17 organizational and strategic management specialists. The strategies were validated again by the specialists. In this study, the leadership of undergraduate education students in human relations and socialization dimension was at the highest rate ($\bar{x} = 4.08$, $\bar{x} = 4.01$, $\bar{x} = 4.05$), while comparing to other dimensions, leadership in intelligence, still in high level ($\bar{x} = 3.79$, $\bar{x} = 3.91$, $\bar{x} = 3.82$), was at the lowest rate. Regarding the leadership characteristic of undergraduate education students between B.E. 2555 - 2564, there were analyzed in 8 dimensions: personality, human relations and socialization, leading and managing, sagaciousness, working skill, communication and information technology, intelligence and morality and ethics. The Development of Strategies for developing leadership of undergraduate education students between B.E. 2555 –

2564 consists of 3 strategic issues and 16 tactics. The first strategic issue is undergraduate education students have academic knowledge with leadership skill and understanding of change which involves 8 tactics: 1) integration of academic matters and student activities, 2) development of learner-centered instruction and working skills, 3) development of role-model teachers, 4) improvement and development of curriculum under TQF standard, 5) development of general education curriculum, particularly subjects focusing on awareness, discernment of thinking process and life goal setting, 6) promotion of Information and Communication Technology (ICT) and modern communication application in instruction and student activity, 7) improvement of learning environment and facilities and 8) development of the desired leadership characteristics. The second issue is undergraduate education students have morality, ethics and code of professional conduct which includes 4 tactics: 9) promotion of good attitude and pride in teaching, 10) promotion of morality and professional ethics, 11) support of shared value creation and 12) support for consciousness and pride in Thainess. The third issue is undergraduate education students are recognized within Thailand and in ASEAN which includes 4 tactics: 13) promotion and support of academic activities in education, 14) promotion of academic cooperation between government and private sectors, alumni and specialists, 15) development of language proficiency for communications and information retrieval and 16) promotion of the ASEAN cultures studies.

Keyword: Strategies, Leadership Development, Undergraduate Education Students, Futuristic Research

Introduction

A leader is an important person to lead the country through any crisis and develop the country in the midst of changes for the benefits of all citizens which helps the country to complete with others. Thai society also need a new generation with leadership to lead and develop our country; however, Thailand is facing a crisis of leadership. There is a continued lack of leadership in Thai children and youth and they do not

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wish to have leadership. This is an important crisis and problem which can affect the future of Thailand (Kriengsak Chareonwongsak, 2007)

The institute of education such as universities and colleges has to teach, pass on knowledge and develop desired characteristics of students according to Thai Qualifications Framework for Higher Education (TQF : HEd) in 5 aspects: morality and ethics, knowledge, intelligence, interpersonal relations and responsibility, and numerical analysis, communication and information technology application. (Office of the Higher Education Commission, 2009) The desired characteristic also includes leadership which every students, especially education students need to have. Education students from universities and colleges will play an important role in teaching Thai children and youth to become good citizens and the strength of country in the future, with omniscience and enthusiasm to learn modern knowledge in education and other fields. Education students should have flexibility, morality and ethics in teaching profession, have technology competency, cherish Thainess and can be the role model for children. Prayudh Payutto (2003) said that a leader needed to be both Ka-ru and Pi-yo. Ka-ru is a teacher who is a faithful and principle person with knowledge and purpose while Pi-yo is beloved and interpersonal relations. Accord with Prayudh Payutto, Surasak Larbmala (2000) described a leading teacher as a determined person who has the best teaching skills with intensive academic knowledge and ability to communicate with other, ability to persuade students and colleague and ability to lead others. The leading teacher also should eagerly try to make an impression between students and community. John Steltz (2010) mentions 5 characteristics of education leader as 1) Understanding Self, 2) Understanding Human Nature, 3) Communication, 4) Clear and Focused Judgment, and 5) Believe in People.

Future Research is the study of potential of change which can make any difference in the future and will be the benefits in planning, policy formulation, decision-making, creating strategy and tactics for desired future or eliminating unpleasant incidents in the future. (Jumpol Poolpatharacheewin, 1987) Scenario Planning is one method of futuristic study by describing all incidents that can happen in the future and will affect its organization which is usually used in strategic planning. (Pasu Decharint, 2003) Scenario planning workshop is future building with explicit storyline based on systematic process. Participants exchange their opinions; use their knowledge, experience and imagination to create information for strategic planning. (Office of the Education Council, 2002) The strategy from the process is a planning method of organization to succession according to the objectives that have been set. (Certo and Peter, 1991)

The strategy planning by using scenario planning workshop is one method to help creating education graduates properly fit for the future society therefore the researcher believes that we should plan the strategy for developing leadership of undergraduate education students between B.E. 2555 – 2564 to use as a guideline to develop leadership of students in education institute.

Research objective

1. To study the leadership of undergraduate education students.

2. To analyze the futuristic leadership of undergraduate education students between B.E. 2555 – 2564.

3. To create the strategies for developing futuristic leadership of undergraduate education students between B.E. 2555 – 2564.

Scope of the study

1. The researcher studied the leadership of undergraduate students in Faculty of Education from 14 public universities under the Office of the Higher Education Commission of 2553 Academic Year which included Chulalongkorn University, Kasetsart University, Khon Kaen University, Chiang Mai University, Thaksin University, King Mongkut's University of Technology Thonburi, King Mongkut's University of Technology North Bnagkok, King Mongkut's Institute of Technology Ladkrabang, Naresuan University, Burapha University, Mahasarakham University, Srinakharinwirot University, Silpakorn University, and Prince of Songkla University.

2. The collected data was analyzed in 8 dimensions: personality, human relations and socialization, leading and managing, sagaciousness, working skill, communication and information technology, intelligence and morality and ethics.

Method

Participants of this study consisted of 3 groups as follows:

1. 5 chancellors and 5 deans from the Faculty of Education selected by specific sampling, and 251 lecturers, 236 support staffs, and 377 students from 14 public universities selected by cluster sampling .

2. 18 specialists, selected by specific sampling, in student development and leader development to analyze the futuristic leadership of undergraduate education students.

3. 17 organizational and strategic management specialists, selected by specific sampling, for developing the leadership of undergraduate education students between B.E. 2555 – 2564.

Research Instruments

1. Content Analysis Form

2. The Structured Interview Form for interviewing chancellors and deans about leadership development of undergraduate education students.

3. The questionnaires focusing on opinions of the leadership of present undergraduate education students in 8 dimensions: personality, human relations and socialization, leading and managing, sagaciousness, working skill, communication and information technology, intelligence and morality and ethics. There are 3 set of rating scale questionnaires for lecturers, support staffs and students. Its reliability, by using the formula of alpha coefficient, showed an estimated reliability coefficient of 0.95, 0.97 and 0.89, respectively.

4. The questionnaire for analyzing the futuristic leadership of undergraduate education students between B.E. 2555 – 2564 using Delphi technique.

Data Collection

1. The researcher reviewed theories and concepts related to leadership from documents, text books, articles and other research.

2. The researcher interviewed chancellors and deans of education faculty.

3. The researcher collected data from questionnaires focusing on opinions of the leadership of present undergraduate education students and questionnaires focusing on opinions of the leadership of undergraduate education students between B.E. 2555 – 2564 using Delphi technique for 3 times. The researcher collected data by mail and face-to-face.

4. The researcher wrote and summarized data from scenario planning workshop of specialists.

Data Analysis

1. The researcher used content analysis to analyzed data from documents, text books, articles, other research and interview.

2. The researcher used SPSS program to find mean ($\bar{x}$) and standard deviation (SD) from questionnaires focusing on opinions of the leadership of present undergraduate education students.

3. The researcher used Delphi technique to analyze median, mode and interquartile range from questionnaires focusing on opinions of the leadership of undergraduate education students between B.E. 2555 – 2564.

4. The researcher used SWOT analysis to analyze other factors.

5. The researcher analyzed data from scenario planning workshop of specialists.

Research Procedure

Research procedure is summarized in table 1.

Results

The results of this study are divided into five sections.

Section 1: Results of studying the leadership of undergraduate education students, as shown in Table 2.

The study found that the leadership of undergraduate education students in personality, human relations and socialization, leading and managing, sagaciousness, working skill, communication and information technology, intelligence and morality and ethics dimension was at high level. The result showed that the leadership in human relations and socialization was at the highest rate ($\bar{x}$=4.08, $\bar{x}$=4.01, $\bar{x}$=4.05), while comparing to other dimensions, leadership in intelligence, still in high level ($\bar{x}$=3.79, $\bar{x}$=3.91, $\bar{x}$=3.82), was at the lowest rate.

Section 2: Results of analyzing the futuristic leadership of undergraduate education students between B.E. 2555 – 2564

The collected data was analyzed in 8 dimensions: personality, human relations and socialization, leading and managing, sagaciousness, working skill, communication and information technology, intelligence and morality and ethics. The personality traits are diligence, generosity, open-mindedness and liveliness while human relations and socialization is the ability to have smooth conversation with others. Leading and managing is the ability to apply new skills and technologies in management. Sagaciousness is the ability to understand and see through others, community and stakeholders. Working skills include ability to manage work systematically, understanding of working system and process, skills and expertise in profession, dedication for achievement and work quality, systematic learning and responsibility and time management between private and work matters. Communication and information technology is the ability to use computer technology and internet to communicate and acquire necessary knowledge, technological literacy and ability to appropriately apply technology into daily life, ability to use Thai language and terms of reverence correctly and terms of reverence and ability to use English or other foreign languages to communicate and acquire necessary knowledge for learning and living. Intelligence is the readiness to accept and transfer knowledge to the society, students and colleagues while morality and ethics refer to the uprightness.

Section 3: Results from analysis of other factors (SWOT): there were 16 Strength, 17 Weakness, 15 Opportunities, and 9 Treat.

Table 1: Summary of Research Procedure

Stage	Source	Data Collection (Instruments)	Data Analysis	Result
1. Studying the leadership of undergraduate education students.	5 chancellors, 5 deans of education faculty, 251 lecturers, 236 support staffs and 377 undergraduate education students from 14 public universities in Thailand.	The Structured Interview Form and Rating Scale Questionnaire of student leadership	SPSS for windows, $\bar{x}$, S.D.	Data of leadership of undergraduate education students
2. Analyzing the futuristic leadership of undergraduate education students between B.E. 2555 – 2564.	18 specialists in student and leader development	Questionnaire of student leadership using Delphi technique	Interquartile Range, median, mode	Data of leadership of undergraduate education students between B.E. 2555 – 2564
3. Analyzing other factors (SWOT)	Documentation, textbooks, websites, research materials, and result of quality assessment.	-	SWOT Matrix	Blueprint of strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564
4. Creating strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564 using the scenario planning	17 organizational and strategic management specialists	Data from SWOT Matrix, Data of leadership of undergraduate education students between B.E. 2555 – 2564	scenario planning workshop	Strategic issue for developing the leadership of undergraduate education students between B.E. 2555 – 2564
5. Validating the strategies created by the specialists on stage 4 and presenting strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564.	17 organizational and strategic management specialists	Strategic issue for developing the leadership of undergraduate education students between B.E. 2555 – 2564	-	The strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564

Table 2: The Opinion of Lecturers, Support Staffs and Students about Leadership of Undergraduate Education Students

leadership of undergraduate education students	lecturers		support staffs		students	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
human relations and sociability	4.08	0.55	4.01	0.60	4.05	0.54
leading and managing	3.98	0.57	3.99	0.59	4.01	0.56
morality and ethics	3.97	0.58	3.97	0.59	3.98	0.48
sagaciousness	3.94	0.61	3.94	0.54	3.97	0.55
working skills	3.94	0.56	3.94	0.60	3.92	0.57
communication and information technology	3.92	0.57	3.94	0.58	3.90	0.57
personality	3.91	0.58	3.93	0.56	3.83	0.56
intelligence	3.79	0.68	3.91	0.57	3.82	0.59
Total	**3.94**	**0.52**	**3.95**	**0.51**	**3.94**	**0.47**

Section 4: Results from creating strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564

The scenario planning of strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564 consists of 8 strategic issues as follows: 1) promotion of good attitude and pride in teaching, 2) integration of academic matters and student activities, 3) promotion of the academic cooperation and network, 4) identification of leadership identity in education graduates, 5) improvement and integration of general education curriculum and instruction, 6) role-model teacher development, 7) promotion of attitude and core value and support of student activities, and 8) support of creating portfolios and activity transcripts.

Section 5: Results from development of strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564.

There are 3 strategic issues which include 16 tactics, as shown in Figure 1.

(See Figure 1 on the next page)

Discussions

1. The study found that the leadership of undergraduate education students in intelligence was in high level ($\bar{x}$=3.79, $\bar{x}$=3.91, $\bar{x}$=3.82) but, while comparing to other dimensions, it was at the lowest rate. It was believed that some of the undergraduate education students were not top-grade so the rate in this dimension was the lowest which accord with Office of the Teacher Civil Service and Education Personnel Commission (2001) described the problem in developing teaching profession as poor academic performance of students and high school students put faculty of education at the last rank of university entrance examination.

2. The analysis of leadership of undergraduate education students between B.E. 2555 – 2564 showed that in personality, students should have diligence, generosity, open-mindedness and liveliness characteristics. Chareonwich Sompongtam, Paradee Annavy, and Kunawudh *Konchalard* (2010) also found the same characteristics: liveliness, optimistic, good interpersonal skills, punctual and honest in the trend of Thai teacher characteristics in the next decade (B.E. 2562). Human relations and socialization is the ability to have smooth conversation with others which Sermsak Wisalaporn (2009) considered as a social capability of leading youth to have good relationship with others and lead them. Leading and managing is the ability to apply new skills and technologies in management which is the same as teacher declaration on the first world teachers' day "We will brainstorm and raise capabilities to offer new innovation of

Education" (Siriporn Boonyanan, 2009) which means future teacher or education students should apply or bring new technology in instruction. Sagaciousness is the ability to understand and see through others, community and stakeholders which conform to what Pinsuda Sirittharangsri (2009) mentioned that in the future, teachers should increase their roles in communities because of government decentralization. The teachers should provide appropriate learning for students, empowerment community and encourage more participation of students and community. The teachers also need to control themselves in difficult situation, can analyze causes and factors of difficulties and solve those problems efficiently; therefore, future teachers need to understand and see through other people. (Chareonwich Sompongtam et al., 2010) Undergraduate education students should have working skills which include ability to manage work systematically, understanding of working system, process, planning, evaluation and improvement, skills and expertise in profession, dedication for achievement and work quality, systematic learning and responsibility and time management between private and work matters. Communication and information technology includes ability to use computer technology and internet to communicate and acquire necessary knowledge, technological literacy and ability to appropriately apply technology into daily life, ability to use Thai language and terms of reverence correctly and terms of reverence and ability to use English or other foreign languages to communicate and acquire necessary knowledge for learning and living. Vicharn Panich (2012) also mention needed teacher skills for 21th Century students that they should learning and innovation skills such as creativity and innovation, communication and collaboration, information, media and technology skills. Students should have intelligence which means they are ready to accept and transfer knowledge to the society, students and colleagues. According to Siriporn Boonyanan (2009), good teacher is a teacher who love and care for students, love wisdom, can create the knowledge-based society, and develop thinking skills of students. The morality and ethics of undergraduate education students is the uprightness which leads to trust and confidence of students to perform what teachers ask them (Hessong and Weeks, 1987).

3. Vision of the strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564 is "Education graduates are social leaders and are recognized within Thailand and in ASEAN" while its missions are to enhance and developing academic leadership of undergraduate education students, to promote good attitude and pride in teaching profession and to develop skills and knowledge in teaching with morality, ethics and

The strategies for developing leadership of undergraduate education students between B.E. 2555 – 2564

Vision	Education graduates are social leaders and are recognized within Thailand and in ASEAN

Mission	Enhancing and developing academic leadership of undergraduate education students. Promoting good attitude and pride in teaching profession. Developing skills and knowledge in teaching with morality, ethics and Thainess which is recognized in Thailand and in ASEAN.

Objective	To develop undergraduate education students to become valuable education graduates with leadership, principle and pride in their profession. To develop undergraduate education students to have skills, morality, ethics and Thainess and understand all changes and become recognized in Thailand and in ASEAN.

Strategic Issues	Undergraduate education students have academic knowledge with leadership skill and understanding of change	Undergraduate education students have morality, ethics and *code* of *professional conduct*	Undergraduate education students are recognized within Thailand and in ASEAN
Tactics	1) integration of academic matters and student activities 2) development of learner-centered instruction and working skills 3) role-model teacher development 4) improvement and development of curriculum under TQF standard 5) development of general education curriculum, particularly subjects focusing on awareness, discernment of thinking process and life goal setting 6) promotion of Information and Communication Technology (ICT) and modern communication application in instruction and student activity 7) improvement of learning environment and facilities 8) development of the desired leadership characteristics	1) promotion of good attitude and pride in teaching 2) promotion of morality, ethics and code of professional conduct, including honesty, responsibility and generosity 3) support of creating shared value: diligence and public mind 4) support for consciousness and pride in Thainess	1) promotion and support of academic activities in education as a stage for students to present their academic works 2) promotion of academic cooperation between government and private sectors, alumni and specialists 3) development of language proficiency for communications and information retrieval 4) promotion of the ASEAN cultures studies

Figure 1: The Strategies for Developing Leadership of Undergraduate Education Students between B.E. 2555 – 2564

Thainess which is recognized in Thailand and in ASEAN. The missions are consistent with the 11th Higher Education Development Plan (2012-2016) of OHEC which focuses on education quality, lifetime education opportunity of Thais to improve living quality of Thai citizens, to encourage good sense and pride in Thainess, to create awareness of Thai tradition, art and culture, to accept all changes and to response to the National Economic and Social Development Plan (Ministry of Education, 2012). There are 3 strategic issues, 16 tactics and 24 measures with projects and activities to achieve this commitment.

The first strategic issue: Undergraduate education students have academic knowledge with leadership skill and understanding of change.

The first tactic: Integration of academic matters and student activities by adjusting general education instruction; integrating research, academic service and student development activities to prepare students with various knowledge and connecting each subject to apply in fast-changing daily life. The second tactic: Development of learner-centered instruction and

working skills by changing learning and teaching methods that allows students to think, learn and solve a problem by themselves and apply that knowledge daily life. The third tactic: Role-model teacher development by conducting activities between role-model teachers and students and creating online education student communities to exchange knowledge and experience. The forth tactic: Improvement and development of curriculum under TQF standard, focusing on learning results which prepare students according to TQF standard including academic skills, morality and ethics, intelligence, human relations, responsibility, analysis skill, communication and technology skill. The fifth tactic: Development of general education curriculum, particularly subjects focusing on awareness, discernment of thinking process and life goal setting. The sixth tactic: Promotion of Information and Communication Technology (ICT) and modern communication application in instruction and student activity to help students to access education anywhere and anytime and to communicate with people all around the world. The seventh tactic: Improvement of learning environment and facilities to make students feel like a second home with technology and modern equipment, including resource management database and environmental management. The eighth tactic: Development of the desired leadership characteristics by specifying all desired characteristics and preparing project and activities to create those characteristics for student in each year such as Personality Project, EQ Development Project and Leadership Development Project.

The second strategic issue: Undergraduate education students have morality, ethics and *code* of *professional conduct.*

The first tactic: Promotion of good attitude and pride in teaching of students in each year by using various activities and projects such as orientation, experience exchange between alumni and present students. The second tactic: Promotion of morality, ethics and *code* of *professional conduct*, including honesty, responsibility and generosity in instruction and student activities. The third tactic: Support of creating shared value: diligence and public mind, to create unique characteristics of education student by focusing on determination to become positive force to develop education, youth, economy, community and country. The forth tactic: Support for consciousness and pride in Thainess by conduct activities with local community to stimulate and encourage students to pay attention to Thainess and conduct research related to changes and Thainess.

The third strategic issue: Undergraduate education students are recognized within Thailand and in ASEAN.

The first tactic: Promotion and support of academic activities in education as a stage for students to present their academic works such as "1 Community 1 Curriculum" project to give students a chance to understand their community, can develop a suitable curriculum and solve problems in community. The second tactic: Promotion of academic cooperation between government and private sectors, alumni and specialists by creating academic networks between schools, community, local administrative organizations and local knowledgeable people, supporting activities between students, alumni and specialists in each institute. The third tactic: Development of language proficiency for communications and information retrieval which included Thai, English and other languages especially language of neighboring countries by adding new subjects and language training to education curriculum, supporting activities and projects of learning language and culture and developing Thai language skills. The forth tactic: Promotion of the ASEAN cultures studies to help students understand neighboring countries in the region with student and teacher exchange programs, providing a chance to learn different cultures and empower ASEAN community.

Suggestion

1. Office of the Higher Education Commission or OHEC should use this result to support student's activities for truly developing leadership of education students. The academic credit should be decreased while student activity time should increase so students can practice their skills and have direct experience from those activities.

2. Education institute should systematically develop leadership of students

2.1 Create awareness of leadership in students.

2.2 Support education personnel including lecturers and staffs to become supporters in developing leadership in students by using strategies found in this research.

2.3 Improve environment in universities or collage to support leadership development.

2.4 Support resource and facilities to develop leadership in every dimension.

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