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Development of Students' Leadership Characteristics Model for International Universities in Thailand

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Abstract

This research article aims to develop a student leadership characteristics model suitable for International Universities in Thailand students by exploring the desirable and current leadership characteristics of International University students. The research objectives are as follows. 1) To explore the desirable student leadership characteristics for International Universities in Thailand. 2) To identify the current student leadership characteristics for International Universities in Thailand. 3) To develop a student leadership characteristics model for International Universities in Thailand. 4) To verify the student leadership characteristics model for International Universities in Thailand. This study used qualitative and quantitative methods, and a sample size of 993 students was surveyed by the random sampling method. The research instruments of this study were a questionnaire, structured interview, and model evaluation form. Descriptive statistics were used for data analysis, including Frequency, Percentage, Mean, Standard Deviation, and PNImodified. According to the results, the synthesis table derived nine student leadership characteristics: intelligence, assertiveness, co-operative, trustworthiness, problem-solving, self-determination, ability to achieve, adaptability, and communication. The quantitative method used a survey questionnaire for desirable and current characteristics. Later, the Priority Need Index (PNImodified) identified all student leadership characteristics as the following ranks: 1) intelligence (0.134), 2) assertiveness (0.113), 3) co-operative skills (0.105), 4) trustworthiness (0.098), 5) problem-solving (0.098), 6) self-determination (0.097), 7) communication (0.094), 8) adaptability (0.093), and 9) ability to achieve (0.090). The outcome of this study is to develop a student leadership characteristics model by using the analysis results and the concept and practices suggested by three major theories of student development. The final model provided the concept and practical activities that help promote students in each of the student leadership characteristics.

Keywords: student leadership characteristics, model development, international universities in Thailand

Introduction

People worldwide need to adapt to the tremendous changes in this digital age. These changes have affected every industry and have played a significant role in changing how education has developed. Education is fundamental to developing the country and the people. According to Nelson Mandela, education is "the most powerful weapon" people can use to change the world (Ratcliffe, 2017). In order to allow education to be the most powerful weapon, every aspect of education is required to be continuously improved, changed, or reformed in order to match the world's changes, requirements of labor markets, and trends of business, as well as to strengthen humans' morality. The 21st Century leader must succeed in an environment of unprecedented instability, uncertainty, difficulty, and ambiguity (VUCA). Clayton (1997) states that technology disruption applies to every sector and business, including new startups. Startups with limited resources also aim at technology disruption by having to invent something new and find innovative ways of accomplishing tasks. Moreover, the global workforce has encountered the COVID-19 pandemic, demographic shift, and technological disruption, which are catalysts of tremendous change in people's way of life, labor markets, and companies' demands (United Nations, 2020).

With the advancement of education reform during the 21st Century, the core content of higher education for personal development in college students is more crucial (Stevic & Ward, 2008). Furthermore, with the emergence of leadership development on college campuses in the last Century, leadership development has a history of more than 40 years (Komives et al., 2011). Also, Leadership development refers to applying theories and concepts of leadership to observed behaviors, which is a form of training in human resources (Morrison et al., 2003). Lastly, leadership development focuses on students' thinking development (White, 2006).

Traditional colleges face hardships as disruptive innovation has crept into higher education with online learning. It has changed many industries, e.g., cars, computers, accounting, etc. From being inconvenient, expensive, and complicated, that could serve only a limited number of people; it has become more convenient, affordable, and straightforward. This same concept applies to virtual higher education, which enables far greater access to higher education, and this pace of innovation is escalating. It is good news for the majority, and the challenge generally has been that disruptive innovation typically trips up longtime leaders. Disruption has savaged many previously considered invincible organizations, e.g., General Motors and the now-defunct Digital Equipment Corporation.

Besides, online higher education has permitted and generated easy access to higher education, and the pace of innovation is rapid. The challenge in history is that disruptive innovation typically baffles longtime leaders. Although this is good for the majority, the challenge generally has been that disruptive innovation typically trips up longtime leaders. Disruption has savaged many previously unassailable organizations. According to the research on disruptive innovation, there are two methods for organizations to survive and thrive when a disorder occurs. First, industry leaders should establish an autonomous organization with the freedom to reinvent itself and initiate disruption.

Another approach for surviving disruption is riskier. Suppose an entity can organize solely around a vital job or service to people who hire products or services in a given situation; in that case, they might be able to prevent disruption completely. For instance, if colleges or universities try to do four jobs instead of one, research reveals that each student's overhead will be around 70% higher. Overheads are a massive driver of costs, and complexity drives

overheads. Likewise, if organizations focus on an essential job in customers' lives and do a good job, they may charge premium fees that customers are willing to give.

According to United Nations, the COVID-19 pandemic has disrupted and impacted global educational systems, affecting vulnerable learners. It increased disparities and a pre-existing crisis in education. School, college, and university closures have been common issues. Furthermore, devices excluded at least one-third of students learning remotely due to a lack of connectivity. As a result of the COVID-19 pandemic, students and educators had to adjust to the latest technology, utilize online learning platforms, adapting to the current technological trends. Therefore, educational systems and educators must adapt and transform, leveraging technology to benefit all learners and building on innovations through this crisis to be resilient, equitable, and inclusive.

Education in the 21st Century emphasizes compliance and conformity over creativity; these are the two critical competencies to perform well in a professional and corporate environment and retain a proper job for a long time. Students were taught and trained the same way as they were in the past, as they were educated with a standardized curriculum with rote learning and customized testing at a one size fits all pace. Students are striving to learn because they lack motivation and are disconnected. Success in the 21st Century differs from the past. High achievers constantly try to create their jobs rather than going for the traditional job market. Some successful people look for flexibility by living and working in any part of the world, being able to travel at their convenience and for the duration they prefer. They want to switch jobs as they wish to constantly, what they are working on to keep up with their interests and abilities, earn without a capped salary figure, work with people worldwide, outsource, and lastly, have time flexibility.

The 21st Century students consist of Generation Z and Generation Alpha. Generation Z are people born between 1995 and 2009. People who belong to Generation Z have not experienced life without the internet. Since their schooling, they are very familiar with the internet and have come across technology like smartphones, iPad, smart boards, and other devices. The people born in the Generation of Alpha were born from 2010 onward, after smartphones, iPad, 3D televisions, Instagram, and music streaming apps such as Spotify started. Thus, Education in the 21st Century aims to give students the skills required to succeed in this innovative world and facilitates them to practice those skills confidently. As information is readily available to students, 21st Century skills focus on understanding, sharing, and utilizing the data effectively. According to the coalition P21, Partnership for 21st Century Learning identifies four skills for 21st Century education: creativity, critical thinking, communication, and collaboration. These skills are not units or subjects but are themes considered and implemented across all curriculum mapping and strategic planning. It should integrate into every lesson, just like numeracy and literacy. Creativity is about experiencing innovative ways, making connections, and finding new solutions to difficulties. Critical thinking is regarding analyzing information and critiquing claims. At the same time, communication is understanding things well enough to share them effectively and clearly with other people. Lastly, collaboration relates to teamwork and the collective talent of a group that is more than the total sum of its parts.

Research Objectives

1. To explore the desirable student leadership characteristics for International Universities in Thailand.
2. To identify the current student leadership characteristics for International Universities in Thailand.
3. To develop a student leadership characteristics model for International Universities in Thailand.
4. To verify the student leadership characteristics model for an International University in Thailand.

Significance of the Study

This student leadership characteristics model benefited all International Universities of Thailand students. The study helped students get involved, provide a better understanding, and promote the university environment and campus experience to develop individuals and exceptional contributors. Student engagement requires positive relationships between students and the campus. This model helped motivate, influence, and direct people to work together to achieve a team's goals. Students need to experience leadership opportunities in university, learn how to build relationships internally with their teams, define identities, and accomplish tasks effectively. It also provided a chance to learn, identify, and display effective communication and interpersonal skills.

Moreover, this study provided information to support teachers, students, and market employers to learn and be aware of the current effective student leadership characteristics in Thailand in the 21st Century. With a more in-depth understanding of the gap between student leadership presence and expected improvement and practices, student leaders can assess their behaviors to improve and prepare for the professional step.

This research notes that student leadership development is related to whether the university provides adequate training or courses and students' demographics and local social growth. Therefore, this study's primary purpose is to determine whether student leadership characteristics meet the desired level and put forward a model to develop student leadership characteristics.

The research results determined student leadership characteristics' development and provided specific solutions. Universities can combine the actual situation and the content provided by this study to assess desirable student leadership characteristics and formulate 16 appropriate leadership development programs for students regarding the solutions provided by this study.

Lastly, this study benefited educators to adapt and understand student leadership characteristics in the 21st Century: Colleges and Universities administrators, teachers, and students of either International or Thai student leadership in the 21st Century. The research model made it possible to better picture the appropriate management for student leadership characteristics in Universities in Thailand. The result gained from this research helped increase awareness and understanding of the importance of student leadership characteristics for International Universities in Thailand.

Literature Review

This study employed three major theories for developing the students' leadership characteristics model. The following details are presented as a) Student Leadership Challenge (Kouzes & Posner, 2002), b) Astin's Theory of Involvement (Astin, 1984), and c) Chickering's Seven Vectors (Chickering, 1969).

Kouzes and Posner's Student Leadership Challenge

According to *Kouzes and Posner* (2002), the leadership model suggests that leadership is not a position, but instead, it is a collection of practices and behaviors. Essentially, these practices work as guidance for leaders to achieve their accomplishments or get extraordinary tasks completed. It was developed through exhaustive research on current leadership practices and is recognized by researchers as a highly effective leadership practice. The method includes the following:

Modeling the Way

It is regarding leaders showing the way, doing matters first, and setting an example. In other words, transformational leaders set an example and build commitment through day-to-day acts to build progress and momentum. To model, leaders need to be philosophical and set standards for the organization in which the organization measures, a set of principles concerning how people should be treated, and pursue the goals to make the organization unique and different.

Inspire a Shared Vision

People in the organization must be committed to the shared future they aim to create. Transformational leaders believe that they can make a difference by inspiring a shared vision by bringing people in the organization together to foster a commitment to the shared future they create. They create excitement, encouragement, and positivity for the shared vision of others by being genuine and using skillful language, symbols, and more.

Challenge the Process

It stimulated transformational leaders to develop innovative ideas and bring about changes. Challenging the method is a way of living for transformational leaders. It is simply to create new ideas or recognize and support new ideas. Leaders would be willing to challenge the system to turn these ideas into actions and ensure the latest products, processes, and services. It is an experimental process, taking new risks and being lifelong learners. Moreover, they learn from mistakes instead of blaming others, encouraging failures, and taking them as improvement lessons.

Enable Others to Act

It is about cultivating collaboration in the company and empowering people. Moreover, allowing others to share their input and be involved in planning gives them freedom of choice. Transformational leaders aim to create an atmosphere filled with trust and human dignity to help each person feel capable and powerful.

Encourage the Heart

People need to be encouraged and motivation achieves the organization's goals. Transformational leader plays a role in celebrating individual or group achievements because they are the leading personality in the organization and act as a role model. Leaders encourage their employees by recognizing, celebrating, and inspiring them to perform better.

Astin's Theory of Involvement

Astin's (1984) theory of Student Involvement was established in 1984. It deals with the desirable outcomes for higher education regarding how students adjust and grow by being involved in co-curricular activities. The central concept of Astin's theory consists of three elements: inputs, environments, and outcomes. Moreover, there are five assumptions about student involvement:

1. For students to be involved, it requires them to invest in psychosocial and physical energy.
2. Student involvement is continuous, and the energy put in differs from student to student.
3. Student involvement may be qualitative and quantitative.
4. What a student gains by being involved (their development) is directly proportional to how they were involved (in both aspects of quality and quantity).
5. Students' performance academically is related to how involved a student is.

Chickering's Seven Vectors

The theory emphasized college students' development; it was published in 1969 and re-visited in 1993 as Chickering's seven vectors development. This theory consists of seven vectors or tasks students face during their undergraduate years relating to mental growth, not accomplished spontaneously. It usually requires repeated exposure to appropriate developmental environments for a year or more. The vectors shown below are not specific to one particular age but more of a set of developmental tasks; most first-year students are involved with these phases.

According to some research, there are variations between males and females. For instance, females can control their emotions and are better at managing emotions than males. On the other hand, males are ahead of women when achieving autonomy.

Chickering (1969) seven vectors focused on the overall identity development of college students and the tasks they have to go through in their undergraduate years. The theory released in 1969 was, however, re-visited in 1993. The approach established seven vectors, also called tasks, that deal with psychological development.

Developing Competence

There are three types of competence developed by Chickering for college students: intellectual, manual, and interpersonal competencies. Intellectual competence relates to the brain and the ability to understand, process, analyze and synthesize information. Moreover, manual competence refers to physically getting a job or task done. Lastly, Interpersonal competencies include getting along and relationships with others.

Ability to Manage Emotions

College students face different emotions in their academic journey. By accomplishing this vector, students become aware of their feelings and know how to manage them. Many

circumstances can aggravate students' intense emotions: fear, anger, sadness, and happiness. It is ideal and crucial for students to balance self-awareness and self-control regarding their feelings.

Movement Through Autonomy Toward Interdependence

Students should be able to function by themselves and take responsibility for themselves. Students must be able to find emotional and instrumental independence. Emotional independence is the capability of students to willingly risk relations with people near them in exchange for pursuing their interests. Moreover, instrumental interdependence is the ability to solve problems by yourself.

Development of Mature Interpersonal Relationships

It is about being open-minded, accepting, and embracing unique differences. As college students, they meet different people and people raised with different values, beliefs, and backgrounds. Being exposed to differences builds a tolerance for unique differences. Lastly, intimacy is about developing meaningful and close relationships with a person.

Establishment of Identity

In this vector, Chickering argued, "Development of identity is discovering what kinds of experience, at what levels of intensity and frequency, we resonate in satisfying, in safe, or in self-destructive fashion." This vector establishes how others perceive an individual. Towards the end, forming one's identity leads to satisfaction towards oneself and how others visualize that.

Developing Purpose

In this vector, college students identified why they earned this degree. It not only involves finding a job, making a living, and building skills, but it is beyond that. With the students' journey in college, they discover the energy, what gives them vitality, and what they find most fulfilling.

Development of Integrity

This vector is similar to the sixth vector, as students can personalize humanizing values and apply them to their behavior. The values that students bring with them to college are challenged in this setting. To establish integrity as students' ability to assemble and apply the values aligned to their ideas and values.

Methods

The study's methodology utilized qualitative and quantitative methods to collect the relevant data through review analysis and synthesis of pertinent literature. A set of questionnaires developed as the outcome of experts' in-depth interviews with their knowledgeable professionals to be used as the research instrument. Data from the research was statistically treated to determine the frequency, percentage, mean, and standard deviation (*SD*) scores of participants' responses to Likert-type items on a two-part questionnaire. Furthermore, [www.http://www.assumptionjournal.au.edu/index.php/odijournal](http://www.assumptionjournal.au.edu/index.php/odijournal)

supporting lecturers and educators through in-depth interviews.

Results

Research Objective One

To explore the desirable student leadership characteristics for International Universities in Thailand.

Conceptual Framework of Student Leadership Characteristics

Research Objective One aimed to determine the conceptual framework of the desired student leadership characteristics for International Universities in Thailand on relevant theoretical and attributes frameworks on leadership (Talent Leadership, Servant Leadership, and 21st Century Skills) of students in International Universities in Thailand. This process utilized a literature review and in-depth interviews. The researcher reviewed, analyzed, and synthesized relevant literature, including books, research, articles, journals, and online publications, and derived helpful information from experts' opinions. By confirming the experts' group, the researcher received the validation feedback from them, adjusted the results of research objective one, and later utilized them to develop a questionnaire as the research instrument to survey research objectives two, three, and four.

According to research objective one, the two data collection sources were reviewed literature and experts' opinions. Using literature review and in-depth interviews to derive useful information from experts' opinions helps the researcher do the thematic analysis to determine the current student leadership characteristics for International Universities in Thailand. In these processes, the researcher reviewed and analyzed relevant literature and derived helpful information from experts' opinions. Finally, the highest frequency ranking order was utilized to select each variable. As a result, this study's interpretation of student leadership characteristics comes from different theories; these theories are all related based on change characteristics. According to the research, intelligence, motivation, and achievement orientation appear in the highest frequency, reflecting the summary of many leadership theories. Besides, communication, adaptability, problem-solving, honesty, social skills, and self-confidence also have a high frequency. In the research on leadership development, Avolio (2011) states that leaders need to accept different opinions from followers to solve problems through reflection when facing challenges caused by leaders' lack of development.

The researchers selected student leadership characteristics with a frequency of more than 50 percent as the research variables. There are nine student leadership characteristics with more than 50 percent frequency, as follows:

1. Intelligence
2. Self-confidence
3. Co-operative
4. Self-determination
5. Trustworthiness
6. Problem-solving
7. Ability to achieve
8. Adaptability
9. Communication

As a result, the survey questionnaire that included synthesized nine sub-variable variables was established, and each variable contained a different number of items

Data Collection

The summary finding showed the number of students who participated in the survey

Table 1

Summary Finding of Participants in the Survey

University	Total enrollment	Sample
University A	3178 students	341
University B	9881 students	374
University C	981 students	274
University D	1009 students	4
Total No of students	15,049 students	993 samples

Table 2

Gender of the Participants

Gender	Frequency	Percent
Male	492	49.5
Female	501	50.5
Total	993	100

One of the participants' demographic items was gender, which only included two categories, male and female. 50.5% of female students took this survey, and 49.5% of male students, as shown in Table 2.

Table 3

Level of Study of the Participants

Level Study	Frequency	Percent
First-year	319	32.1
Second-year	289	29.1
Third-year	230	23.2
Fourth-year	155	15.6
Total	993	100

The demographic information also included the level of study of the participants. It was indicated in four categories, with the highest participants in the study's first year, 32.1%, and 29.1% in the second year, respectively. Meanwhile, 23.2% are third-year students, and 15.6% are fourth-year students. The results showed the level of study of the participants in table 3.

Table 4*Student Leadership Experience of Participants*

Student Leadership Experience	Frequency	Percent
No	642	64.7
Yes	351	35.3
Total	993	100

Other demographic information also included the student leadership experience for the participants, which only had two categories: yes or no. For yes, it means the participants have student leadership experience, and no means that the participants do not have student leadership experience. The majority of the participants do not have student leadership experience, which is 64.7%, and 35.3% have student leadership experience. The results showed the student leadership experience of the participants in table 4.

Table 5*Current International Universities of the Participants*

University	Frequency	Percent
University A	341	34.3
University B	374	37.7
University C	4	0.4
University D	274	27.6
Total	993	100

Other demographic information also included the participants' International Universities, which included four categories. The most participants were from University B, 37.7% and 34.3% from University A, 27.6% from University D, and 0.4 from University C. The results showed the international Universities the participants belong to in Table 15.

In summary, the participants' demographic information was an equal distribution of male and female participants. Most participants were in either year one or year two of their study.

The research findings were presented according to the research objectives as follows:

Research Findings of Objective One: The desirable student leadership characteristics for International Universities in Thailand.

Population and Sample

In this study, students from International Universities in Thailand were selected based on random sampling were the participants. Nine hundred ninety-three participants were designated for data collection through self-evaluated questionnaires to determine their desired and current student leadership characteristics to support the research objectives one-four.

Ten experts conducted an in-depth interview to assess their perception of the student leadership characteristics model. Research objective four supports the researcher for more energizing in model development.

Research Objective One

To explore the desirable student leadership characteristics in International Universities in Thailand.

Conceptual Framework of Student Leadership Characteristics

Research Objective One aimed to determine the conceptual framework of the desired student leadership characteristics in International Universities in Thailand on relevant theoretical and attributes frameworks on leadership (Talent Leadership, Servant Leadership, and 21st Century Skills) of students in International Universities in Thailand. This process utilized a literature review and in-depth interviews. The researcher reviewed, analyzed, and synthesized relevant literature, including books, research, articles, journals, and online publications, and derived helpful information from experts' opinions. By confirming the experts' group, the researcher received the validation feedback from them, adjusted the results of research objective one, and later utilized them to develop a questionnaire as the research instrument to survey research objective two, three, and four.

According to research objective one, the two data collection sources were reviewed literature and experts' opinions. Using literature review and in-depth interviews to derive useful information from experts' opinions helps the researcher do the thematic analysis to determine the current student leadership characteristics in International Universities in Thailand. In these processes, the researcher reviewed and analyzed relevant literature and derived helpful information from experts' opinions. Finally, the highest frequency ranking order was utilized to select each variable. As a result, this study's interpretation of student leadership characteristics comes from different theories; these theories are all related based on change characteristics. Intelligence, motivation, and achievement orientation appear in the highest frequency, reflecting the summary of many leadership theories. Besides, communication, adaptability, problem-solving, honesty, social skills, and self-confidence also have a high frequency. In the research on leadership development, Avolio (2011) states that leaders need to accept different opinions from followers to solve problems through reflection when facing challenges caused by leaders' lack of development.

The researchers selected student leadership characteristics with a frequency of more than 50 percent as the research variables. There are nine student leadership characteristics with more than 50 percent frequency, as follows:

1. Intelligence
2. Self-confidence
3. Co-operative
4. Self-determination
5. Trustworthiness
6. Problem-solving
7. Ability to achieve
8. Adaptability
9. Communication

As a result, the survey questionnaire that included synthesized nine sub-variable variables was established, and each variable contained a different number of items (see Table 16).

Research Result of Objective One

The Desirable student leaderships characteristics in International Universities in Thailand

Table 6

Survey Results of Student Leadership Characteristics on the Desirable "Intelligence" Skills

Variable: Intelligence	Mean	SD	Interpretation
Q1. I am able to rationalize and develop solutions to my daily life problems.	3.87	0.88	High
Q2. I succeed in achieving my goals.	3.88	0.88	High
Q3. I am able to synthesize knowledge and have a clear understanding of the external environment.	4.01	0.86	High
Q4. I am able to develop ideas outside the box.	4.00	0.88	High
Q5. I am able to retain information for an extended period.	4.03	0.89	High
Average	3.96	0.74	

The assessment results of the desirable "Intelligence" student leadership characteristics presented in Table 6 indicated that the student's leadership characteristics average was high (Mean = 3.96, SD = 0.74). The participants perceived all the sub-items with mean scores ranging from 3.87 to 4.03. "I am able to retain information for a long period." was the highest scoring index (Mean = 4.03, SD = 0.89), "I am able to rationalize and develop solutions in my daily life problems." had the lowest mean score of 3.87 (SD = 0.88).

Table 7

Survey Results of Student Leadership Characteristics on the Desirable "Assertiveness" Skills

Variable: Assertiveness	Mean	SD	Interpretation
Q6. I am able to challenge myself while I face difficulties and struggle with a positive mindset to find a solution.	4.02	0.87	High
Q7. I have strong willpower.	4.02	0.89	High
Q8. I believe in my skills and capabilities to achieve certain tasks and lead teams.	4.03	0.88	High
Q9. I have a positive view of myself.	4.03	0.89	High
Q10. I am capable of setting realistic expectations and goals, communicating assertively, and can handle criticism.	4.07	0.87	High
Average	4.04	0.74	

The assessment results of the desirable "Assertiveness" student leadership characteristics presented in Table 7 indicated the student's leadership characteristics average at a high level (Mean = 4.04, SD = 0.74). The participants perceived all the sub-items with mean scores ranging from 4.02 to 4.07. "I am capable of setting realistic expectations and goals, communicating assertively, and can handle criticism." was the highest scoring index (Mean = 4.07, SD = 0.87), "I am able to challenge myself while I face difficulties and struggle with a positive mindset to find a solution." and "I have a strong willpower" had the lowest mean score of 4.02 (SD = 0.88).

Table 8*Survey Results of Student Leadership Characteristics on the Desirable "Co-operative" Skills*

Variable: Co-operative	Mean	SD	Interpretation
Q11. I am able to listen and consider the opinion of others.	4.06	0.86	High
Q12. I consider myself to be sociable.	4.05	0.90	High
Q13. I often take on leadership positions and am usually the first to offer my opinion and suggestions.	4.05	0.90	High
Q14. I am quick to approach others.	4.07	0.87	High
Q15. I am very fond of social interaction.	4.06	0.90	High
Average	4.06	0.76	

The assessment results of the desirable "Co-operative" student leadership characteristics presented in Table 8 indicated the student's leadership characteristics average at a high level (Mean = 4.06, SD = 0.76). The participants perceived all the sub-items with mean scores ranging from 4.05 to 4.07. "I am quick to approach others" was the highest scoring index (Mean = 4.07, SD = 0.87), "I consider myself to be sociable." and "I often take on leadership positions, and I am usually the first to offer my opinion and suggestions." had the lowest mean score of 4.05 (SD = 0.90).

Table 9*Survey Results of Student Leadership Characteristics on the Desirable "Self-Determination" Skills*

Variable: Self-determination	Mean	SD	Interpretation
Q16. I always keep a positive attitude in teamwork and take the initiative to care about others' emotions.	4.09	0.86	High
Q17. I have internal locus control over my life.	4.06	0.91	High
Q18. I am able to provide training to the team to improve the desired abilities.	4.09	0.89	High
Q19. I often hold activities for the team to create an active atmosphere and increase the tacit understanding of the team.	4.06	0.91	High
Q20. I take the lead in initiating, guiding, and maintaining goal-oriented behaviors	4.07	0.90	High
Average	4.07	0.76	

The assessment results of the desirable "Self-determination" student leadership characteristics presented in Table 9 indicated the student's leadership characteristics average at a high level (Mean = 4.07, SD = 0.76). The participants perceived all the sub-items with mean scores ranging from 4.06 to 4.09. "I always keep a positive attitude in teamwork and take the initiative to care about others' emotions" and "I am able to provide training to the team to improve the desired abilities" were the highest scoring index (Mean = 4.09, SD = 0.89), "I often hold activities for the team to create an active atmosphere and increase the tacit understanding of the team" and "I have an internal locus control over my life" had the lowest mean score of 4.06 (SD = 0.91).

Table 10

Survey Results of Student Leadership Characteristics on the Desirable "Trustworthiness" Skills

Variable: Trustworthiness	Mean	SD	Interpretation
Q21. I am honest with myself and towards the team.	4.07	0.89	High
Q22. I consider myself showing a consistent and uncompromising adherence to strong moral and ethical principles and values.	4.08	0.88	High
Q23. I consider myself to act in accordance with my words.	4.10	0.87	High
Q24. I consider myself to own up to my mistakes instead of hiding them, blaming my team, or making excuses.	4.15	0.86	High
Average	4.10	0.75	

The assessment results of the desirable "Trustworthiness" student leadership characteristics presented in Table 10 indicated the student's leadership characteristics average at a high level (Mean = 4.10, SD = 0.75). The participants perceived all the sub-items with mean scores ranging from 4.08 to 4.15. "I consider myself to own up to my mistakes instead of hiding them, blaming my team, or making excuses" was the highest scoring index (Mean = 4.15, SD = 0.86), and "I am honest with myself and towards the team" had the lowest mean score of 4.07 (SD = 0.89).

Table 11

Survey Results of Student Leadership Characteristics on the Desirable "Problem Solving" Skills

Variable: Problem-Solving	Mean	SD	Interpretation
Q25. When I encounter problems, I am willing to take responsibility for solving the issues and take the initiative to solve problems with a positive attitude.	4.09	0.90	High
Q26. When I encounter challenges and difficulties, I can develop the most optimal solution to solve the problem, prepare for the worst possible outcome, and overcome it.	4.12	0.87	High
Q27. I am courageous enough to tackle problems head-on before circumstances force our hands.	4.08	0.88	High
Q28. I am able to deal with problems while remaining composed and optimistic.	4.13	0.89	High
Average	4.11	0.76	

The assessment results of the desirable "Problem-solving" student leadership characteristics presented in Table 11 indicated the student's leadership characteristics average at a high level (Mean = 4.11, SD = 0.76). The participants perceived all the sub-items with mean scores ranging from 4.08 to 4.13. "I am able to deal with problems while remaining composed and optimistic was the highest scoring index (Mean = 4.13, SD = 0.89), and "I am courageous enough to tackle problems head-on before circumstances force our hands had the lowest mean score of 4.08 (SD = 0.88).

Table 12*Survey Results of Student Leadership Characteristics on the Desirable "Ability to Achieve" Skills*

Variable: Ability to Achieve	Mean	SD	Interpretation
Q29. I have the drive and passion for accomplishing goals, excelling in all I do, and being successful.	4.11	0.86	High
Q30. I have the mindset towards individual disposition towards developing or validating one's ability in achievement settings.	4.12	0.85	High
Q31. I have the mindset to help people attain their goals.	4.09	0.88	High
Q32. I establish a high standard of excellence for subordinates and seek continuous improvement.	4.10	0.89	High
Average	4.11	0.74	

The assessment results of the desirable "Ability to Achieve" student leadership characteristics presented in Table 12 indicated the student's leadership characteristics average at a high level (Mean = 4.11, SD = 0.74). The participants perceived all the sub-items with mean scores ranging from 4.09 to 4.12. "I have the mindset towards individual disposition towards developing or validating one's ability in achievement settings." was the highest scoring index (Mean = 4.12, SD = 0.85), and "I have the mindset to help people attain their goals." had the lowest mean score of 4.09 (SD = 0.88).

Table 13*Survey Results of Student Leadership Characteristics on the Desirable "Adaptability" Skills*

Variable: Adaptability	Mean	SD	Interpretation
Q33. I have the ability to adjust to changes in the environment.	4.10	0.89	High
Q34. I am rapidly able to learn new skills and behaviors in response to changing circumstances.	4.12	0.86	High
Q35. I am able to transform from within, thus making myself thrive in whatever situation I find myself in.	4.12	0.90	High
Q36. I am constantly keeping an eye on my personal and professional growth	4.12	0.90	High
Average	4.11	0.77	

The assessment results of the desirable "Ability to Achieve" student leadership characteristics presented in Table 13 indicated the student's leadership characteristics average at a high level (Mean = 4.11, SD = 0.77). The participants perceived all the sub-items with mean scores ranging from 4.10 to 4.12. "I have the ability to adjust to changes in the environment," "I am rapidly able to learn new skills and behaviors in response to changing circumstances," and "I am constantly keeping an eye on my personal and professional growth" were the highest scoring index (Mean = 4.12, SD = 0.90 and 0.86), and "I have the ability to adjust to changes in the environment" had the lowest mean score of 4.10 (SD = 0.89).

Table 14*Survey Results of Student Leadership Characteristics on the Desirable "Communication" Skills*

Variable: Communication	Mean	SD	Interpretation
Q37. I can listen to and care about the needs and ideas of others patiently and respectfully while the other party is communicating.	4.12	0.87	High
Q38. I can speak up for myself confidently and express my ideas and statement accurately.	4.11	0.90	High
Q39. I use body language and feedback in communication to create a positive listening atmosphere to encourage people to express their ideas.	4.12	0.87	High
Q40. I consider myself to be able to exchange information by speaking, writing, or using some other medium professionally.	4.14	0.88	High
Average	4.12	0.76	

The assessment results of the desirable "Communication" student leadership characteristics presented in Table 14 indicated that the student's leadership characteristics average was high (Mean = 4.12, SD = 0.76). The participants perceived all the sub-items with mean scores ranging from 4.11 to 4.14. "I consider myself to be able to exchange information by speaking, writing, or using some other medium professionally." was the highest scoring index (Mean = 4.14, SD = 0.88), and "I can speak up for myself confidently and express my ideas and statement accurately." had the lowest mean score of 4.11 (SD = 0.90).

Research Result of Objective Two

The Current student leaderships characteristics in International Universities in Thailand

Table 15*Survey Results of Student Leadership Characteristics on the Current "Intelligence" Skills*

Variable: Intelligence	Mean	SD	Interpretation
Q1. I am able to rationalize and develop solutions to my daily life problems.	3.31	1.06	Moderate
Q2. I succeed in achieving my goals.	3.40	0.96	Moderate
Q3. I am able to synthesize knowledge and have a clear understanding of the external environment.	3.55	0.94	High
Q4. I am able to develop ideas outside the box.	3.56	0.94	High
Q5. I am able to retain information for an extended period.	3.62	0.96	High
Average	3.49	0.81	

The assessment results of the current "Intelligence" student leadership characteristics presented in Table 15 indicated that the participants' perception average was moderate (Mean = 3.49, SD = 0.81). The participants perceived all the sub-items with mean scores ranging from 3.31 to 3.62. When considering each item, "I am able to retain information for a long period." was the highest scoring index (Mean = 3.62, SD = 0.96). In contrast, the item "I am able to rationalize and develop solutions in my daily life problems." had the lowest mean score of 3.31

(SD = 1.06).

Table 16*Survey Results of Student Leadership Characteristics on the Current "Assertiveness" Skills*

Variable: Assertiveness	Mean	SD	Interpretation
Q6. I am able to challenge myself while I face difficulties and struggle with a positive mindset to find a solution.	3.61	0.96	High
Q7. I have strong willpower.	3.62	0.99	High
Q8. I believe in my skills and capabilities to achieve certain tasks and lead teams.	3.60	0.99	High
Q9. I have a positive view of myself.	3.64	0.95	High
Q10. I am capable of setting realistic expectations and goals, communicating assertively, and can handle criticism.	3.65	0.96	High
Average	3.63	0.82	

The assessment results of the current "Assertiveness" student leadership characteristics presented in Table 16 indicated the student's leadership characteristics average at a high level (Mean = 3.63, SD = 0.82). The participants perceived all the sub-items with mean scores ranging from 3.60 to 3.62. When considering each item, "I am capable of setting realistic expectations and goals, communicating assertively, and can handle criticism." was the highest scoring index (Mean = 3.65, SD = 0.96). "I believe in my skills and capabilities to achieve certain tasks and lead teams." it had the lowest mean score of 3.60 (SD = 0.99).

Table 17*Survey Results of Student Leadership Characteristics on the Current "Co-operative" Skills*

Variable: Co-operative	Mean	SD	Interpretation
Q11. I am able to listen and consider the opinion of others.	3.66	0.96	High
Q12. I consider myself to be sociable.	3.66	0.96	High
Q13. I often take on leadership positions and am usually the first to offer my opinion and suggestions.	3.66	0.95	High
Q14. I am quick to approach others.	3.67	0.97	High
Q15. I am very fond of social interaction.	3.70	0.98	High
Average	3.67	0.83	

The assessment results of the current "Co-operative" student leadership characteristics presented in Table 17 indicated the student's leadership characteristics average at a high level (Mean = 3.67, SD = 0.83). The participants perceived all the sub-items with mean scores ranging from 3.66 to 3.70. "I am very fond of social interaction." was the highest scoring index (Mean = 3.70, SD = 0.98). "I am able to listen and consider the opinion of others.", "I consider myself to be sociable," "I often take on leadership positions, and "I am usually the first to offer my opinion and suggestions" had an equally low mean score of 3.66 (SD = 0.96).

Table 18*Survey Results of Student Leadership Characteristics on the Current "Self-Determination" Skills*

Variable: Self-Determination	Mean	SD	Interpretation
Q16. I always keep a positive attitude in teamwork and take the initiative to care about others' emotions.	3.70	0.95	High
Q17. I have internal locus control over my life.	3.70	0.95	High
Q18. I am able to provide training to the team to improve the desired abilities.	3.71	0.96	High
Q19. I often hold activities for the team to create an active atmosphere and increase the tacit understanding of the team.	3.72	0.96	High
Q20. I take the lead in initiating, guiding, and maintaining goal-oriented behaviors	3.72	0.96	High
Average	3.71	0.83	

The assessment results of the current "Self-determination" student leadership characteristics presented in Table 18 indicated the student's leadership characteristics average at a high level (Mean = 3.71, SD = 0.83). The participants perceived all the sub-items with mean scores ranging from 3.70 to 3.72. "I often hold activities for the team to create an active atmosphere and increase the tacit understanding of the team." and "I take the lead in initiating, guiding, and maintaining goal-oriented behaviors" was the highest scoring index (Mean = 3.72, SD = 0.96), I am able to listen and consider the opinion of others.", "I always keep a positive attitude in teamwork and take the initiative to care about others' emotions' and "I have an internal locus control over my life." had an equally low mean score of 3.70 (SD = 0.95).

Table 19*Survey Results of Student Leadership Characteristics on the Current "Trustworthiness" Skills*

Variable: Trustworthiness	Mean	SD	Interpretation
Q21. I am honest with myself and towards the team.	3.77	0.95	High
Q22. I consider myself showing a consistent and uncompromising adherence to strong moral and ethical principles and values.	3.71	0.95	High
Q23. I consider myself to act in accordance with my words.	3.74	0.93	High
Q24. I consider myself to own up to my mistakes instead of hiding them, blaming my team, or making excuses.	3.71	0.97	High
Average	3.73	0.83	

The assessment results of the current "Trustworthiness" student leadership characteristics presented in Table 19 indicated the student's leadership characteristics average at a high level (Mean = 3.73, SD = 0.83). The participants perceived all the sub-items with mean scores ranging from 3.71 to 3.77. "I am honest with myself and towards the team." was the highest scoring index (Mean = 3.77, SD = 0.95), "I consider myself showing a consistent and uncompromising adherence to strong moral and ethical principles and values.", "I consider myself to own up to my mistakes instead of hiding them, blaming my team, or making excuses" had an equally low mean score of 3.71 (SD = 0.96).

Table 20*Survey Results of Student Leadership Characteristics on the Current "Problem-Solving" Skills*

Variable: Problem-Solving	Mean	SD	Interpretation
Q25. When I encounter problems, I am willing to take responsibility for solving the issues and take the initiative to solve problems with a positive attitude.	3.76	0.96	High
Q26. When I encounter challenges and difficulties, I can develop the most optimal solution to solve the problem, prepare for the worst possible outcome, and overcome it.	3.73	0.92	High
Q27. I am courageous enough to tackle problems head-on before circumstances force our hands.	3.73	0.94	High
Q28. I am able to deal with problems while remaining composed and optimistic.	3.74	0.97	High
Average	3.74	0.83	

The assessment results of the current "Problem-solving" student leadership characteristics presented in Table 20 indicated the student's leadership characteristics average at a high level (Mean = 3.74, SD = 0.83). The participants perceived all the sub-items with mean scores ranging from 3.73 to 3.76. "When I encounter problems, I am willing to take the responsibility to solve the issues and take the initiative to solve problems with a positive attitude" was the highest scoring index (Mean = 3.76, SD = 0.96). When I encounter challenges and difficulties, I can develop the most optimal solution to solve the problem, prepare for the worst possible outcome, and overcome it.", "I am courageous enough to tackle problems head-on before circumstances force our hands" had an equally low mean score of 3.73 (SD = 0.93).

Table 21*Survey Results of Student Leadership Characteristics on the Current "Ability to Achieve" Skills*

Variable: Ability to Achieve	Mean	SD	Interpretation
Q29. I have the drive and passion for accomplishing goals, excelling in all I do, and being successful.	3.77	0.94	High
Q30. I have the mindset towards individual disposition towards developing or validating one's ability in achievement settings.	3.76	0.97	High
Q31. I have the mindset to help people attain their goals.	3.78	0.95	High
Q32. I establish a high standard of excellence for subordinates and seek continuous improvement.	3.76	0.98	High
Average	3.77	0.85	

The assessment results of the current "Ability to achieve" student leadership characteristics presented in Table 21 indicated the student's leadership characteristics average at a high level (Mean = 3.77, SD = 0.85). The participants perceived all the sub-items with mean scores ranging from 3.76 to 3.78. "I have the mindset to help people attain their goals." was the highest scoring index (Mean = 3.78, SD = 0.95), "I have the mindset towards individual disposition towards developing or validating one's ability in achievement settings." and "I establish a high standard of excellence for subordinates and seek continuous improvement."

had an equally low mean score of 3.76 (SD = 0.97).

Table 22

Survey Results of Student Leadership Characteristics on the Current "Adaptability" Skills

Variable: Adaptability	Mean	SD	Interpretation
Q33. I have the ability to adjust to changes in the environment.	3.78	1.00	High
Q34. I am rapidly able to learn new skills and behaviors in response to changing circumstances.	3.75	0.97	High
Q35. I am able to transform from within, thus making myself thrive in whatever situation I find myself in.	3.78	0.98	High
Q36. I am constantly keeping an eye on my personal and professional growth	3.74	0.96	High
Average	3.76	0.86	

The assessment results of the current "Adaptability" student leadership characteristics presented in Table 22 indicated the student's leadership characteristics average at a high level (Mean = 3.76, SD = 0.86). The participants perceived all the sub-items with mean scores ranging from 3.74 to 3.78. "I have the ability to adjust to changes in the environment" and "I am able to transform from within, thus making myself thrive in whatever situation I find myself" (Mean = 3.78, SD = 0.99 and SD = 1.00), "I am constantly keeping an eye on my personal and professional growth" had a low mean score of 3.74 (SD = 0.96).

Table 23

Survey Results of Student Leadership characteristics on the Current "Communication" Characteristics

Variable: Communication Skills	Mean	SD	Interpretation
Q37. I can listen to and care about the needs and ideas of others patiently and respectfully while the other party is communicating.	3.78	0.97	High
Q38. I can speak up for myself confidently and express my ideas and statement accurately.	3.79	0.95	High
Q39. I use body language and feedback in communication to create a positive listening atmosphere to encourage people to express their ideas.	3.77	0.98	High
Q40. I consider myself to be able to exchange information by speaking, writing, or using some other medium professionally.	3.74	0.96	High
Average	3.77	0.85	

The assessment results of the current "Communication" student leadership characteristic presented in Table 23 indicated the student's leadership characteristics average at a high level (Mean = 3.77, SD = 0.85). The participants perceived all the sub-items with mean scores ranging from 3.74 to 3.79. "I can speak up for myself confidently and express my ideas and statement accurately" was the highest scoring index (Mean = 3.79, SD = 0.95), "I consider myself to be able to exchange information by speaking, writing, or using some other medium professionally" had the lowest mean score of 3.74 (SD = 0.96).

Research Objective Three: The Gaps between the Desired and Current Student Leadership characteristics for International Universities in Thailand.

Table 24

Priority Need Index for the Desired and Current Student Leadership Characteristics

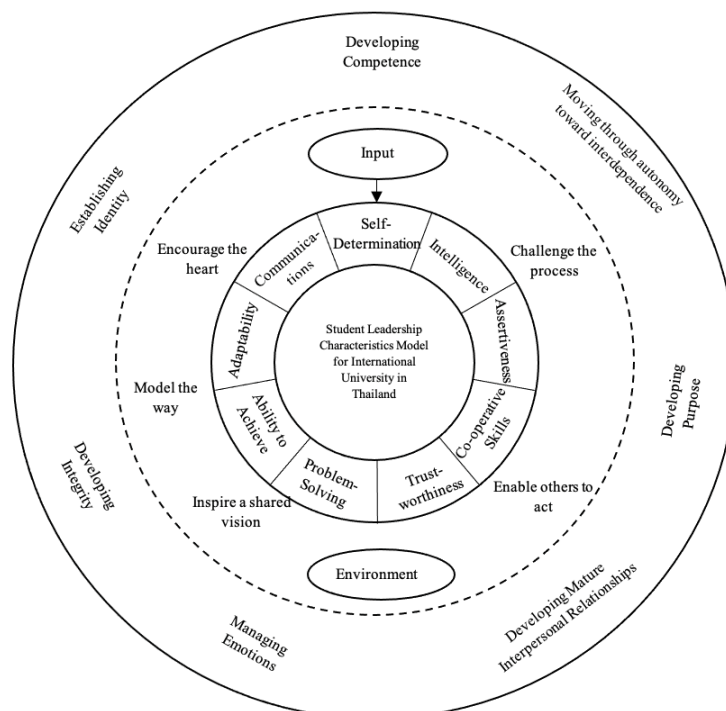
Variable	Desirable (I)	Current (D)	$PNI_{modified} = (I-D)/D$	Rank
Intelligence	3.96	3.49	0.134	1
Assertiveness	4.04	3.63	0.113	2
Co-operative Skills	4.06	3.67	0.105	3
Trustworthiness	4.10	3.73	0.098	4
Problem Solving	4.11	3.74	0.098	5
Self-determination	4.07	3.71	0.097	6
Communication	4.12	3.77	0.094	7
Adaptability	4.11	3.76	0.093	8
Ability to Achieve	4.11	3.77	0.090	9

Table 24 compares the desirable and current student leadership characteristics to identify the need assessment gap. Based on the research, student leadership characteristics must include intelligence, assertiveness, co-operative, trustworthiness, problem-solving, self-determination, communication, adaptability, and ability to achieve skills. The findings displayed that all nine skills are required for students to have leadership characteristics: intelligence, assertiveness, co-operative skills, trustworthiness, problem-solving, self-determination, communication, adaptability, and ability to achieve.

Research Objective Four: Student Leadership Characteristics Model in International Universities in Thailand.

Figure 1

A Model for Student Leadership characteristics Model for International Universities in Thailand



Conclusion

According to the four research objectives, the development of a student leadership characteristics model for International Universities in Thailand is presented. A journey of research processes brought about the different Mean scores of the desired and current student leadership characteristics. Then, the priority needs index was used to determine the variables in the order of importance: intelligence, assertiveness, cooperation, trustworthiness, problem-solving, self-determination, communication, adaptability, and ability to achieve.

The research findings were summarized in accordance with the four research objectives. Research objective one is to explore the desirable student leadership characteristics for International Universities in Thailand.

By reviewing literature based on the theoretical frameworks of student leadership development programs, namely Chickering's (1969) Seven Vector Theory, Astin's (1984) Student Involvement Theory, and Kouzes and Posner's, the researcher synthesized the sources of studies of leadership traits and characteristics. The basis of the student development theory, including the leadership challenge theory and student involvement theory, finally collected the relevant leadership approaches and 21st Century skills as supplement sources. The highest frequency score ranked from the expert's opinion to determine the conceptual framework of the Student leadership characteristics model. Lastly, a survey questionnaire consisting of 40 attribute items under nine leadership characteristics was constructed to evaluate the participants' desirable student leadership characteristics.

Research objective two is to identify international universities' current student leadership characteristics in Thailand.

Data was collected through a constructed survey questionnaire done by 993 participated in identifying the current student leadership characteristics. As a result, the overall assessment result from the survey indicated the participants are required to have the following student leadership characteristics. If listed in order of importance according to the Priority need index, there are as follows: 1. Intelligence, 2. Assertiveness, 3. Cooperative, 4. Trustworthiness, 5. Problem-solving, 6. Self-determination, 7. Communication skills, 8. Adaptability, and 9. Ability to achieve.

Research objective three is to develop a student leadership characteristics model for International Universities in Thailand. To achieve this objective, the researcher applied the result of PNI_{modified}, which are the important variables. The interview result was utilized to develop a student leadership characteristics model in International Universities in Thailand.

As the outcome derived from this study, the proposed model was developed by consolidating the findings from all the objectives and subsequent validation by ten qualified experts. The final model included the following student leadership characteristics: 1 – Intelligence; skills 2 – Assertiveness; skill 3 – Co-operative; skill 4 – Trustworthiness; skill 5 – Problem-solving; skill 6 – Self-determination; skill 7- Communication; skill 8 – Adaptability; skill 9 – Ability to achieve.

Discussion

All components that appear in a model do not mean that students necessarily stand on top of each component. Still, a model will guide students that there are the following

components they must be aware of and improve to achieve student leadership characteristics. It started from the model's outer layer, followed by the inner layer. As such, a completed model with a brief explanation of how to improve is as follows:

Chickering's (1969) seven vectors focused on the overall identity development of college students and the tasks they have to go through in their undergraduate years. The theory released in 1969 was, however, re-visited in 1993. It established seven vectors, also called tasks, that deal with psychological development.

Chickering developed three types of competence for college students: intellectual, manual, and interpersonal competencies. Intellectual competence links to the brain and the ability to understand, process, analyze, and synthesize information. Manual competence relates to getting a job or task done physically. Lastly, Interpersonal competencies include getting along and relationships with others.

Students in their college life face different emotions in their academic journey. By accomplishing this vector, students understand their feelings more and know how to control them better. Many circumstances can aggravate students' intense emotions: fear, anger, sadness, and happiness. It is ideal and crucial for students to balance self-awareness and self-control regarding their feelings.

Students should be able to function by themselves and be accountable for themselves. Students must be able to find emotional and instrumental independence. Emotional autonomy is the ability of students to willingly risk relations with people close to them in exchange for pursuing their interests. Moreover, instrumental interdependence is the ability to solve problems by yourself.

Refers to being open-minded, accepting, and embracing unique differences. As college students, they meet various people raised with different values, beliefs, and backgrounds. Being exposed to differences builds a tolerance for unique differences. Lastly, intimacy is about developing meaningful and close relationships with a person.

According to this vector, Chickering argued, "Development of identity is discovering with various experiences, at different intensity and frequency levels, in a satisfying, safe, or self-destructive fashion." This vector establishes how others perceive an individual. Towards the end, developing one's identity leads to satisfaction towards oneself and how others visualize that.

In this vector, college students identified why they earned this degree. It involves finding a job, making a living, building skills, etc. With the students' journey in college, they discover the energy, what provides them this strength, and what they find rewarding.

This vector is similar to the sixth vector, as students can individualize humanizing values and apply them to their actions. The values that students bring to a college are challenged in this environment. To establish integrity was students' ability to assemble and apply the values aligned to their beliefs and values.

Astin's Theory of Student Involvement was established in 1984; the fundamental concept of this theory consists of three elements: inputs, outcomes, and environments. Moreover, there are five assumptions about student involvement:

1. For students to be involved, it requires them to invest in psychosocial and physical energy.
2. Student involvement is continuous, and the extent of energy put in differs from one student to another.

3. Student involvement may be qualitative and quantitative.
4. What a student gains by being involved (their development) is proportional to how they were involved (in quality and quantity aspects).
5. Students' performance academically is related to their involvement.

Student Leadership Practices Inventory (SLPI), described by Kouzes and Posner (2014), sums up that behavior and practices are the core of leadership and developed five leadership practices that recommend how students can become influential leaders. The five leadership practices are modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Moreover, Kouzes and Posner (2014) suggest that students who use the five leadership practices frequently and consistently are bound to influence other individuals positively.

1. Challenge the process: It stimulated transformational leaders to develop innovative ideas and bring about changes.
2. Inspire a shared vision: People in the organization must be committed to a shared future they aim to create.
3. Enable others to act: Cultivating collaboration in the company and empowering people.
4. Modeling the way is about leaders showing the way, doing things first, and setting an example.
5. Encourage the heart: People must be encouraged and motivated to set goals.

Student Leadership characteristics

1. **Intelligence:** Ability to rationalize, develop solutions, achieve goals, synthesize knowledge, develop ideas outside the box, and retain information for an extended period.
2. **Assertiveness:** Ability to challenge oneself while encountering struggles with a positive mindset, having strong willpower, believing in one's skills and capabilities, capable of setting realistic expectations and goals, communicating assertively, and can handle criticism.
3. **Co-operative:** Ability to experience positive emotions, be lively and sociable, and usually take a leadership position. Easily approach others and is very fond of social interactions.
4. **Trustworthiness:** Ability to be honest towards oneself and the team, showing a consistent and uncompromising adherence to strong moral and ethical principles and values. Act according to one's words, owning up to mistakes rather than blaming and taking accountability.
5. **Problem-solving:** Ability to take responsibility to solve issues and take the initiative to solve problems with a positive attitude; when encountering challenges and difficulties, one can develop the optimal solution to solve a problem, prepare for the worse outcome and overcome it.
6. **Self-determination:** Ability to keep a positive attitude in teamwork, lead the team, take the initiative to care about others' emotions, acknowledge others' performance with praise and rewards, and ability to provide training and hold activities for the team to create an active atmosphere.
7. **Communication:** Ability to listen and care about the needs and ideas of others patiently and respectfully while another party is communicating. Ability to express ideas, use body

language, and exchange information by speaking, writing, or using some other medium professionally and accurately.

8. **Adaptability:** Able to adjust to changes in the environment and rapidly learn new skills and behaviors in response to changing circumstances. Constantly keeping an eye on personal and professional growth.
9. **Ability to achieve:** Having the ability to drive and passion for accomplishing goals, excelling, and being successful. Able to have the mindset towards individual disposition towards developing or validity of one's and other's ability. Establishes a high standard of excellence for subordinates and seeks continuous improvement.

Limitations

The researcher could best access information from three International Universities, while one university received fewer participants. Fortunately, the overall number of participants still showed good numbers for data analysis.

Recommendations

This study provided a new model for student leadership characteristics for International University in Thailand. Future research might interest the same population group by surveying private and public higher education institutions to enlarge the scope of the study and offer more data for elaborating common initiatives for leadership characteristic development.

For more credibility and further value on the study, future research could be derived from assessing student leadership characteristics of technology disruption and uncertainty, as was experienced in the situation of COVID-19 pandemic, by adding the questions pertaining to current situations or more particular terms due to education situation nowadays was quite challenging and complicated to solve the problem than before.

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