

Components Desirable Leadership Characteristics of Undergraduate Students: Document Research

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Abstract - This research aims to analyze the leadership components of undergraduate students. The researchers use qualitative methods to collect and analyze secondary data. The results show that the leadership components of undergraduate students consist of: 1) Heart (moral, ethics, sacrifice, honesty, responsibility, punctuality, humbleness); 2) Head (analysis ability, creativity, problem-solving skills); 3) Hand (social responsibility, public mind, teamwork skills, communication skills, information technology skills); and 4) Health (life skills, self-improvement, self-control, learning to change, self-respect).

Keywords - Components, Desirable, Leadership Characteristics, Undergraduate Students, Document Research

I. INTRODUCTION

Human development is central to the country's development. All countries across the world attach importance to the development of human resources for sustainable economic growth [1]. Therefore, education is a crucial process for human resource development to make human beings have both the knowledge and abilities to develop the country for further progress [2].

In addition to knowledge and capabilities, the development of people for leadership is also crucial because leadership is an important

foundation for successful life in terms of working, living in society. At present, Thailand is faced with the crisis of children and youth lacking in leadership. The youth do not understand the true meaning of leadership, fail to recognize the importance of leadership, lack maturity and leadership skills, do not dare to comment on something different from most people, do not dare to stand for what is right, lack participation in society [3].

Thus, higher education institutions play an important role in improving educational quality by producing the graduates matching the needs of society and enterprises with focuses on their knowledge, skills and quality [2] in accordance with the target of producing the graduates of quality. Higher education institutions must produce the graduates with characteristics matching the target specified in the National Education Act, 2009 amended (No. 2). Apart from the development of knowledge and educational process, the students must be developed to learn work processes so as to have moral, ethics, cognitive skills and interpersonal relationships, responsibility, practice decision-making, problem-solving, develop leadership, practice communication, teamwork, patience to increase the students' learning opportunities in the form of life skills, social skills and basic competencies [4].

Currently, most educational institutions focus on providing the students with knowledge, but fail to emphasize the thinking skills, social life. As a result, Thai educational system has not been able to improve the thinking skills yet. Also, no emphasis is placed on developing the students' leadership seriously [5]. According to a survey on the requirements of enterprises, it was found that the enterprises need people with the abilities to plan working, use information technology and work as a team [6] with interpersonal relationships and responsibility, moral, ethics, followed by the need for knowledge and numerical analysis, communication and technology use skills. These qualities are all leadership characteristics. So, obviously the real requirement of the enterprises is the need for graduates with leadership, ability to work with others. Therefore, educational institutions should be able to produce the graduates with leadership rather than cognitive skills [7].

Thus, the development of students' leadership to meet the needs of the enterprises or the requirements of society is an important duty of higher education institutions through clearly specified strategy for developing the students' leadership so as to enable educational places to achieve their set goal by planning systematic management. This strategy is mainly determined by the critical success factors [8]. The formulation of strategy or strategic planning is concerned with fixing the operational model by studying both internal and external environment through systematic planning with clear direction, work processes using involvement in the decision-making of all parties [9].

II. RESEARCH OBJECTIVES

This research is aimed at studying, analyzing leadership components of undergraduate students from the Thai Qualifications Framework for Higher Education [10] according to 4H (Experimental Model in 4-H "Targeting Life Skills Model" (Hendricks, 1998).

III. RESEARCH METHODOLOGY

This study is Documentary research to study leadership components of undergraduate students. Information was gathered from the Thai Qualifications Framework for Higher Education (TQF: HEd) [10], related research, books, articles, analyses of publications and the Internet pertinent to leadership of undergraduate students.

IV. DISCUSSION AND CONCLUSION

An analysis of leadership components of undergraduate students is based on the Thai Qualifications Framework for Higher Education [10], a framework that shows the qualification system of tertiary education of the country comprising qualification level, division of subject lines, continuous link from one qualification level to the higher level. The findings indicate that the expected learning outcomes for graduates include 5 aspects as follows.

1. Ethics and Moral consist of developing the habits of moral, ethical behavior as well as individual and collective responsibility, the ability to adjust the lifestyle in a conflict of values, developing moral habits and practices for both personal and social matters.

2. Knowledge comprises the abilities to understand, think and present information, analyse and classify the facts, principles, theories as well as processes and the self-learning capacity.

3. Cognitive Skills include the abilities to analyse situations and apply knowledge, understanding of concepts, principles, theories and processes to critical thinking and problem-solving when faced with unexpected new situations.

4. Interpersonal Skills and Responsibility include the abilities to work in group, show leadership, self and social responsibility, capability of planning and responsibility for self-learning.

5. Numerical Analysis, Communication and Information Technology Skills consist of the numerical analysis capability, the ability to use mathematical and statistical techniques, the capacity to communicate by speaking, writing and use information technology.

The analysis of leadership components according to 4H (Youth Leadership in 4H) [11] by the learners focuses on the learning development, learning enhancement, strengthening desirable characteristics and life skill enhancement. The 4H development includes intellect (Head), attitude (Heart), learning and actual practice (Hands) as well as Health. Especially, the attitude is related to instilling moral, ethics and life skills into new age children to be good and smart people simultaneously.

The enhancement of learning skills in 4 aspects 4H and link to classroom instruction consist of:

1. **Head:** Brain development activities, activities to develop communication, thinking, problem-solving, technology use, study to promote learning.

2. **Heart:** Mental development activities: This group of activities cultivate values and conscious mind, Affective Domain, the heart of social benefits, instill love of the nation, religion and monarch, moral, ethics, cultivate, create pride in being Thai, awareness of the rights and duties, practice the right attitude.

3. **Hand:** Practice skills/life skills development activities. This group of activities respond to the interests, aptitudes and needs of learners according to the differences between individuals, practice working, professional skills and sufficiency living, develop the abilities to use life skills, enhance physical fitness.

4. **Health:** Health development activities. By organizing physical education and music activities, learning to stay strong, free from disease through discipline for choosing consumption, physical exercise, relaxation, self-respect, stress management [13].

NoppalakNaknaen (2012) [12] presents desirable characteristics of undergraduate students in 8 aspects, including: 1) moral, ethics; 2) intellect; 3) leadership and management; 4) communication and information technology; 5) work skills; 6) ingenuity; 7) personality; and 8) human relations and socializing.

Sirirat Janesirisak [13] presents desirable characteristics of undergraduate students as follows: 1) honesty; 2) healthy nature; 3) problem-solving and decision-making skills; 4) responsibility; 5) commitment to work successfully; and 6) relationship with others, punctuality, humility.

Boonchuay Boonmee [14] 2013 presents desirable graduate attributes of undergraduate students as follows: 1) leadership; 2) human relations, communication skills and techniques (listening, speaking, writing); 3) computer, office tools and equipment skills; skills in using vehicles, perseverance, patience, diligence, being economical; 4) honesty, ability to work independently; and 5) self-discipline, politeness, ability to think analytically, creativity.

The analysis of leadership components of undergraduate students according to the qualification framework 2009 using criteria of 4h university of Nebraska and related research to synthesize the composition of desirable leadership characteristics of undergraduate students in line with the principles of 4H is as follows: 1) Heart consists of moral, ethics, sacrifice, honesty, responsibility, punctuality, humility; 2) Head is extensive knowledge of the subject area, the abilities to think analytically, be creative, have problem-solving skills, learn always; 3) Hand is concerned with social responsibility, having public mind, teamwork skills, communication skills and techniques, communication and information technology skills; and 4) Health is about having life skills, self-improvement always, emotional control, learning to change, self-respect.

V. FINDINGS CONCLUSION AND DISCUSSION

Most educational institutions focus on providing the students with knowledge, but fail to emphasize the thinking skills, living in society. As a result, Thai educational system cannot develop the thinking skills yet. Therefore, educational institutions must develop leadership of the students seriously. Educational institutions should focus on leadership development of undergraduate students to prepare for leadership that will lead to working in the enterprises effectively. This research can summarize leadership components of undergraduate students as follows:

1. **Heart:** Thinking development and management (Managing) Thinking includes learning to serve the society, critical thinking, problem-solving, decision-making, learning to study. Management is adaptation to living, data memorization, the valuable use of resources, planning / systemization, targeting, consisting of moral, ethics, sacrifice, honesty, responsibility, punctuality, humility.

2. **Head:** Development of relationships with others (Relating), acceptance of differences, conflict reduction, social skills, helping each other, communication. Caring consists of maintaining friendship, sharing, attentiveness, collective mind, comprising extensive knowledge of the subject area, ability to think analytically, creativity, problem-solving skills, learning always.

3. **Hand:** means "Giving", consisting of participation in social services, leadership, social responsibility, and support for group work. Working includes marketing skills, teamwork, self-motivation, comprising social responsibility, public mind, teamwork skills, communication skills and techniques, communication and information technology skills.

4. **Health:** means the development of life and self-improvement, consisting of Living, choosing a healthy lifestyle, stress management, disease prevention, personal safety and the

lifestyle of each person (Being), self-respect, self-responsibility, independence, emotional control, self-discipline, comprising life skills, self-improvement always, emotional control, learning to change, self-respect.

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(Arranged in the order of citation in the same fashion as the case of Footnotes.)

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