



Enhancing Socially Responsible Leadership for Undergraduate Students in Thailand: A Quantitative Model

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Abstract

Background and Aims: With the need for social profits and benefits in social development, Thailand needs to train their future leaders to possess leadership value-based, participated, purposed, and non-authoritative to resolve emerging social issues like social inequity, environmental pollution, democratic development, etc.; consequently, socially responsible leadership is a sort of tool can solve the problems and make better for society in Thailand; the research would conduct the five objectives in the researcher to propose a suitable model for enhancing socially responsible leadership for undergraduate students in Thailand: 1) to find what levels of socially responsible leadership are for university students in Thailand; 2) to find what levels of involvement frequency in activities can advance socially responsible leadership for university students in Thailand; 3) to determine whether there is a significant difference between student demographics and socially responsible leadership for university students in Thailand; 4) to determine whether there is a significant relationship between leadership activities and socially responsible leadership for university students in Thailand; 5) to propose a suitable model for developing socially responsible leadership for university students in Thailand.

Materials and Methods: The researcher conducted the three theories: the social change model of leadership, the four types of leadership activities that can enhance socially responsible leadership for undergraduate students, and demographics of students; the research quantitative analysis and modeling; the duration of collecting data was in 6 months; there were 600 valid data from five representative universities in Bangkok, Thailand; then, the researcher would conduct model validation by five scholars from the universities in Bangkok, Thailand and an evaluation model as the CIPP.

Results: The research includes the following findings: 1) there were eight dimensions of socially responsible leadership in higher education context in Thailand: commitment, controversy with civility, congruence, change, consciousness of self, collaboration, common purpose, citizenship; 2) there were the four types of leadership activities can enhance socially responsible leadership in higher education in Thailand: game related activities, student organizational and interesting club activities, classroom activities and leadership workshops; 3) there were three types of students who need to enhance the leadership: males, aged less than 18, and first-year level; 4) the researcher found almost the four types of leadership activities can be associated with the eight dimensions of socially responsible leadership ($p < .05$); 5) according to the results of model validation, the five scholars approved the model has possibilities to enhance socially responsible leadership for undergraduates in Thailand by given scores (≥ 0.60).

Conclusions: The model advises enhancing socially responsible leadership for undergraduates, males aged under 18, and first-year students in higher education in Thailand and higher education institutions in Thailand, which could lead to the four types of leadership activities appropriately. Furthermore, the model can provide practical paradigms for developing socially responsible leadership for related stakeholders concerned with student development in higher education in Thailand.

Keywords: Socially Responsible Leadership; Undergraduate Students; Quantitative Model; Higher Education; Thailand

Introduction

For emerging social issues caused by social change globally, like social inequity, environmental problems, etc.; furthermore, Thailand, as a developing country, was meeting the social problems with social inequity with the national economic development, such as unbalancing allocation of social resources, discrimination in sorts of social groups, environmental pollution, etc. (Huque & Jongruck, 2020; Thongsawang et al., 2020; Kitsamphanwong et al., 2021; Machmud et al., 2021; Veilleux, 2021; Ruankool, 2022), The nation needs future leaders to solve social conflicts with a paradigm that makes



them better together (Dugan, 2006; Komives et al., 2020; Thongsawang et al., 2020; Kitsamphanwong et al., 2021; Ruankool, 2022).

Consequently, socially responsible leadership is suitable for future generations of university students. However, several studies indicated socially responsible leadership as value-based, non-authoritative, and purpose-based; socially responsible leadership is generally practiced in university contexts from Western countries, furthermore, socially responsible leadership includes eight dimensions: individual level: consciousness of self, congruence, and commitment; group level: collaboration, common goal, and controversy with civility; community level: citizenship; and a positive result: change. (Dugan, 2006; Tevapitak & Helmsing, 2019; Huque & Jongruck, 2020; Komives et al., 2020; Yee et al., 2021). These pioneer practitioners' acclaimed leadership may encourage university students to positively resolve emerging social problems together and make socially sustainable development (Purcell et al., 2019; Komives et al., 2020; Yee et al., 2021); furthermore, universities in Western countries offer practical educational platforms for socially responsible leadership development such as advisory centers, training programs, and extracurricular (Dugan, 2006; Komives & Wagner, 2016; Komives et al., 2020; Chankseliani & McCowan, 2021; Liu et al., 2021).

According to the statistics (Statista Research Department, 2023), in 2021, there were a total of 1.9 million university students divided into over 170 universities in Thailand, which indicates the nation has plenty of future generations need to educate with the socially responsible leadership to meet and solve the emerging social issues mentioned above; however, a few studies researched to see what factors influencing socially responsible leadership for undergraduates in Thailand, rather than model establishment (Komives et al., 2020; Thongsawang et al., 2020; Machmud et al., 2021).

For the above reasons, the researcher wanted to develop a model for enhancing socially responsible leadership for undergraduates in Thailand; the model with pragmatic paradigms to encourage future generations in Thailand to resolve emerging social problems caused by social change. Related stakeholders can refer to the mode of developing their programs or education stuff.

Research Objectives

1. To find what levels of socially responsible leadership are for university students in Thailand.
2. To find what levels of involvement frequency in activities can advance socially responsible leadership for university students in Thailand.
3. To determine whether there is a significant difference between student demographics and socially responsible leadership for university students in Thailand.
4. To determine whether there is a significant relationship between leadership activities and socially responsible leadership for university students in Thailand
5. To propose a suitable model for developing socially responsible leadership for university students in Thailand.



Literature Reviews

The sector mainly found the leadership of social change model and how socially responsible leadership can be applied in higher education; then, there were the four types of activities that can assist in improving socially responsible leadership for undergraduate students and why the nation may need the socially responsible leadership for their future generation.

Firstly, the social change model of leadership theory. The theory was developed in 1994, the social change model of leadership acclaimed a kind of leadership with the following characteristics: purposed, value-based, participated, and non-authoritative, the model courage generations make positive social change together (Dugan, 2006; Komives & Wagner, 2016; Komives et al., 2020; Liu et al., 2021) ; as well, the social change model included seven C-values: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, additionally, change as the final contain in the model, it was a final reach (Dugan, 2006; Drury & Reicher, 2009; Komives & Wagner, 2016; Chunoo, 2020) ; here individually explained the eight dimension of the social change model of leadership: consciousness of self, concepts of self-awareness and reflections from others, but it was necessary for self-awareness and self-definitions in a social environment; congruence, the term told the consistency between inner and outer, also it was explanation that the consistency between internal matters (such as values, insights, perspectives, etc.) and external matters (such as, ethical behaviors with a particular social norms) ; commitment termed physical and psychological investment on a program and the further; collaboration included team corporation and a extent of sacrifice of willingness of work together; common purpose as the share goals and common targets; controversy with civility can be explained ability to include diversities in culture and beyond in a community; citizenship as the concept of national citizenship awareness and global citizenship today; change, as the contain of the model wanted to reach, it was a kind of positive change, to make better together (Komives et al., 2020; Zhang & Asavisanu, 2022). Moreover, the social change model of leadership exclusively purposed to educate to university students in higher education context (Komives & Wagner, 2016; Chunoo, 2020; Zhang & Asavisanu, 2022) ; nowadays, western countries already mainly employed the model to establish socially responsible leadership program or strategies for their university students, since university students are future leaders in a society (Zhang & Asavisanu, 2022) ; the model can provided a kind of leadership can make positive social transformation with participated, value-based and non-authoritative paradigms, it might assist to resolve social problems with social inequity; Thailand as a developing country, it is meeting the social problem caused by social development, like inequity allocation of social sources, discrimination between the poor and the rich, environmental pollutions, etc., however, the social change model of leadership could train their future generations to settle the types of social problems in Thailand (Tangcharoensathien et al., 2019; Tevapitak & Helmsing, 2019; Huque & Jongruck, 2020; Kitsamphanwong et al., 2021; Machmud et al., 2021).

Secondly, socially responsible leadership scale II. It was developed by Dr. Tyree in 1998 in the dissertation, the research instrument based on the social change model of leadership, a total of 68 items in the research instrument under each particular dimension of the social change model of leadership (Tyree, 1998; Dugan, 2006; Komives & Wagner, 2016) ; the research instrument was administrative and flexible for survey in the development of socially responsible leadership (Dugan, 2006; Komives & Wagner, 2016; Komives et al., 2020), thus, the research selected the research



instrument; however, the research instrument already was authorized to use in research-purpose in 2021 by the Nationalhouse Leadership in Dr. Chongyan Zhang's dissertation (Zhang & Asavisanu, 2022).

Thirdly, the four types of leadership activities can enhance socially responsible leadership for undergraduate students. Several studies disclosed there are four types of leadership activities popularly employed to enhance socially responsible leadership in higher education context: leadership workshops, classroom activities, student organizational and interesting club activities, and game related activities (Elizabeth & Retallick, 2016; Jiang & Chen, 2016; Megheirkouni, 2016; Akram & Shah, 2018; Sousa & Rocha, 2019; Quaye et al., 2019; Zhang & Asavisanu, 2022); here individually explained the four types of leadership activities: leadership workshops, as sorts of training platforms, there were two sorts: leadership development programs (long-term) and leadership training programs (short-term) (Elizabeth & Retallick, 2016); classroom activities traditionally defined as severe teaching and learning activities related leadership in the classroom, that included lectures related leadership and management, seminars related leadership and management, group discussions related leadership and management, and other classroom activities related leadership and management (Megheirkouni, 2016); student organizational and interesting club activities, actually the term as a sort of combination concept, student organizational activities were related to administrative affairs in universities, as well as, club activities told the clubs where included common interesting in universities (Sousa & Rocha, 2019); game related activities illustrated game applications in the leadership education, it included game for improving leadership and teamwork for leadership development (Zhang & Asavisanu, 2022). Moreover, several scholars indicated that the four types of leadership activities might be associated with socially responsible leadership development in a higher education context (Jiang & Chen, 2016; Megheirkouni, 2016; Akram & Shah, 2018; Sousa & Rocha, 2019; Quaye et al., 2019; Zhang & Asavisanu, 2022).

Finally, there is an overview of leadership development in higher education in Thailand. There were a reporting statistics related amounts of student enrollment in university and college in Thailand in 2021: there were totally 1.51 million students attended to public universities and colleges and totally 0.39 million students attended to private universities and colleges; they are plenty of potential leaders in Thailand; furthermore, there were over 170 universities in the nation together public and private universities (Statista Research Department, 2023); thus, these universities as the pool that can educate suitable leadership for their university students, several studies indicated leadership education and research almost popularly conducted in Thailand, kinds of classic leadership styles or skills, such as transformational leadership, servant leadership, etc., (Tevapitak & Helmsing, 2019; Huque & Jongruck, 2020; Kitsamphanwong et al., 2021; Machmud et al., 2021) however, there were a few research interested in the socially responsible leadership development in Thailand, these less amount of research just conduct quantitative research to find what factors can influence socially responsible leadership for university students in Thailand, rather than build a suitable model for enhancing the socially responsible leadership for undergraduates systematically (Huque & Jongruck, 2020; Kitsamphanwong et al., 2021; Machmud et al., 2021).

In conclusion, the literature reviews disclosed that socially responsible leadership can encourage university students to improve emerging social problems together actively; the four types of leadership activities possibly assist in enhancing socially responsible leadership in the higher education context;



finally, Thailand is a promoting nation for developing socially responsible leadership as its conditions of higher education platforms.

Conceptual Framework

Here, it briefly demonstrates what theories or dimensions the research would conduct and combines the significant findings to propose the model:

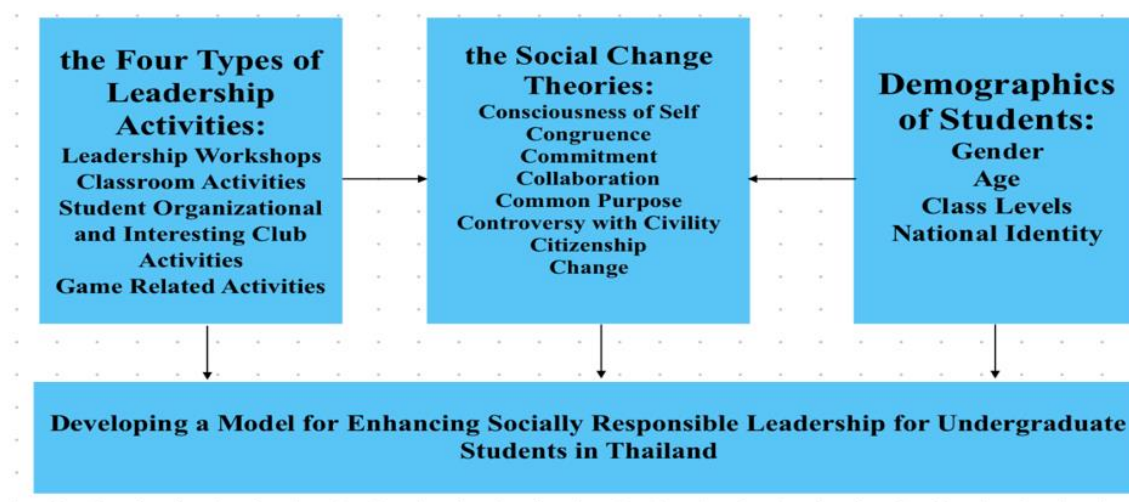


Figure 1: the Conceptual Framework of the Research.

The research included three types of theories: the social change theory, the four types of leadership activities, and the demographics of students; In the analytic technique, the researcher would like to conduct comparative statistics on the demographics of students and socially responsible leadership; then, the researcher would conduct regression analysis between the four types of leadership activities and socially responsible leadership; The research instrument was called the Socially Responsible Leadership Scale-II. It was authorized by the Nationalhouse Leadership in the U.S.A. in 2021 for the survey purpose in the researcher's dissertation; the social change theory developed all eight dimensions. In the final, the research would conduct quantitative analysis to develop the model, as the figure shows.

Methodology

The research was a quantitative method analysis to establish a suitable model for developing socially responsible leadership for university students in Thailand. The research would like to collect data from five representative universities around Bangkok in Thailand since over half quantities of universities in Bangkok in Thailand.

The population of the research was undergraduate students at five universities from Bangkok, Thailand. The research was conducted online questionnaires with a minimum of valid volumes 385 (Confidential Index=95%), and then, after three months, the researcher had a total of 600 collected questionnaires (600> 385) ; after checking, all 600 collected data were without missing. Thus, there were a total of 600 collected data as the research sampling.

The research instrument was adapted from Dr. Chongyan Zhang's dissertation, a model for



developing socially responsible leadership for undergraduate students in Xiamen, China; The dissertation was passed, approved, and published in 2021; there were three parts in the research instrument: activities that advance to socially responsible leadership for undergraduate students in Thailand it was scaled in Likert's five-point, socially responsible leadership Scale-II (it was authorized to Dr. Chongyan Zhang to use the instrument for survey in 2021 already by the National house Leadership from U.S.A.), the parts including 68 questions and here was scaled by Likert's five-point, and students demographics: gender, age, grade level, and university types. However, the research instrument for university students in Thailand remained the same since the researcher would like to conduct Item-Objective Consistency by five experts familiar with college student leadership development in a higher education context in Thailand and reliability testing by university students in Thailand, the research instrument does not need to be revised based on the results from IOC and reliability.

For the data collection, the researcher collected questionnaires at five universities in Bangkok, Thailand. There were English and Thai version questionnaires combined for respondents, and students could select their comfortable language version to respond; there were three months in collecting data.

For data analysis, the researcher would conduct a quantitative descriptive analysis in the first and second objectives and an inferential analysis in the third and fourth objectives; in the fifth objective, the researcher would gather major findings from before four objectives and propose a suitable model for developing socially responsible leadership for university students in Thailand, when the model was proposed, the researcher would find five experts to validation the model by CIPP evaluation model with given scores (experts given scores ≥ 0.60 means a valid level; otherwise, it means the model must revise). The CIPP model is suitable for evaluating educational outcomes; it is popularly applied in model evaluation in educational research (Stufflebeam & Zhang, 2017). All five experts were scholars in educational research/ faculty in Thailand higher education institutions, and they have good English proficiency to read the evaluation document of the model validation.

For validity and reliability in the research. The researcher would conduct Item-Objective Consistency (IOC) by five scholars at universities in Bangkok, Thailand; they can read the English version of the evaluation documents. The five experts validated activities that can promote university students in Thailand since the Socially Responsible Leadership Scale-II was an authorized instrument; thus, it was optional to validate by IOC. Then, the researcher would like to depend on the validity results from the five experts to decide whether to revise or correct invalid items; the researcher would conduct reliability testing, collecting 60 copies of questionnaires in the pilot study, then according to Cronbach's a value to decide whether there is revision or correction.

Results in validity and reliability. Here would like to present what results in validity (IOC results) and analytic results in reliability with 50 copies of questionnaires.



Table 1 Summary of Results in Validity

Items	Experts					Average Scores	Interpretation
	1	2	3	4	5		
1. Programs in Leadership Development	1	0	1	0	1	0.60	Acceptable
2. Programs in the Leadership Training Program	1	-1	1	1	1	0.60	Acceptable
3. Lecturers in Leadership and Management	0	1	1	0	1	0.60	Acceptable
4. Seminars in Leadership and Management	1	1	1	1	0	0.80	Acceptable
5. Group Discussion Related to Leadership	0	1	1	0	1	0.60	Acceptable
6. Other Classroom Activities in Leadership	0	0	1	1	1	0.60	Acceptable
7. Students Organizational Activities	1	1	1	1	1	1.00	Acceptable
8. Interesting Clubs Activities	1	1	1	1	0	0.80	Acceptable
9. Games to Improve Leadership	1	0	0	1	1	0.60	Acceptable
10. Teamwork for Leadership Development	1	0	1	0	1	0.60	Acceptable

N= 5; Acceptable Level: Average Scores ≥ 0.60

From the table, five experts gave a summary of the validity; they gave scores at all acceptable levels (≥ 0.60), which meant all ten dimensions of leadership activities that can improve socially responsible leadership for undergraduate students in Thailand were valid by five experts. They can be incorporated into the questionnaires to respond to related research objectives.

Table 2 Results in Reliability

Variables	Cronbach's α	Interpretations
Leadership Workshops	.985	Excellent
1. Programs in Leadership Development	.985	Excellent
2. Programs in the Leadership Training Program	.985	Excellent
Class Activities	.985	Excellent
1. Lecturers in Leadership and Management	.985	Excellent
2. Seminars in Leadership and Management	.984	Excellent
3. Group Discussion Related to Leadership	.984	Excellent
4. Other Classroom Activities in Leadership	.985	Excellent
Students Organizational and Clubs Activities	.984	Excellent
1. Students Organizational Activities	.984	Excellent
2. Interesting Clubs Activities	.984	Excellent
Game Related Activities	.985	Excellent
1. Games to Improve Leadership	.985	Excellent
2. Teamwork for Leadership Development	.984	Excellent

N= 50; Cronbach's α of the Total 14 item=.986; $.700 \leq \alpha < .800$: Acceptable; $.800 \leq \alpha < .900$: Good; $.900 \leq \alpha$: Excellent



From the table, all variables presented excellent levels ($.900 \leq \alpha$, $N=50$), which means the respondents can understand the testing questions in the research instruments related to leadership activities that can improve socially responsible leadership.

Results

The section mainly presented quantitative analysis results as the following findings in the five objectives of the research:

Findings of Research Objective One. The first objective purposed to show what levels of dimensions of socially responsible leadership for undergraduate students in Thailand, mainly using statistics to respond to the objective.

Table 3 Levels of Dimensions of Socially Responsible Leadership

Dimensions	M	SD
Commitment	2.94	1.33
Controversy with Civility	2.93	1.32
Congruence	2.92	1.31
Change	2.92	1.36
Consciousness of Self	2.90	1.34
Collaboration	2.89	1.33
Common Purpose	2.86	1.30
Citizenship	2.85	1.32

$N=600$; $M=1.00\sim1.80$, Very Poor; $M=1.81\sim2.60$, Poor; $M=2.61\sim3.40$, General; $M=3.41\sim4.20$, Good; $M=4.21\sim5.00$, Very Good

The results disclosed the levels of dimensions of socially responsible leadership for undergraduate students at universities in Thailand; according to the statistics, showed the following: commitment (2.94), controversy with civility (2.93), congruence (2.92), change (2.92), consciousness of self (2.90), collaboration (2.89), common purpose (2.86), citizenship (2.85); thus, the results revealed all eight dimensions of socially responsible leadership were a general level.

Findings of Research Objective Two. The second objective told what levels of involvement frequency in the leadership activities can enhance socially responsible leadership for undergraduate students in Thailand, here would employ statistical techniques to respond.

Table 4 Summary of Results in Levels of Involvement Frequency on the Leadership Activities

Activities	M	SD
Game Related Activities	2.92	1.35
Student Organizational and Interesting Club Activities	2.91	1.33
Classroom Activities	2.90	1.35
Leadership Workshop	2.87	1.32

$N=600$; $M=1.00\sim1.80$, Never Participation; $M=1.81\sim2.60$, Sometimes; $M=2.61\sim3.40$, Often; $M=3.41\sim4.20$, Mostly; $M=4.21\sim5.00$, Always

According to the statistics, the level of involvement frequency of four types of leadership activities can advance socially responsible leadership for undergraduate students in Thailand as



follows: game-related activities (2.92), student organizational and interesting club activities (2.91), classroom activities (2.90), leadership workshops (2.87) ; in summary, the level of involvement frequency in the leadership activities can advance socially responsible leadership for undergraduate students in Thailand was sometimes.

Findings of Research Objective Three. The third objective would be to find whether there is a significant difference between students' demographic characteristics and dimensions of socially responsible leadership for undergraduate students in Thailand.

Table 5 Gender Difference in the Dimensions of Socially Responsible Leadership

Dimensions	F	t	p	M (Males)	M (Females)
Consciousness of Self	177.208	-5.357	.000*	2.64	3.21
Congruence	182.536	-5.661	.000*	2.65	3.24
Commitment	174.984	-6.020	.000*	2.65	3.28
Collaboration	175.023	-5.695	.000*	2.61	3.22
Common Purpose	149.193	-5.026	.000*	2.61	3.13
Controversy with Civility	191.358	-5.483	.000*	2.67	3.24
Citizenship	181.542	-4.833	.000*	2.61	3.12
Change	204.373	-5.884	.000*	2.62	3.26
Total Level of Socially Responsible Leadership	926.037	-6.213	.000*	2.63	3.21

N=600; $p^* = \text{Sig 2-tail} < .05$; M=1.00~1.80, Very Poor; M= 1.81~2.60, Poor; M= 2.61~3.40, General; M= 3.41~4.20, Good; M= 4.21~5.00, Very Good

According to the statistics, generally, gender was a significant difference with the total level of socially responsible leadership ($p = .000^* < .05$) and eight dimensions of socially responsible leadership ($p = .000^* < .05$) ; as further, male students generally were a lower level of socially responsible leadership than females by comparison, commonly, their levels of socially responsible leadership were at a general level.

Table 6 Age Difference in the Levels of Dimensions of Socially Responsible Leadership

Dimensions	F	p	M (<18)	M (18~20)	M (21~23)	M (>23)
Consciousness of Self	599.816	.000*	1.49	3.04	2.96	4.49
Congruence	598.348	.000*	1.51	3.02	3.08	4.47
Commitment	578.857	.000*	1.51	3.08	3.10	4.47
Collaboration	558.508	.000*	1.48	2.94	3.18	4.41
Common Purpose	561.442	.000*	1.50	2.92	2.93	4.40
Controversy with Civility	618.364	.000*	1.53	3.02	3.09	4.49
Citizenship	575.386	.000*	1.46	2.94	2.91	4.42
Change	651.095	.000*	1.44	3.00	3.13	4.52
Total Level of Socially Responsible Leadership	3315.780	.000*	1.49	2.99	3.04	4.46

N=600; $p^* = \text{sig} < .05$; M=1.00~1.80, Very Poor; M= 1.81~2.60, Poor; M= 2.61~3.40, General; M=



3.41~4.20, Good; M= 4.21~5.00, Very Good

The statistical comparison disclosed the results: the age was significantly different with the total level of socially responsible leadership ($p=.000* < .05$) and eight dimensions of socially responsible leadership ($p=.000* < .05$); individually, students aged less than 18 were at a lower level of socially responsible leadership than other aged groups; aged less than 18 was at very poor level, aged 18-20 and aged 21-23 were at general level, aged greater than 23 was at very good.

Table 7 Class Level Differences in Socially Responsible Leadership

Dimensions	<i>F</i>	<i>p</i>	<i>M</i> (1 st year)	<i>M</i> (2 nd year)	<i>M</i> (3 rd year)	<i>M</i> (4 th year)
Consciousness of Self	599.816	.000*	1.49	3.04	2.96	4.49
Congruence	598.348	.000*	1.51	3.02	3.08	4.47
Commitment	578.857	.000*	1.51	3.08	3.10	4.47
Collaboration	558.508	.000*	1.48	2.94	3.18	4.41
Common Purpose	561.422	.000*	1.50	2.92	2.93	4.40
Controversy with Civility	618.364	.000*	1.52	3.02	3.09	4.49
Citizenship	575.386	.000*	1.46	2.94	2.91	4.43
Change	651.095	.000*	1.44	3.00	3.13	4.53
Total Level of Socially Responsible Leadership	3315.780	.000*	1.48	2.99	3.05	4.46

N=600; $p^* = \text{sig} < .05$; M=1.00~1.80, Very Poor; M= 1.81~2.60, Poor; M= 2.61~3.40, General; M= 3.41~4.20, Good; M= 4.21~5.00, Very Good

According to the statistics, it was known that the class level was significantly different with the total level of socially responsible leadership ($p=.000* < .05$) and eight dimensions of socially responsible leadership ($p=.000* < .05$); in comparison, the first year students were at a lower level of socially responsible leadership than other class level groups, individually, the first year was very poor, the second year and the third year were general levels, the fourth year was very good.

Table 8 Student Identity Differences in Socially Responsible Leadership

Dimensions	<i>F</i>	<i>t</i>	<i>p</i>	<i>M</i> (Thais)	<i>M</i> (Non-Thais)
Consciousness of Self	112.868	-.811	.418	2.88	3.00
Congruence	100.882	-1.135	.257	2.90	3.06
Commitment	73.610	-1.212	.226	2.91	3.08
Collaboration	126.798	-.839	.402	2.87	2.99
Common Purpose	92.593	-1.054	.292	2.83	2.97
Controversy with Civility	96.070	-.563	.574	2.92	3.00
Citizenship	97.926	-.728	.467	2.83	2.93
Change	99.162	-.670	.503	2.90	3.00
Total Level of Socially Responsible Leadership	262.568	-.983	.326	2.88	3.00

N=600; $p^* = \text{Sig 2-taild} < .05$; M=1.00~1.80, Very Poor; M= 1.81~2.60, Poor; M= 2.61~3.40, General; M= 3.41~4.20, Good; M= 4.21~5.00, Very Good



According to the statistics, student identity was not significantly different from the total level of socially responsible leadership and eight dimensions of socially responsible leadership, thus, there would without detailed demonstration individually.

The finding of research objective four. The fourth objective would be to explain whether the leadership activities have a significant relationship with the dimensions of socially responsible leadership for undergraduates in Thailand.

Table 9 Results in Relationship between the Leadership Activities and the Dimensions of Socially Responsible Leadership

		Leadership Workshop	Classroom Activities	Student Organizational and Interesting Clubs	Game Related Activities	Total Level of Leadership Activities
Consciousness of Self	β	.113	.146	.157	.168	.146
	p	.003*	.000*	.000*	.000*	.000*
	95%CI	.038~.189	.069~.223	.081~.233	.091~.245	.103~.189
Congruence	β	.095	.085	.181	.143	.126
	p	.018*	.039*	.000*	.001*	.000*
	95%CI	.016~.174	.004~.165	.101~.260	.062~.223	.080~.171
Commitment	β	.142	.100	.074	.126	.110
	p	.000*	.015*	.068	.002*	.000*
	95%CI	.063~.221	.019~.180	-.005~.153	.046~.206	.065~.156
Collaboration	β	.095	.119	.064	.063	.085
	p	.018*	.004*	.109	.121	.000*
	95%CI	.016~.173	.039~.199	-.014~.143	-.017~.143	.040~.130
Common Purpose	β	.088	.049	.110	.048	.074
	p	.030*	.239	.007*	.245	.002*
	95%CI	.008~.168	-.032~.130	.031~.190	-.033~.129	.028~.120
Controversy with Civility	β	.073	.115	.095	.138	.105
	p	.079	.006*	.023*	.001*	.000*
	95%CI	-.008~.154	.033~.198	.013~.176	.055~.221	.059~.152
Citizenship	β	.084	.156	.091	.147	.120
	p	.036*	.000*	.023*	.000*	.000*
	95%CI	.006~.162	.077~.236	.013~.170	.067~.227	.075~.164
Change	β	.182	.132	.172	.074	.140
	p	.000*	.001*	.000*	.069	.000*
	95%CI	.104~.259	.052~.211	.094~.250	-.006~.153	.095~.184
Total Level of Socially	β	.126	.072	.047	.056	.075



	Leadership Workshop	Classroom Activities	Student Organizational and Interesting Clubs	Game Related Activities	Total Level of Leadership Activities
Responsible Leadership					
p	.001*	.067	.224	.153	.001*
95%CI	.050~.210	-.005~.149	-.029~.123	-.021~.133	.032~.119

N=600; $p^* = \text{sig} < .05$; Independent Variables: leadership workshops, classroom activities, student organizational and interesting clubs, game-related, and total level of leadership activities; Dependent Variables: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, change, and total level of socially responsible leadership.

According to the regression analysis, those results can be told as follows: the leadership workshops were not significant relationship with controversy with civility ($p = .079 > .05$), however, the leadership workshops were significant relationship with other seven dimensions of socially responsible leadership and total level of socially responsible leadership ($p < .05$); the classroom activities were not significant relationship with the common purpose ($p = .239 > .05$) and the total level of socially responsible leadership ($p = .067 > .05$), whereas, the classroom activities were significant relationship with other seven dimensions of socially responsible leadership ($p < .05$); the student organizational and interesting clubs activities were not significant relationship with the commitment ($p = .068 > .05$), collaboration ($p = .109 > .05$), the total level of socially responsible leadership ($p = .224 > .05$), additionally, the student organizational and interesting clubs activities were significant relationship with other six dimensions of socially responsible leadership ($p < .05$); the game related activities were not significant relationship with the collaboration ($p = .121 > .05$), common purpose ($p = .245 > .05$), change ($p = .069 > .05$) and the total level of socially responsible leadership ($p = .153 > .05$), however, the student organizational and interesting clubs activities were significant relationship with the other five dimensions of socially responsible leadership ($p < .05$); the total level of the leadership activities were significant relationship with the eight dimensions of socially responsible leadership and the total level of socially responsible leadership ($p < .05$).

The finding of research objective five. The fifth objective is to propose a suitable model for enhancing socially responsible leadership for undergraduate students in Thailand. All combination was from the findings in the previous four research objectives; then, the researcher would like to employ the evaluation model of CIPP (context, input, process, and product) by five scholars related to student leadership development in universities in Bangkok, Thailand, they have a sufficient English proficiency to read and evaluate the model with their professional knowledge, attitudes, and skills.

Firstly, propose the model. According to the first objective, there was a finding that levels of socially responsible leadership for undergraduate students in Thailand: commitment, controversy with civility, congruence, change, consciousness of self, collaboration, common purpose, citizenship, this a ranking by statistics with Thailand's higher education context; thus, the researcher included these eight dimensions of socially responsible leadership with Thailand university context into the model; depending on the second objective, there was a result about levels of involvement frequency in



participation in the leadership activities with Thai higher education context: game related activities, student organizational and interesting clubs activities, classroom activities and leadership workshops; therefore, the researcher set these leadership activities in the model; according to the third objective, the research found male students, students aged less 18, and the first-year students need to improve their socially responsible leadership in Thailand; consequently, the researcher included these students matters (males, aged less than 18, the first-year) into the model; as the finding of the fourth objective by statistics, there was a finding that the total level of the leadership activities were significant relationship with the eight dimensions of socially responsible leadership and the total level of the socially responsible leadership; thus, the model can employ the four types of the leadership activities to improve the socially responsible leadership for undergraduate students in Thailand.

Secondly, the model validation. The researcher found five scholars in universities in Bangkok, Thailand, who have sufficient English proficiency in reading evaluation documents for the model validation; the evaluation model was CIPP to provide given scores to scholars and collect their professional evaluation by the given scores, the given score was greater than 0.60, it means valid, otherwise, it means invalid, when some items appeared invalid results, the researcher would like to revise the model.

Table 10 Results in the Model Validation

	Context	Input	Process	Product
Expert 1	3	4	3	5
Expert 2	5	3	4	4
Expert 3	3	2	3	5
Expert 4	4	5	5	5
Expert 5	5	4	3	5
Total Level of Average Scores	0.80	0.72	0.72	0.96
Interpretation	Valid	Valid	Valid	Valid

N=5; 1=strongly disagree, 2= disagree, 3= general, 4= agree, 5= strongly agree

Scores= total average scores

Scores \geq 0.60 means valid

From the table, the results show the model was valid under the evaluation model of CIPP by five scholars' assessments. The presented outcomes as context (0.80>0.60, valid), input (0.72>0.60, valid), process (0.72> 0.60), and product (0.96> 0.60, valid).

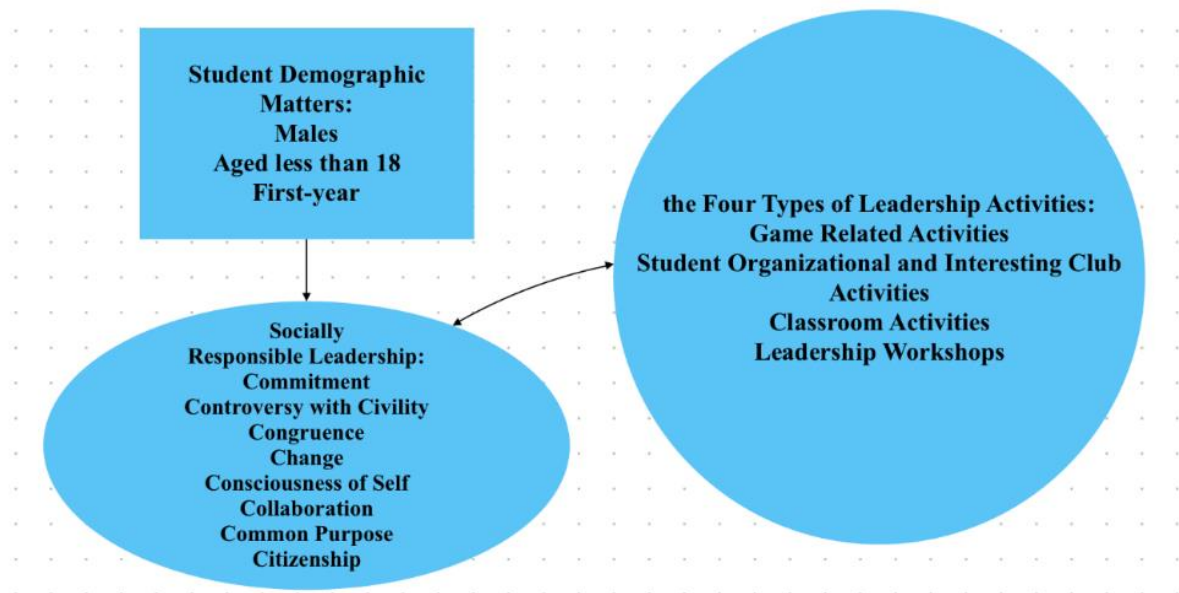


Figure 2: the Proposed Model for Enhancing Socially Responsible Leadership for Undergraduate Students in Thailand.

Application of the Model. The model aimed to enhance socially responsible leadership for undergraduate students in Thailand, it was replicated research from the dissertation of the researcher (Chongyan Zhang, Ph.D.), however, the researcher combines major findings and model validation, here wish the model can provide perspectives or practical model to enhance socially responsible leadership for undergraduate students in Thailand, to provide the model as the suggestions, references and practices to higher education institutions and related administrators in higher education in the nation, thus, the model suggested as the follow: 1) higher education institutions and administrators in student affairs agencies can conduct the four types of leadership activities with Thai higher education context: game related activities, student organizational and interesting club activities, classroom activities and leadership workshops to improve the eight dimensions of socially responsible leadership for undergraduate students in Thailand, they may establish exclusive organizations or programs for that; 2) especially, the model suggested the higher education institutions in Thailand need to focus on enhance level of group values and citizenship for the university students in the nation, that suggestion according to the statistical ranking of the levels of socially responsible leadership; 3) the model suggested the stakeholders who concerned improving university students development, such as higher educational institutions, administrators, student affairs offices, parents and students, entrepreneurs, etc., they need to conceptualize to enhance students with the following characteristics: males, aged less than 18, and first-year students, especially, they can establish opportunities to train foreign students with the model in the universities in Thailand, since foreign students may be potential permanent residences or citizens in the nation as the future.



Conclusion & Discussion

Conclusion. The researcher conducted quantitative methods to propose the model, its purpose was enhancing socially responsible leadership for undergraduate students in Thailand, depending on the statistics, the researcher mainly found: 1) the eight dimensions of socially responsible leadership with Thai higher education context: commitment, controversy with civility, congruence, change, consciousness of self, collaboration, common purpose, citizenship; 2) four types of the leadership activities can enhance socially responsible leadership in Thailand: game related activities, student organizational and interesting clubs activities, classroom activities, and leadership workshops; 3) following characteristic undergraduate students need to improve socially responsible leadership in Thailand: males, aged less than 18, the first-year; 4) the four types of the leadership activities were significant relationship with the eight dimensions of socially responsible leadership; 5) the model included the combinations of the major findings, then, the model was valid by evaluation with five scholars, that meant the model can improve socially responsible leadership for undergraduate students in Thailand.

Discussion. Firstly, there was a new learning in the research: eight dimensions of socially responsible leadership in Thailand: commitment, controversy with civility, congruence, change, consciousness of self, collaboration, common purpose, citizenship; in comparison, university students in Thailand have similarity with university students in western countries: they were higher level of individual values of social change model (consciousness self, congruence, and commitment), alternatively, Chinese university students were higher level of social/ community value: citizenship (Dugan, 2006; Komives et al., 2020; Zhang & Asavisanu, 2022) ; for the reasons, that might cause by differences in the political system, social ecology, and educational system among Thailand, western countries such as U.S.A., and China, whatever, socially responsible leadership can make positive social change in those individual society in these countries (Tangcharoensathien et al, 2019) ; especially, Thailand's democratic politics has gone to exceed a path, the nation needs their future generations or leaders with non-authoritative, value-based, participated style leadership, like socially responsible leadership, to resolve their social problems, such as improvement on the equality of marital affairs in the LGBTQ groups in the national community, making social voice inclusion for the youth generation in its political and social systems (Thongsawang et al., 2020; Veilleux, 2021) ; Secondly, there was another new learning in the research: the four types of leadership activities can enhance socially responsible leadership for undergraduate students in Thailand: game related activities, student organizational and interesting clubs activities, classroom activities and leadership workshops. However, the research results in levels of participation in the leadership activities were similar with Chinese higher education context (Zhang & Asavisanu, 2022), thus, it can infer a viewpoint that there might be similar levels of participation in the four types of the leadership activities for promoting socially responsible leadership in universities in Asian area, as well as it was till lack of sufficient statistics from other countries except China and Thailand, but the researcher found those levels of participation in the leadership activities were the same results, additionally, student organizations and club activities were a definitely different definitions between Chinese higher education and Thailand's higher education (Jiang & Chen, 2016; Zhang & Asavisanu, 2022), thus, the researcher just adjusted the item of student organization and club activities in the individual research instrument between the dissertation and the research, however, the researcher found both Chinese



university students and Thai university students were a similar level of participation in the four types of leadership activities promoting socially responsible leadership; thirdly, the research found university students characteristics who needed to enhance socially responsible leadership were similar with student characteristics in Chinese higher education: males, aged less than 18 and first-year students in universities in Thailand, however, there was a unique finding for university students in Thailand in the development of socially responsible leadership: student identity, here defined the term as Thai citizens and non-Thais, since universities in Thailand, especially the universities in Bangkok, they were already met international instruction standards and they have included many international students who are not Thai citizens, but the students are potential community leaders or future permanent residences or citizenship in the nation, however, the researcher found there was no significant difference in levels of socially responsible leadership, it can infer that Thailand's universities can provide equally chances to educate partial students who are non-Thais with socially responsible leadership and make possibilities to give spaces to them for contributions to making better together in Thailand, conducting which is able to create profits and benefits to Thailand in the future (Tevapitak & Helmsing, 2019; Veilleux, 2021).

Recommendations

Here are policy and future research recommendations: (1) Policy recommendations. According to the significant findings, the model suggested a potential policy that higher education institutions in Thailand may organize suitable training programs, extracurricular activities, and advisory centers to enhance socially responsible leadership based on the model paradigms and focus on students' characteristics: males under 18 years, and first-years students; (2) Recommendation for future research. Potential researchers can replicate the model in a different context and make theoretical triangulations in psychology and philosophy. In that way, they make new contributions to the research fields in the future.

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