A DEVELOPMENT OF STUDENT LEADERSHIP CHARACTERISTIC PRACTICE MODEL AT NORMAL UNIVERSITIES IN HEBEI PROVINCE, CHINA

Yanan Yang

A Dissertation Submitted in Partial Fulfillment of the
Requirements for the Degree of
DOCTOR OF PHILOSOPHY
in Educational Leadership
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND
2017

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Yanan Yang

I.D. No. 5529834

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SINCE 1969
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By: YANAN YANG

Field of Study: DOCTOR OF PHILOSOPHY IN EDUCATIONAL LEADERSHIP

Dissertation Advisor: DR. NATHARA MHUNPIEW

Accepted by the Graduate School of Human Sciences, Assumption University in Partial Fulfillment of the Requirements for the Doctor of Philosophy in Educational Leadership

……

(Assoc. Prof. Dr. Suwattana Eamoraphan)

Dean of the Graduate School of Human Sciences

Dissertation Examination Committee

……..Chair/External Expert

(Assoc. Prof. Dr. Suwattana Eamoraphan**)**

……Advisor

(Dr. Nathara Mhunpiew**)**

……. Faculty Member

(Asst. Prof. Dr. Yan Ye**)**

……. Faculty Member

(Dr. Poonpilas Asavisanu**)**

……. External Expert

(Asst. Prof. Dr. Nantarat Charoenkul）

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.....**Faculty Member**

(Dr. Poonpilas Asavisanu)

.....**External Expert**

(Asst. Prof. Dr. Nantarat Charoenkul)

ABSTRACT

I.D. No.: 5529834

Key Words: STUDENT LEADERSHIP, LEADERSHIP CHARACTERISTIC, NORMAL UNIVERSITIES IN CHINA

Name: YANAN YANG

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Student leadership development provides students with opportunities to demonstrate and cultivate their leadership characteristics. In this research, the main purpose was to create a model for the development of student leadership at Normal Universities in Hebei Province of China.

This study applied both qualitative and quantitative methods according to the research objectives as: (1) to explore the desirable student leadership characteristics in higher education, (2) to identify the current student leadership characteristic practice of normal universities in Hebei Province of China, (3) to develop a proposed development of student leadership characteristic practice model at normal universities in Hebei Province of China, (4) to implement the development of student leadership characteristic practice model at Hengshui Normal University in Hebei Province of China. The researcher applied the content analysis about desirable student leadership characteristics in higher education directly. Skills, knowledge and

attitude were crucial components of student leadership development, and the accomplished results of content analysis were validated by twenty-one experts. The researcher utilized survey questionnaires for data collection of 377 students, 243 teachers and 37 top-level administrators. The results of questionnaires, combined with interview data collection of 52 market employers of internship together as a reference revealed the areas that need urgent improvements. Student leadership theories and initial findings of first and second objective derived a preliminary model; after the experts' validation and discussion, the researcher modified the nascent model until it became the final model.

In the following step, the period of implementation included three months, which comprised student leadership conferences, local community service outreach, empowering leaders' camp, co-curricular activities, and evaluation and feedback of student leadership characteristic practice; these called intervention program was developed based on the model. The results of differences between pre-test and post-test, which contained a total of 50 participants, proved that the model was undoubtedly effective with long-term significance.

Eventually, the final model and the campus-based leadership training offered a potential programmatic option to help with developing students as socially responsible leaders.

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Field of Study: Doctor of Philosophy in Educational Leadership

Graduate School of Human Sciences **Student's signature:……**

Academic Year 2017 **Advisor's signature:……..**

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CHAPTER I

INTRODUCTION

Student leadership development is necessary in today's society. Current trends higher education strive to prepare students to be positive paradigms of leadership superiority and social consciousness in global world. Usually, in university, a variety of services, programs and events are offered by student organizations through those activities that encourage students to participate. Students enjoy an encouraging environment in campus life and community service. Each university should provide opportunities that enrich and support personal growth and academic development which fulfills in a lifelong commitment to effective leadership. University has great effects on students. It is the main factor in the formation of student leadership development.

Located in America, a pioneer country in student leadership development field, Harvard University is the first to precede this task (Rudolph, 1990). In many of the world's elite universities, Educational Leadership exists in their university mission or personnel training objectives. Bian (2012) concludes a lot of instances, for example, Harvard College declares its mission is "to educate the citizens and citizen-leaders for our society." On Sep 23rd of 2005, the Chinese-Foreign University Presidents Forum was held in Shanghai of China. Chancellor of Oxford University John Hood announced university prosperity is inseparable from the urban. The most precious gift university gives to city, is developing future leaders. It is not unique, but

has its counterpart. On April 6, 2007, the first headmistress of Cambridge University, Alison Richard, gave a speech in Shantou University of Guangdong Province of China: Training Future Leaders and Taking Cambridge for Example. Coincidentally, on October 4, 2000, President of Yale University Rick Levin pointed out that establishing a laboratory for future leaders is an important event in Yale's. A few years later, on April 10, 2007, outgoing President of Yale University Rick Levin attributes as one Yale's institutional priority: In their schools, which includes graduate schools, professional schools and Yale College, they all dedicated to educational field of cultivating leaders.

To sum up, it is not difficult to discover world-class universities. All do the thought on the target to cultivate future leaders in order to achieve mission or value. It is necessary to strengthen leadership education of college students through a variety of ways and training. The concept of training future leaders is affecting the educational philosophy and practice of the various regions of world-class universities, and becoming an international trend of university education to improve the quality of personnel training as important innovation and entry points.

Therefore, benefiting correctly from advanced theories, practices, and experiences of foreign countries, the development of student leadership especially for national conditions becomes an inevitable tendency for Higher Education. The research focus on normal university is truly meaningful and challengeable, not only because it is the epitome of most of the Chinese universities, but also the cultivation base of future teachers. Potential leaders should be effective leaders in life and society,

for new students are in circulation even many years later. Student leadership development is much accounted by higher education particularly for students at Normal Universities, which become valuable research fields in mainland of China.

Background of the Study

Chinese higher education has done sustainable development. Over the past two decades, China's universities had some outstanding changes, such as the expansion of students' enrollment, university mergers, adjustment of the distribution of funds, management reforms and new model implementation, which had been presented in various levels of university leadership and also reflected in the studies of many researchers. (Duan, 2001; Mok, 2005; and Hare and Thomas, 2002). Starting from 1978, The National Higher Education Entrance Examination, commonly known as Gaokao has been formally designed by the Ministry of Education. It was a necessary prerequisite for Chinese senior high school students to make toward all colleges in mainland, and all students in their final year of high school had to participate in the same examination from province to province across the country. The overall scores had direct relation between students and different universities for pursuing advanced studies.

Tian (2006) stated that under the influence of the college entrance examination system, a large number of exam-oriented talents were not well adapted to meet social requirements. Their performance with weak foundation had grandiose aims but puny abilities. Since China as one of the countries with the highest population in the world,

both number of domestic universities and students were huge. According to the report of Ministry of Education by December 3rd, 2014, China already had 2,491 ordinary universities and 3,199,716 current undergraduate students. College students were not only the main force in the development and progress of modern society, but also a team with unlimited potential. In the current environment, if the universities could develop student leaders who were good at strong ability and excellent quality, they could be significant for the whole society.

Despite of a late start about Chinese Students leadership in higher education, it was a fact that had been taken seriously in recent years. In the early twentieth century, the normal universities were mainly committed to educate students to be school teachers in the norms of pedagogy and curriculum. However, during recent years, the normal universities were developing and transforming to be comprehensive universities gradually. In general, the normal universities were under the supervision of provincial or national government, especially in Hebei Province, which had a large number of Normal Universities. Besides, both economy and education of Hebei province relatively lagged behind most of other provinces, causing great attention to the State Council of China and the Chinese Ministry of Education.

Some normal universities have prestige in this country. Chinese top 10 out of almost 100 normal universities was reported by Lin (2011) were the following：(1) East China Normal University (2) Beijing Normal University (3) Central China Normal University (4) Northeast Normal University (5) Nanjing Normal University (6)

South China Normal University (7) Hunan Normal University (8) Shanxi Normal University (9) Shanghai Normal University (10) Anhui Normal University.

The 10 Normal Universities above were located in 10 different provinces respectively. However, this ranking depended on the level of the college entrance examination admission scores.

There was a trend of reform and development for Normal Universities transform to be Comprehensive University. It was also a new mainstream thought of Normal University from traditional to modern. Nowadays, the Normal Universities tend to establish an open, flexible and innovative education system. Teacher education would be gradually incorporated into the higher education system, through the University academic strengths and advantages of integrated multi-disciplinary, as to train students to be qualified teachers or excellent alumni in the future. It was worth mentioning, in 2014 the Eighteenth Communist Party Conference of China put forward Hebei province with particular emphasis on economic development and higher education, and Hebei province happened to be the one with the largest number of Normal Universities.

Although there are several ready-made western student leadership models and practices in overseas universities, undoubtedly, developing or implementing a specific leadership model as well as students' characteristics as potential leaders in Hebei Normal Universities was an arduous task as a pathway to fulfill the direction and needs of Chinese higher education being suitable for China's national conditions.

Statement of the Problem

Chinese education, education management and other disciplines always focus on training students' physical, moral and other qualities; however, it lacked of attention for the issue of university student leadership (Fung, 1997). In recent years, the university student leadership development of China had got attention shortly. Besides, student leadership was still a new notion in Higher Education in mainland. According to student leadership development, there was not much research to show that leadership roles and student roles for Chinese university students could be transitioned successfully or not.

Cortazzi and Jin (1999) explained western teachers agree that Chinese students are diligent, hardworking, and friendly, however, they seem unwilling to be talkative particularly not communicating with team members much. They were passive and preferred doing individual work, as well as working with pairs or groups. Most Chinese students were good at written examination and memorization, but not good at learning process presentation. Actually, Li (2011) indicated Chinese students had good qualities, such as active thinking, well-motivated, epistemic and potentially lucrative. However, under the current philosophy of education, He, Bu, Tang, and Sun (2003) stated there were several aspects might still largely insufficient, such as interpersonal communication, teamwork, fair competition, making open character, and so on. In this scenario, it was not stressed about cooperating with others to achieve common goals. A majority of students did not find a wide range of cooperative partners to enlist support. The tendency for the student teachers failing to

discover themselves or others as members of a leading group, it indicated that there was a demand to reinforce a cognition of leadership in initial training. Some students were more likely to ascertain themselves with their chosen subjects than with their teacher's role in profession. When it continued, characteristics of these students extended to future teachers who severely affected the teaching level undoubtedly. Thus in this study, it would be argued that student leaders in the investigation should be provided a suitable model to encourage and perpetuate leadership knowledge, skills, and ability among students. In addition, every student teacher needed to fulfill the own role as a leader.

The prior literature (Astin, 1993; Cres et al. 2001; Kezar & Moriarity, 2000; Posner, 2009) revealed a certain findings, there were a certain amount of extracurricular activities were discovered to have significant influence on the development of student leadership in the last year of college campus life. In this study, the senior students helped to give full play of the research, and the student leaders were defined as individuals involved with a collaborative and comprehensive process, they had consideration and knowledge when they were working with others, and also learned from themselves and the world (HERI, 1996; Komives, 2011).

Compared with students' few formal experiences, co-curricular factors should be more significant. For instance, Zhou (2006) identified that simply being a member of a student union did not represent that an individual would challenge and apply any leadership competences. He also explained in his journal in the last year of their university career, an individual probably could be a member of some voluntary

institutions, such as student affair, student community, student union; however, that did not mean members are learning, practicing, their names on the list simply, and that did not relate to a student's leadership development correlatively, or developing any leadership skills knowledge or attitudes. Students who hold positions as a leader, their mind-setting could have formalized expectations, events, and duties associated spontaneously.

According to the relevant research exploration, Chung (1991) explained that, nowadays, higher education in China relatively lacked of university student leadership development. Since the master thesis, doctoral dissertation or some outstanding journal articles, mostly still focused on introduction or summary of the experience of foreign countries, especially the United States student leadership development, however there was less indigenous research of Chinese student leadership. The researcher also found a widespread phenomenon by 2015, the websites of Chinese Normal Universities lacked of placed student leadership conditions on the agenda.

Landing student leadership position on campus was a great experience to gain new knowledge, develop abilities, change attitudes, and develop new skills. As a student leader, although there were probable benefits occurred from student leadership, there was no doubt that students themselves meet encounter various problems during leading procedure. The deputy minister of education of Hebei province Jiao min. Liu raised two questions at the provincial seminar on June 9, 2013: did the student leaders have solid understanding about their own leadership or not, and did their student leadership characteristics meet the development needs of the 21st century or

not. His challengeable query also raised the attached importance of Hebei Normal Universities, then the president of Hebei Normal University Chunlan. Jiang appealed at the Provincial Student Leadership Development Conference in Shi jia zhuang city on July 13, 2013, he indicated that his university would like to be a role model especially in cultivating student leaders for 21st century among Normal universities in Hebei, he also expressed that understanding more about student leaders characteristics was important to realize how to improve student leadership development.

This study tried to figure out the conditions of current students as they confronted the arousal and challenges of student leadership. The researcher understood the complexities involved in creating and implementing leadership model for normal university students. The development of student leadership was also motivated by an ongoing need to train qualified students to be high quality student leaders. Hence, in order to investigate the student leadership of the status quo, explore student leadership characteristics of Normal university students, enhance the overall quality and ability of students leadership, it was significant to conduct this study.

Research Questions

1. What are the desirable characteristics of student leadership in higher education?

2. What is the current student leadership characteristic practice of normal universities in Hebei Province of China?

3. What is a proposed development of student leadership characteristic practice model at normal universities in Hebei Province of China?

4. What a development of student leadership characteristic practice model can be implemented at Hengshui Normal University in Hebei Province of China?

Research Objectives

1. To explore the desirable student leadership characteristics in higher education.

2. To identify the current student leadership characteristic practice of normal universities in Hebei Province of China.

3. To develop a proposed development of student leadership characteristic practice model at normal universities in Hebei Province of China.

4. To implement the development of student leadership characteristic practice model at Hengshui Normal University in Hebei Province of China.

Theoretical Framework

This part explained the theoretical basis of the study. The major theories that were explored in this study were student leadership practices, student leadership involvement and student development, they were involved three theories: (1) Kouzes and Posner's (2006) Transformational Leadership Five Practices Inventory. (2) Alexander Astin's (1984) Theory of Student Involvement. (3) Chickering's (1969)

Seven Vectors Theory. The details regarding above theories were presented in the following part.

Student leadership development, as one of the most important concepts, could be traced to the initial purposes of higher education (Astin, 1984; Shertzer & Schuh, 2004). Student Affairs maintained a long-term commitment to support students learning in campus life and promote student learning across the division with diverse services and growth opportunities. Student development theory assessed its impact on student leading by outcomes. It revolved around the psychological findings derived from the undergraduate students. Student development theory in higher education was very important because it allowed student practitioners had more comprehensive understanding of many college students who were experiencing changes. The theory provided a model and built a stronger understanding of how students' development go through, which in turn provided useful framework on how the professionals make decisions in the best interests of their students. Student affairs began to be known in the middle of the twentieth century, and it stood out as the student development theory from the principles in the fields of psychology and sociology (Evans, Forney, and Guido-DiBrito, 1998; Hamrick, Evans, and Schuh, 2002). Student development theory could be useful in a variety of student affairs, such as the understanding of handle with various situations that might occur, improvement of education policy, putting the needs of students at the forefront of progressive advancement. “Student affairs practice without a theoretical base is not effective or efficient” by (Evans and others, 1998, p.19).

In this study, Normal university students' practice in terms of leadership skills and abilities were examined by Kouzes and Posner's (2006) Five Practices Inventory. The two authors claimed that leadership was an identifiable set of skills and abilities that were available to everyone. Astin's (1984) Student Involvement Theory and Chickering's (1969) Seven Vectors Theory both examine students' knowledge in leadership beliefs and behavior, whether they were effective in co-curricular activities for consistent thinking and active participation. According to the Bloom's (1956) Taxonomy, not only corresponded with the above theories, but also summed up the skills, knowledge and attitude which were essential areas to demonstrate student leadership characteristics

1. Kouzes and Posner's (2006) Transformational Leadership Five Practices Inventory

(1) Model the Way: It promoted leaders' behavior with their own values and voices which was the same as their encouragement of followers' behavior.

(2) Inspire a Shared Vision: It emphasized building a vision and goals that everyone understood and cared about in the organization.

(3) Challenge the Process: It stimulated people to be innovative to make changes.

(4) Enable Others to Act: It encouraged leaders to create a safe and trusting environment for people's collaboration, participation and engagement.

(5) Encourage the Heart: Leaders rewarded followers' efforts, and celebrated their achievement, and made themselves feel like heroes.

2. Alexander Astin's Theory of Student Involvement (1984)

Alexander Astin's Theory of Student Involvement was published in 1984, and the core concept of his theory was composed of three elements; inputs, environments, and outcomes, along with five basic assumptions about involvement:

(1) Involvement referred to the investment of physical and psychological energy in various objects;

(2) Regardless of its object, involvement occurred along a continuum;

(3) Involvement had both quantitative and qualitative features;

(4) The amount of student learning and personal development associated with any educational program was directly proportional to the quality and quantity of student involvement in that program.

(5) The effectiveness of any educational policy or practice was directly related to the capacity of that policy or practice to increase student involvement.

This theory was applied in higher education widely, and it was one of the strongest evidences for student involvement in co-curricular field. In brief, the student involvement theory could afford a unified framework to enhance the competencies of all personnel departments with common goals.

3. Chickering's (1969) Seven Vectors Theory

Chickering's (1969) seven vectors were the essential development projects that University students had to face during their undergraduate years. Certainly they were not accomplished in a hurry. His theory was not age-specific. In general, the

seven tasks were the set of developmental tasks that most freshmen should start to involve with until most senior students showed the reverberations:

(1) Developing Competence

Although intellectual ability was very important in college, this vector also included physical and social competencies. The students who studied in college seek to get the certificates for entry into the talent market. It was surprising to find out sometimes that the academic interests and valued interpersonal connections could be changed by his or her personal development through the college years.

(2) The ability to manage emotions

Collage years were the period when young people developed from adolescence into real adulthood, when they attempted to control emotions like anger and sexual desire, and when they found they could emerge with more strength subsequently.

(3) The movement through autonomy toward interdependence

The students should have self-care ability gradually, both of emotions and practice; Independence was extremely important for students to grow up and become independent from any family background.

(4) The development of mature interpersonal relationships

College students had the opportunity to get to know more people who had various values, beliefs, and backgrounds. Their ability should be warm-hearted, could accept and celebrate unique differences. This direction helped students obtain tolerance of unique differences more or less. Close familiarity or friendship referred

to the ability to establish relationships that were intimate and meaningful. At least, the young people began to understand the need and seek mutual benefit from interpersonal relationships.

(5) Establishing Identity

According to this vector Chickering argued “Development of identity is the process of discovering with what kinds of experience, at what levels of intensity and frequency, we resonate in satisfying, in safe, or in self-destructive fashion”. This development established how an individual was perceived by others. In the end, deal with the action of forming or process of being formed, one person's identity leaded to a sense of satisfaction with oneself and how that person was seen by others.

(6) Developing Purpose

College students began to recognize why they were earning their degree. It was not only establishing the objectives of getting a job, earning a living, cultivating skills, but the developing purpose also. During the campus life in college, the young people determine what could give them energy, what made them feel fulfilling, identified their own career and life goals, and made appropriate choices to achieve selected goals.

(7) Establishing Integrity

This one was related to previous vectors tightly. It encouraged students to have personalized and humane values, and to apply this capability to real practice. In this environment, students took along previous values into campus life, then their

values would be challenged. Establishing integrity was student ability to congregate and apply the values that are accorded with one's own faith.

In short, in this study through the content analysis of all student leadership theories, after possessed the results of desirable student leadership characteristics, the researcher would get inspiration about elements, directions and variables for the design of questionnaires and interview, the researcher would like to get a clear picture of students' current characteristic practice in order to achieve the ultimate goal.

Conceptual Framework

The follows figure shows the flow of this study. The researcher had begun with exploring the ideal characteristics of student leadership from sources in Assumption University libraries, also includes online and offline sources. From the first objective findings, the researcher had come up with three domains of student leadership characteristics such as skills, knowledge, and attitudes. After the researcher possessed the contents of desirable findings of student leadership characteristics, the survey questionnaires and in depth interview were designed, then the researcher collected data from students, teachers, top-level administrators and market employers in order to understand students' current leadership characteristic practice. From observing some improved room between the desirable and current characteristics, based on the student leadership theories and the results of first two objectives of the study, a new model was developed to enhance and cultivate student leadership. With the model validation, the researcher designed a student leadership characteristic practice

cultivation and intervention program which based on the contents of new model. During the model implementation, pre-test and post-test were conducted in order to compare the results of the control group and experimental group. At the beginning of implementation period, there was no significant difference between control and experimental group, after three months, it revealed there was a significant increase in the mean values in experimental group, which was comparing with control group, eventually it showed the effectiveness of the new student leadership characteristic practice model.

The conceptual framework is drawn in the figure 1.1 as follows.

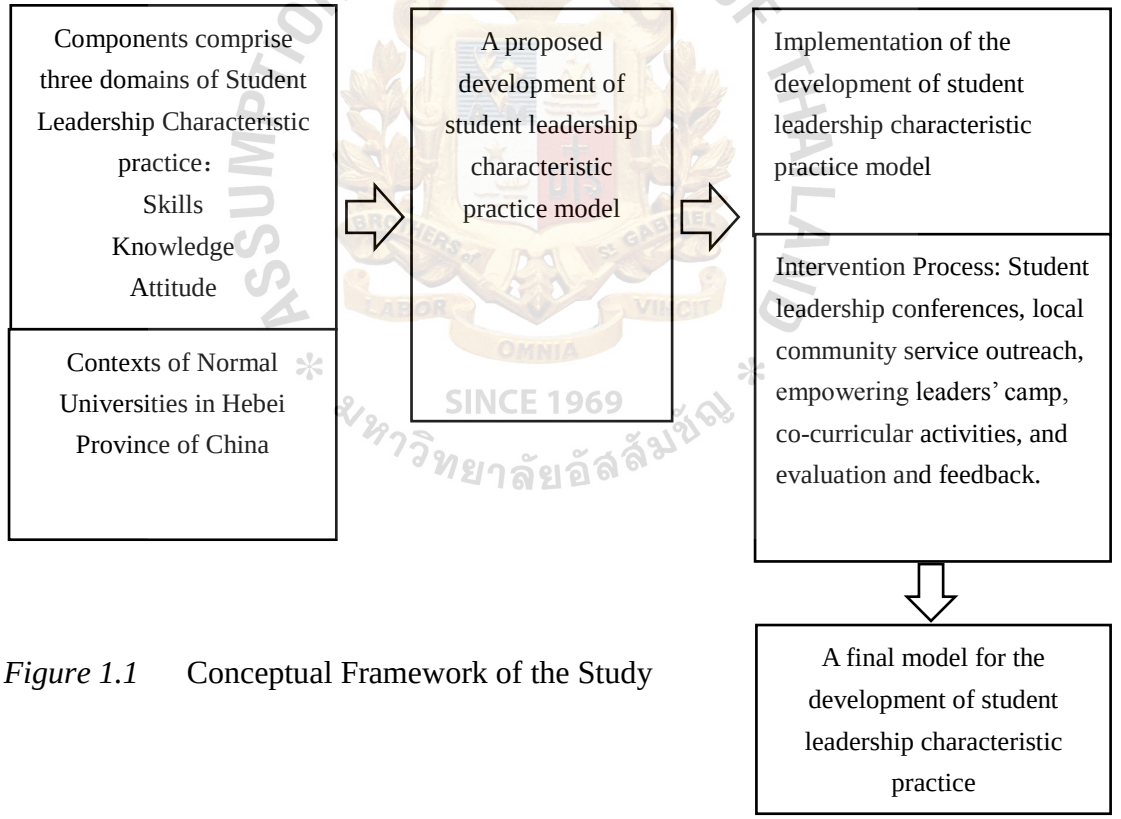

Figure 1.1 Conceptual Framework of the Study

Scope of the Study

This research studied student leadership characteristic practice in selected normal universities in Hebei Province of China. The sample of the study was based on

the criteria in selecting five normal universities in Hebei Province. The sources of data for research objective one included 128 textbooks, dissertations, articles and online documents related to student leadership characteristics which were published from 1956 to 2016. For research objective two, the data of questionnaires for teachers, students, top-level administrators, and structured interview for market employers as representatives of internship schools was collected, it was worth mentioning that the researcher did interview with all of representatives at all of the internship schools, each internship school sent a representative, the representatives in charge knew the students' internship situation and could give useful advice. On the basis of the findings from objective one and two, the researcher developed a model for development of student leadership characteristic practice at normal universities in Hebei Province of China. The researcher mainly used the student leadership theories of Kouzes and Posner, Astin, and Chickering. Before applying the model in all the five normal universities of Hebei Province, the proposed model was implemented for a period of three months at Hengshui Normal University with permission of the top-level administrators. The researcher conducted a pre-test to see whether there was any significant difference between the questionnaire results of two groups. The model was implemented among experimental group students; at the same time, the control group students attended the traditional student leadership education in campus. After the implementation period of three months, the researcher collected the post-test data. The data were analyzed separately and the results of independent sample t test showed

an increased significant level in the experimental group. It strongly proved the effectiveness of the model.

The study focused on the student leadership characteristic practice development and was conducted in the academic years 2015 and 2016 (September 2016 to July 2017) at normal universities in Hebei Province of China.

Definition of Terms

The key terms of this research were defined in the following part for the clarity and uniformity of understanding:

Skills section:

-Communication skills

Communication skills represents the ability to communicate information accurately, they are vital life skills could not be overlooked.

-Decision-making skills

During the process of problem-solving, decision making skills help to select suitable and available option to particular situation.

-Flexibility Skills

Flexibility skills focus on a leader's ability to adapt to new situations, create and perform, and shift strategies to meet different types of challenges.

-Organizational Skills

Organizational skills is one of the most important transferable skills a leader has to possess. Organizational skills in any workplace mostly include not only general

organizing, but also time management, scheduling, coordinating resources, tracking feedback and meeting deadlines, and so on.

-Planning Skills

Planning comprises certain thinking skills that help an individual to accomplish own goals or common goals. A leader should understand what supplies the group will need, and also arranging those supplies carefully, then during an entire process complete projects step by step.

Knowledge section:

-Feedback

Feedback contains details or information about the results of a process of inquiry or experiment, it indicates the level of fulfillment obviously.

-Innovation

Inventions includes various creations, for example: new ideas in the mind, new device, new method, new process…which resulting from study and experiences.

-Learning Principles

During the learning process， the rules or standards should be discovered, tested, and used in practical situations. They provide a basic generalization of discipline and additional insight into what makes people learn effectively.

-Self-knowledge and identity

Self-knowledge means the self-understanding about own personal values, behavior, contributions and characters. Identity may refer to the set of definitive individual characteristics which can be recognized for a person.

-Self-management Capacity

Self-management capacity means when different things in different fields people have autonomy in operation.

-Vision and mission

Vision means a vivid mental picture which represents a desired result for selected goal of an organization. Mission shows purpose and main objectives of the organization, it also can measure the organization's success.

Attitude section:

-Confidence

Confidence could be the belief in oneself and own abilities, feeling trust in something or someone, face the reality with hopefulness and passion.

-Healthy mentality

A student's positive and healthy mind setting is the path to wellness, productivity and success.

-Respect and modest

Being respectful and modest reveal an attitude of humble opinion with esteem, as an essential student leadership characteristic, it covers these aspects: humility, trust others, respect others, listening, commitment to others' growth, sharing, reality-based attitude, tolerance.

-Responsibilities

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Responsibilities mean the traits of being answerable to someone or something, and being responsible for own conduction, they are also the forms of trustworthiness.

Extra-Curricular Activities

In addition to academic pursuits, extracurricular activities make up a valuable part of the overall university experience, performed by undergraduate students; they often organize and direct these activities under student-led initiatives, and often involve others of the same age.

Internship

Internship is one of prerequisites for graduation. Several institutions are recommended for senior students' internship. Every student can apply for it that correspond to relative faculty, hence, students also can spontaneously go looking for internships institutions by themselves.

Normal University

A Chinese normal university referred to an institution that aimed to train school teachers in the early twentieth century, but nowadays, many former normal universities in China have developed into comprehensive universities.

Practice

Student leaders' actions in the environment and phenomenon in a person's abilities continue to improve, which engage in the practice of leading.

Student Affair

It is a division of services and support for students of higher education to enhance student growth and development.

Student leader

A student leader is typically a primary, middle, high school, college or university student who serves in a leadership position in their school or on their campus, who takes on the responsibility of disseminate culture or knowledge through inspiration, tutoring, campaigns etc.

Student Union / Association

A student union or association of a Chinese particular university usually plays the role as the organizer of student activities, and it is often accorded on the campus, dedicated to social, representation and academic support of the membership.

Student Leadership Characteristics

In higher education, the student leadership refers to every student's own building deals with belief, value and ability in campus life. It also refers to the enhancement of students' skills according to the developed leadership to social, organizational activities, representation and academic support. The quality or features of students that is typical of them and meaningful to recognize, student leaders are juniors and seniors who possess traits of leading, with an honor and a responsibility open to all

Model of Student Leadership Characteristic Practice

Students learn how to become capable leaders by applying the designed and

validated model, through campus-based involvement, leadership practices, especially co-curriculum activities.

Significance of the Study

The researcher would like to gather much useful information about student leadership at the Normal Universities. The findings ought to be presented in this study with highlight issues and problems, student leadership issues in connection with the leadership characteristics in initial teacher education of China. Therefore, the researcher would like to conclude that further studies might focus on several areas of concern. The leadership model derived from this study could have an impact for all students of normal universities in Hebei province of China. First of all, this study dedicated to help students to involve, explore, and promote their campus experience so that they might flourish as individuals and become excellent contributors. Integration of student engagement involved a reciprocal relationship between students and the campus (Wolf-Wendel et al., 2009). Improving normal university student leadership was an expression of its comprehensive quality improvement, training experience and methods for cultivating qualified graduates and teachers. The findings of the study could engage leadership and leadership characteristic practice development in all of students. They expanded the range of involvement opportunities for students to develop and challenge themselves, and they indicated promoting student leadership through various student experiences to cultivate opportunities for educational growth.

Secondly, the findings of this study could also provide convictive information to prepare the best students as excellent leaders. Students, teachers, market employers also enjoyed the great benefit from concerning the effective student leadership of China in 21st century.

Thirdly, intervention method during implementation in this study, which comprised student leadership conferences, local community service outreach, empowering leaders' camp, co-curricular activities, and evaluation and feedback of student leadership characteristic practice, there were various approaches to supporting individuals in leading practice, the students really got real knowledge, experiences, and challenges from practice, therefore their skills, knowledge and attitude had opportunities to be cultivated and improved greatly.

Fourthly, this study could enrich the theory of Leadership. Development of leadership theories were more on enterprises development process, government departments and other organizations in gaining experiences and achieving development. The results through this research would be able to enrich the leadership of the relevant human science, management science and other disciplines. Thus, this study not only added to the student leadership characteristic practice development scholarly literature in university institutions, but also made benefits for current practitioners. To better understand the gap between student leadership characteristic practice presence and expected improvement and practices, student leaders could assess their own behaviors in order to improve and prepare for the next professional step.

In addition, students, teachers, leaders and future researchers in Chinese normal universities could be direct beneficiaries of this research. From now to the future, the improvement of future researchers included the significance of guidance and reference. New professionals and those in graduate preparation courses could look to the student leadership characteristic practice attributed in institutions as outcomes to the professional development in the field of higher education of China.

In other words, the outcomes of this study might direct Chinese educational revolution.

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CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher reported on the sources of information that recommended distributing them into three parts as part I: context of the study, part II: theories related, and part III: researches related

Part I: Context of the Study

International Student Leadership Characteristic Practice Concerns

Dubrin (2013) identified and concluded students who attended program or practice in a development of student leadership characteristic practice had already built their own opinions about what specific characteristics leaders should possess, and about whom they perceive as leaders. The role and effects of preconceived notions in the development of student leadership characteristic practice was still unexplored area that occupies the attention of both practitioners and theorists. It was interesting to find out which persons young people perceived as leaders. The researchers could use the questionnaires to identify student's preconceived notions of leadership. If the researcher wished to develop successful leaders, it should be needed for students to understand leadership skills in order to upgrade their existing abilities. Several explanations for the resulting patterns of responses were proposed and suggestions were made for further research.

Leadership in Chinese Context

There was a long-term and significant history of Chinese leadership thought. Qi (2011) explained in ancient time prevailing Confucianism and Daoism Education in the Chinese Empire for political purposes, but they still had a strong impact on current education. Confucianism and Daoism as two key elements, according to organizational change, improvement and reform made a dent in launching and sustaining harmony of Chinese leadership. In this section, the researcher would identify elements of Chinese leadership that appear from Chinese history.

Guo (2002) presented a historical view to comprehend the characteristics of ideal Chinese political leaders. According to his academic works, the history of Chinese political leadership thought contains three heritages: Confucian Nobleman, Daoism Sage and authentic person, and enlightened leader.

The leaders were anticipated to represent three concepts: humaneness which contains compassion and tolerance; ritualism, where the leader performed in the launched social way as an exemplary model in order to mark a social occasion; and moralism, where the leader was outstanding for setting up a moral maxim morality and politics are indivisible in the Confucian ideal.

In Daoist ideal, Guo (2002) declared that the leader believed that putting glory and wealth aside as to maintain own free spirit, and reached a pure and intensive focus on followers. The main idea of the Dao was literally “inaction” but was actually closer in meaning to “noninterference in the way of nature”. They believed that leaders were expected to be authentic persons as well. They obeyed the rules, comply

with order and harmony, and followed the nature.

The researcher concluded a blueprint of Chinese leadership: Firstly, Guo (2002) claimed that Chinese leadership was focused on Confucian humaneness (ren). In Confucianism, the ideal political personality built a heroic image by historic mission, instinctive social knowledge, and willingness to do changes and demonstrate humanness. Secondly, Guo (2002) stated that Chinese leadership advocated ritual (li), after comparing it with Christian's concept of law. He also found that ritual includes personal integrity, social relations and political systems. Thirdly, Cheng and Wong (1996）indicated that Chinese leadership effectiveness emphasizes positive attitude of moral obligation. It also contained roles of leaders in moral education. Therefore, effective leadership in the Chinese was different from the Western. Fourthly, Chinese leadership owned a remarkable attitude toward political demands. The desirable leader also needed to be independent and free from distracting glory. Lastly, Guo (2002) pointed out that an ideal leader was a strategist with a power of inaction. He stressed that people did not deliberately change the original forms of nature nor control human nature. The people would be bound to each other in the end and they achieved the goals to govern the country.

Walker and Dimmock (2002) concluded that Chinese leadership characteristics and features as follows: moral criterion, human nature, intelligence, slyness, liberty, honor, sometimes the ability to lead by inaction, those were different from traditional leadership in western world, thus Chinese culture could not be ignored, and those non-western leadership characteristics could be significant in

ascertaining features of leadership that might supply optional solutions.

Student Leadership Education in Chinese University Context

According to the research findings related to the development concerns on university students in Hong Kong of China, there were problems of students' behavior and lifestyle including: excessive drinking, addiction, internet pornography, irregular sleep patterns, and violence among people. The phenomenon of suicide, depression and anxiety mental health problems were also observed. Some students were not good at setting personal goals. They had low self-confidence and focusing on materialistic values. Self-centeredness and lack of participation in activities with enthusiastic was common among University students. According to "Tomorrow's Leaders" in Hong Kong Polytechnic University of Hong Kong , the term "leaders of tomorrow" was used, because they believed that every student could attribute the positive development as young leaders is an important step (Daniel, Andrew and Joav, 2014).

Views regarding in Chinese research: The prediction of that models or strategies might be needed to address the problems in order to access to all students in High education. Today’s main trend was student leadership development. The completed research studies were mostly in developed regions of Hong Kong. They considered that there was a great research space in Mainland.

In addition, Zhou (2006) did a data survey on grade differences of personality traits in students of normal universities. The outcome of her study showed the scores of warmth, intellect, sensitivity, vigilance, abstractness, tension, and the personality

factor of creativity among the students of higher grades (junior and senior students) were obviously lower than those of lower grades (freshman and sophomore). The scores of consciousness and self-reliance were obviously higher in the former than the latter. In Zhou's study; according to the personality traits of normal university students in all grades, there was a significant difference between low-grades and high-grades in general because the formation, cultivation and transformation of personality mainly depends on acquired environment and education, normal university students with the grade level increasing received higher education level. Especially junior and senior students experienced training, teaching practice or internship, which encouraged students' personality to mature, gradually reduced negative aspects of character, and showed some necessary profession in good quality. However, in her case study, junior and senior students who were lack of teaching experience and practice in a series of practical activities, felt worry, fear, and anxiety. Absence in school due to job hunting also increased students' emotional instability, anxiety, pessimism, anxiety increasing, mental health decline and other negative factors.

This study argues that senior students' fear of failure before they practiced teaching, which could be overcome when they become aware from the support or respect of their students. The student teachers began to identify themselves as real teachers, however, once their students antagonized them, they might start questioning their choice of profession.

Van Huizen, Van Oers, and Wubbels (2005) studied the analysis of current situation in initial education. The selection of pedagogical principles implemented

training and most generally spread bases which included competency-based, personality-based and inquiry-based. They emphasized that proceeding exclusively from keeping status quo might create one-sidedness and risk exaggeration. Therefore, it was very important to let student teachers build self-confidence and got support from partners or supervisors, as to avoid hesitations and doubts about their profession in the future.

Foskett and Lumby (2003) claimed that any kind of formal organizational charts might indicate leadership undertaken diverse people at different levels. Bennet and Ander-son (2003) supported this comment and state that leaders could be found in various divisions. In this study, every student leadership especially referred to extracurricular activities underlying student affairs ought to be discovered.

There was a common basic structure of Chinese Normal Universities below in Figure 2.1, from the entire organizational chart view. The student affairs section of this study was vital. To assist students in their personal growth and development, the Office of Student Affairs should provide professional services in organizing and supporting student activities, managing student ethics, assisting non-local students and promoting cultural diversity, enhancing all students' learning effectiveness and career prospects, helping students through counseling and related services.

In China, a division of student affairs of a particular university usually played the role as the organizer of student activities such as holding a party, organizing some interesting matches, community service and so on. Student affairs of Chinese universities and Communist Youth League of China were supplementary to each

other, which limited its function as an organization. Chen (2010) stated in China, firstly, student organizations had to comply with Chinese laws and regulations; and their set up needs in accordance with the permission of Chinese Communist Party and actual needs of the educational management. Student organizations were composed of students based on their interests, hobbies, professional expertise, with a certain organizing and coordinating capabilities. Dai and Cai (2014) concluded that the main student organizations in Chinese universities are the Youth League Committee, student affairs or student association. The student organization was provided with a plurality of functional departments. Every department had its own affairs and responsibilities that equipped with 3 to 10 student cadres according to the size of department.

The Office of Student Affairs should aim at facilitating the all-round personal development and growth of students of the University. Undoubtedly, student affairs office was not alone. It also worked with other functional units within the University and external resources. It could also provide quality of non-formal educational experience to all students. Student affairs office could select the common goals to meet students' progressive needs and help them realize their potential as they advance along with their educational path at the University. The following figure demonstrated the basic structure of Chinese Normal University organization.

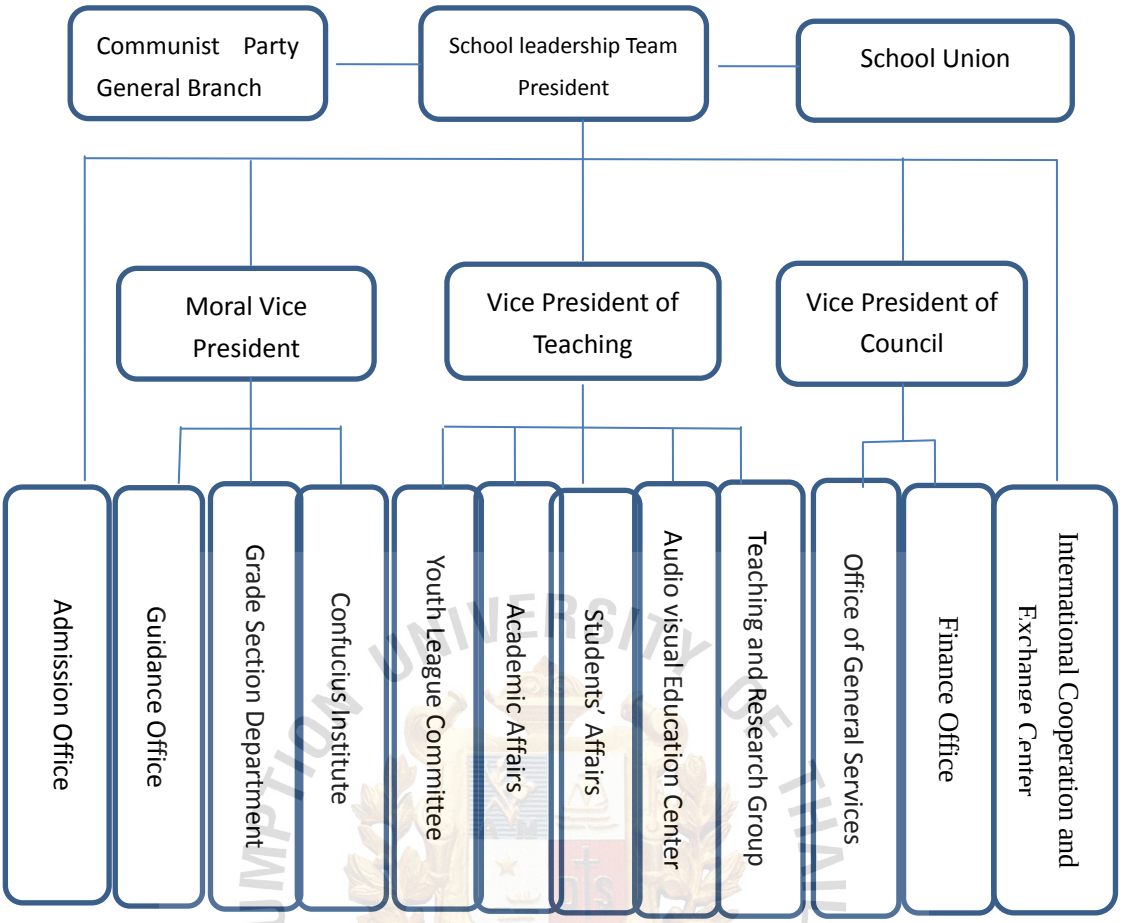

Figure 2.1: Basic Structure of Chinese Normal University Organization

Source: Public Reading (2012). *Basic Structures of Universities*. Retrieved from China Ministry of Education official magazine website on Nov 9, 2012.

Student Leadership Education in Hebei Province Context

The Hebei Daily newspaper on November 9, 2014 reported that the Board of Education in Hebei Province strongly advocated the development of university student leaders through leadership seminars, volunteer services, school camp tours, and other extra-curricular activities. Another purpose was to help these university student leaders lead other students to participate more in campus and local communities, more importantly in extracurricular success.

It seemed that student leadership development really got deep attention, but there were a lot of questions that are being asked about the student leadership in higher education: How to develop students' leadership skills in details? What kind of leadership knowledge the student gain? How about the students' leadership attitude currently? What kind of problems exist in the university need to be resolved? How emerge East and West leadership characteristics to achieve a better model for the University students? These questions can be considered as the researcher's challenge in this paper.

Zhang (2016) appealed how to combine with the skills of the 21st century for Hebei Province and even the whole country's universities is a severe test. The contents of 21st century skills helped to prepare students to meet complex challenges, fulfill their civic responsibilities, and enrich school life. Through clear descriptions 21st Century Skills persuasively showed why policy makers and educators should run to implement 21st century learning projects. There was a broad set of knowledge, skills, habits, and character traits that educators and school reformers believed, particularly in college programs and contemporary careers. Generally speaking, 21st century skills could be applied in all academic and extracurricular areas, cover educational, career, and civic settings throughout a student's life (Trilling, Fadel, & Partnership for 21st Century Skills, 2009).

Five Higher Education Institutions

Hebei Normal University. Hebei Normal University was a provincial key university, located in Shijiazhuang, the capital city of Hebei Province. Hebei Province was a provincial university with centuries of history and glorious tradition. The school originated from the Shuntian School which was founded in Beijing in 1902 and Northern Female Normal School which was founded in Tianjin in 1906. In June 1996, previous Hebei Normal University, Hebei Normal College, Hebei Institute of Education and Hebei Vocational Technical Teachers College merged to be a new Hebei Normal University. It was an earlier establishment and larger scale Teachers College. Chinese Ministry of Education planned to reform it as an outstanding university (Hebei Normal University Annual Report, 2016).

Hengshui Normal University. Hengshui University was founded in 1923. It was named a "National Civilised Unit", and has the goal of "concordant teacher and student development". Hengshui University was located in the "North Lake City", Hengshui City, Hebei Province. It covered an area over 500,000 square meters, with 233,000 square meters of teaching buildings. The campus had beautiful scenery, and a pleasant environment. It had been included among The Top 400 National Sector Agricultural Regeneration Units. Gained the equivalent of a 4 star rating for cleanliness and hygiene, and had three times attained the status of Garden-Campus within Hebei Province. By the end of year 2015, there were more than ten thousand

full-time students from over 30 provinces, municipalities and autonomous regions studying here. There were 13 departments (for majors), 6 public education departments (for non-majors), providing 45 majors for undergraduates, which was divided into nine disciplines: literature, science, engineering, education, economics, management, art, law and agriculture.

It was deserved to be mentioned here, Hengshui Normal University was the only one university in Hengshui City. Hengshui Normal University was putting effort to focus on establishing an environment conducive to success, providing a progressive education that fosters the students' creative development, especially paying attention in innovation in the educational environment and cultivating high quality graduates with practical skills to meet the needs of society (Hengshui Normal University Annual Report, 2016).

Baoding Normal University. Baoding Normal University was a full-time undergraduate Provincial Normal University. The school was founded in 1956 and was approved to be upgraded to the university by the Ministry of Education in 2000. In 2007, it passed the Ministry of Education Undergraduate Teaching Assessment.

The school was located in Baoding City, Hebei Province High-tech Development Zone. According to the April 2016 show the school's official website, the school covered 320,000 square meters; teaching and research equipment worth nearly 100 million yuan; it had 866 full time staffs, more than 10,000 college students. In many years of educational experiences, Baoding University had

accumulated a rich cultural heritage. Attached great importance to the quality of student education, through the science and technology culture, arts festival, social practice, volunteer services and other carriers for the growth of university students to create a rich, elegant and positive campus culture (Baoding Normal University Annual Report, 2016).

Cangzhou Normal University. Cangzhou Normal University was located in the new urban area of Cangzhou City. Its predecessor was Cangzhou Teachers College which was founded in 1958 in Tianjin. As the first college and university in Cangzhou history, in March 2010, it was approved by the Ministry of Education, officially upgraded to be a full-time regular undergraduate institution.

As of June 2015, it covered 196,900 square meters; the school had 452 full-time teachers, 10890 full-time college students. Since 2014 it was approved with Chinese-foreign cooperative education project eligibility by Ministry of Education (Cangzhou Normal University Annual Report, 2016).

Hebei Normal University for Nationalities. Hebei Normal University for Nationalities located in the historical and cultural Chengde City, its predecessor was founded in 1907 by Emperor Royal Assent established Rehe Politics and Law School. It was renamed several times during past years. In 1992, the State Board of Education renamed it as “Chengde National Teachers College”. In March 2010, it was approved by the Ministry of Education to upgrade as “Hebei Normal University for

Nationalities". In Hebei Province, it was a unique one particular undergraduate institution for different nationalities with a motherland.

According to April 2015, its official website showed the school covers an area of 230,000 square meters, till the end of 2014, full-time college students were nearly 11,000 people (Hebei Normal University for Nationalities Annual Report, 2016).

In terms of student development, the student affairs of five Normal Universities shown above as student government organizations, under the leadership of the Party Committee, adhered to do the dedication service for all of the students. They were responsible for all activities and events organized for students benefits. The student affairs understood progressive education that fosters the students' development: keeping fine traditions whilst blazing new trails and Normal University teaching philosophy was best described as progressive education. Its importance was attached to the students' ability to explore their potential, and thereby, their individuality was cultivated.

Part II: Theories Related

To further understand student leadership, an overview of evolving leadership theories as a basis was described in the following part.

An Overview of Evolving Western Leadership Theories

The research of leadership covered lots of disciplines with various definitions and they were evolving all the time. Indeed, leadership was now being made tremendous progress in the education sector, and had established across almost all education levels in the world (Torres, 2008).

The thoughts about leadership at first were innate leadership and leaders' feature were the same as managers. It was a complicated process to make people understand leadership well through achieving the common goal in group.

The Great man theory indicated that the minority of people born as natural leaders whereas most people cannot learn to be affective leaders. It also described that when a leader was needed, the selected person went forward to deal with the situation based on innate and talented skills. According to Carlyle (1988), effective leaders were those gifted with personal attributes, divine inspiration and the correct characteristics. This early theory of leadership was no longer widely accepted because it was limitedly based on immature study of identified excellent leaders. In general, those leaders were rich white people in the aristocracy, which stimulated people to think that being a great leader was hereditary. Therefore, this method avoided the possibility of women and other social sectors to be leaders.

Trait theory was an early leadership theory as well; Allport (1936) discovered that there were more than 4,000 words which described different personality traits in one English language dictionary. He categorized these traits into three levels: cardinal traits, central traits and secondary traits. As time goes by, according to Cattell (1965),

he narrowed the number of main personality traits down to 171, then he used a statistical technique known as factor analysis and finally defined just 16 key personality traits, and one of the most often used personality assessments known as the Sixteen Personality Factor Questionnaire (16PF) was developed. Eysenck (1992) developed a model of personality based upon these three traits:

Introversion/Extraversion, Neuroticism/Emotional Stability, and Psychoticism. Result in a new trait theory often referred to as the "Big Five" theory which was emerged from Allport and Cattell. It represented five core traits that affect forming human personality: Extraversion, Agreeableness, Conscientiousness, Neuroticism and Openness. Word trait theory believed that people are born with certain characteristics combined together to become good leaders. The study dug out the characteristics of successful leaders, and the other person who had similar genetic traits also could become a good leader.

Unlike with trait theory, Behaviorism believed that all behaviors were the result of conditioning. No matter what a person's background, he or she could be trained to act in a right manner underlying the particular condition (Watson, 1930). Behavioral theory assumes leadership abilities could be learned, leaders could be made. This theory opened the barriers of leadership development. It was important to focus on what leaders do successfully, so others tried to learn from leaders' behavior or actions. There was no definable behaviors nor did identified behaviors which conduced failure, thus, all research evolved to involve assessment of situational factors that also affected leaders.

Charismatic leadership referred to the personal and behavioral characteristics of leaders. Such leaders could inspire and encourage their subordinates through their joint of an organizational vision (House, 1977). Subordinates identified with the vision and accepted the leader's beliefs, values and goals as their own. Conger and Kanungo (1987) proposed an attributed approach to charisma that was; subordinates attribute charisma to a leader based on their perceptions of the leader's behavior. In certain aspects, the notion of charisma was a personal characteristic of the leaders. Its appearance was considered to be the revival of the methods of trait leadership approach.

Situational leadership theory was often referred to as the Hersey-Blanchard Situational Leadership Theory. There were four primary leadership styles proposed: Telling style related to what to do and how to do it; selling style related to Leaders consume their opinions to followers, then followers purchased the products into the process; participating was about leaders allow group members to enlist their ideas together and making decisions by themselves; and lastly, delegating, wherein followers were able to make most decisions on their own and be responsible for their considerations (Hersey and Blanchard, 1969). This theory assumed that a great leader should not only perform a single leadership style, but at the same time take into situational account factors such as the attitudes and skills of followers underlying different conditions. Leaders gradually focused on followers' growth and progress. They also paid attention to the relationship between leaders and followers.

Servant leadership theory could be called as a modern application for organizational leadership which could be used in churches, education, foundation, and business (Greenleaf, 1977). However, Servant leadership was a long-term work, which could stimulate positive changes within the community. It was not quick fixes and we could not see immediate results. If the leader listened to followers too much, leadership style would be indecisive or weak-minded.

Transformational leadership was a process which deals with leaders and followers involved in a process of enhancing each other's moral standards and motivation levels mutually (Burns, 1978). It was often used to compare with servant leadership, because both of them focus on the vertical collaboration. All leaders had shown lots of concerns. Servant leadership presented more prominent service characteristics, however, transformational leadership in the organization was no longer focusing on followers, and the appeal was to let followers to serve the organization's objectives and common goal (Komives et al., 2011).

Transactional theory was also known as Management theory. This theory of leadership was first defined by sociologist Max Weber (1947) and further investigated by Bernard M. Bass (1985) in the early 1980s. It emphasized the role of community, organization and group performance, and it was often used in commercial field. When employees won, they were encouraged or rewarded and when they failed, they were blamed or punished.

Participative leadership theory assumed that ideal leadership style needed followers' investment into the supervision. Likert (1967) defined four main styles of

participative leadership, particularly making decisions and the group members' involvement in the decision: Exploitive authoritative: in this style, the management took advantage of people's intimidation. The communication between superiors and subordinates was top-down. The superiors made decisions most of the time, thus, distance between superiors and subordinates was quite far; benevolent authoritative: superiors used rewards and they preferred subordinates' lower down subservience; consultative: in this style, management generally used rewards, occasionally used punishment and the communication between superiors and subordinates was warm but cautious; participative: the superiors encouraged group members' participation and their relationship was closer. The top was candid and open to make decisions with group members which directing the common goals in process. The leaders encouraged members to participate and contribute to make corresponding decisions in process. However, in participative theory, leaders reserved the right of followers' input.

An Overview of Confucianism Leadership Theories

The above overview and discussion represented a major leadership theory leading achievements of modern Western theorists. They were the results of social sciences or modern western thoughts in universal and at the same time strengthen those ideas. However, modernization was the current trends in the west extend to others beyond doubt and could not be called into questions without biases (De Bary, 2004). The globalization of knowledge should also take into account the values and experience of other countries. In this study, the values of Chinese civilization itself

could not be ignored. The existence and development of Confucianism over three thousand years of history was independent to any other significant effects (Garrett, 1993). It was necessary to review the major concepts of Confucianism and their overtone for organization and leadership.

Ren. Ren, as a central concept of Confucian thought had been translated as benevolence, kindness, warm-hearted, or humanity. Its main idea which was related to leadership includes two aspects: self-discipline and other-oriented caring and love.

In one chapter of Confucius' Analects, the word "Ren" appeared 105 times. He claimed that if your desire was good, your people would be good. The leader or ruler's role was like wind and followers were like grass, when the wind blew, thus the grass bended (Chan, 1998). Ren focused on the leader's attitude toward self, self-discipline, and good character of the leader (ruler).Therefore, the central issue of Ren was leader's attitude about self, self-discipline, and establishing a good image.

Confucius observed that the gentleman had morality as his basic stuff and being modest to do expression (Chan, 1998). Confucianism and Taoism had similarity: The great sea was leader of all mountain streams because it placed itself below the narrow streams. Therefore, in order to be a leader of the followers, it was necessary to stay below others skillfully (Chan, 1998).

Thus, a good leader should be modest and place oneself below the people. When individuals were praising others or humbling themselves in social interactions, it meant they wanted to display modesty. For example, if a person said: "your spoken language is amazing and excellent", while an American might reply "thanks a lot".

However, the modest Chinese people would respond in this way: “Not at all. I just know it a bit”. In Chinese culture, individuals might also downplay their performance in public as to create their personal rightness (Huang et al., 1994).

Confucius claimed that someone could practice five issues while could be a man of humanity: Earnestness, liberality, truthfulness, diligence, and generosity. If you were earnest, you would be respected. If you were liberal, you could win people's heart. If you were truthful, you could be trusted. If you were diligent, you would find satisfaction. If you were generous, you were happy to do service for others (Chan, 1998). The concept of “Ren”, expressed the elements of self-discipline, humility, other-oriented caring and patriotism.

Li and harmony. According to Confucianism, li was the basis of proper human relationships such as mutual respect between emperor and minister, parents and children, elder people and younger people, husband and wife, and one friend and another.

Dong Zhongshu (179-104 B.C.) as a major Confucian philosopher concluded the Confucius’s five dual relationships by putting forward that in each relationship the older, stronger, superior people as leaders could guide the younger, weaker, inferior followers. (He, Bu, Tang & Sun, 2003; Huang, Andrulis & Chen, 1994).

Another Confucian thinker Mencius (371- 289 B.C.) stated, if the leader liked wealth, then made your people enjoy the same things, which showed harmonious relationship and the responsibility and obligations of the leader toward subordinates (Chan, 1998).

The later Neo-Confucian ideas of the harmony of yin and yang were a continuation of Confucius's harmonious idea. Yin and yang represented the negative and positive issues existing in all things. Both of them were interdependent and supplementary that combined all of existence into maintaining a balance, cohesion, and conformity in the world (Jensen, 1992).

For Confucius, equality was another key element in promoting harmony of Community. This kind of community with harmony as the central element, was the ideal society of Confucius. A leader should achieve harmony in the society. This doctrine had influenced generations of Chinese scholars and thinkers.

Nurturing People. Another Confucian philosopher Xunzi (298-238 B.C.) described the emperor as the boat and others as the water. The water could carry or overturn the boat. Water was used to describe people and boat was used to describe leader. To sum it up, the leader could enlist support from people, but if the leader was insolent，people could also subvert the leader. The idea that the people were the most important had lasted throughout the Chinese history.

Mencius (371- 289 B.C.) indicated some pervious Chinese rulers lost their empires because they did not draw people's minds and lost the hearts of people. Hence, the meaning was quite obvious: if the leader won the support of the people, he could win the team; if he lost the heart of people, he would lose the support (Chan, 1998).

Confucius placed emphasis on developing and nurturing people. He explained that if a man establish his own character, should also establish the character of others;

if a man wanted to be outstanding, he should also help others to be outstanding as well. So the man of ren cultivated his own merciful mind, then extended and conducted to others. (Chan, 1998; Hsiao, 1979). In short, Confucius firmly believed that nurturing people was a necessary requirement on the leader.

The three major concepts of Confucianism had left a strong impact on particularistic relationships, human relations, conversation patterns, and leadership communication. Confucian focused on ren as a pathway which related to one's self-discipline, modesty, and capability to set up credibility for leaders. The leader's method of caring, loving and cultivating people was in order to build followers' identification about actions and process with the leader. Li and harmony not only dominated the relationship between the leader and the followers, but also the relationship between followers and the role of the leader.

According to organizational life, li and harmony supplied specific mental perception into the comprehension of leadership communication. Li and harmony showed certain types of ordering relationships as follows: mutual benefit, interwoven personal and public relations, the important role of inter-medium and attentive satisfactory communication (Yum, 1988; Chen & Chung, 1993).

Particularistic relationships referred to applying specific regulations and interplay modes depending on the connection and circumstance (Yum, 1988). Leaders and followers both utilized particularistic relationships frequently to accomplish persuasion, contract, and inspection in organization, and then virtually avoided hidden conflicts (Chung, 1991).

Confucianism claimed interpersonal relationships as sustained and mutually compulsory. In Chinese culture, establishing a stable relationship was more significant than involving in an activity itself, since the permanent relationship would open the door for future cooperation (Chen, 1997; Huang et al., 1994). Engaging in Chinese profession activities that helped to create powerful interpersonal ties among individuals was widely accepted in Chinese practice (Ding, 2006).

Confucianism in Education. Confucianism was the cornerstone of traditional Chinese culture and a complete ideological system created by Confucius (552-479 BC). It was based on the traditional culture of three Dynasties. It influenced over the history, social structure and the people of China which had lasted for 2000 years, therefore, the researcher hardly showed affections in education field.

Yong (2012) concluded that there were several main educational thought of Confucius, which were: to teach students according to their aptitude; to treat students equally; to inspire thinking; to study six classical arts: rites, music, archery, riding, writing, and arithmetic. Even today, the teachers still respected and followed most of Confucius ways: Confucius believed that a leader needed to perform self-discipline in order to remain modest and serve his subordinates with sympathy. According to Confucius, leaders could motivate their subjects to follow the law by teaching ethics and integrated force of ritual observance. To Confucius, the main objective of being a leader was to guide people to live with rightness. Through his teachings, he contended to restore the traditional values of mercy, protocol and courtesy in Chinese society.

In this study, the researcher needed to consider the student leaders in Normal Universities that deal with the power of Confucius factors.

Student Leadership Development Theories

Kouzes and Posner's Student Leadership Theory. The outstanding concept of student leadership challenge dealt with everyone's profession within their campus life and every student could be a great leader to achieve his or her own goals (Kouzes & Posner, 2008). Their affirmative joint views of leadership which dealt with leadership models developed particularly with college students in mind.

Model the Way. This practice was about student leaders establishing principles and concerning way of how other students should be treated, and how goals should be pursued. Firstly, student leaders needed to clarify what they were willing to believe in and what they're willing to take a view before they could declaim it to others. Secondly, they needed to make their behavior and actions consistent with their belief and finally, they created opportunities for followers to achieve small wins (Kouzes & Posner, 2008).

Inspire a Shared Vision. Student leaders sincerely believed that they could make a difference. They preconceived the future, creating a promising image of what the student organization could become. Student leaders persuaded others through inspiring. They all shared a common vision, and got followers to see exciting possibilities for the future (Kouzes & Posner, 2008).

Challenge the Process. Student leaders looked for opportunities to change the current situation. During the process of looking for innovative ways to improve the organization, they made an attempt to do things and had willingness to take risks. The leaders also knew that adventure involved mistakes and failures, so they accepted the unavoidable difficulties and disappointments as opportunities to learn (Kouzes & Posner, 2008).

Enable Others to Act. Student leaders deeply understood mutual respect. Others sustain remarkable efforts took a long time to create a trusting environment and made great efforts to develop others making each person feel more capable as a result (Kouzes & Posner, 2008).

Encourage the Heart. Student leaders understood completing outstanding issues in organization was not an easy job. To keep hope and determination alive, leaders recognized contributions that individuals make. In every successful team, the leader appreciated members' efforts, so leaders leaded followers to celebrate their achievement together, share rewards, and make other students feel themselves like heroes (Kouzes & Posner, 2008).

Alexander Astin's Theory of Involvement. Alexander Astin's (1984) Theory of student Involvement was published in 1984. It described the importance of college students' participation and involvement in extracurricular activities. The main conception of student involvement theory was based on three elements: input, environment, and outcome, and there were five basic postulates which dealt with involvement in details.

This theory illustrated the expectations of institutions and students change development, both were related to co-curricular activities and practices. Firstly, a student's "input" included ethnic group, demographic, diverse background, and previous experiences. Secondly, the student's "environment", which focused on all of the experiences a student would have during college. Lastly, there were "outcome" which covered a student's characteristics, skills, wisdom, manner, faith, and values that retain after a student had graduated from college.

Astin had created five basic assumptions about involvement. At first, he discussed that involvement demands an investment of psychosocial and physical vitality. Secondly, involvement was sustained, and that the amount of vitality needed to be invested by every student. Thirdly, in many concepts of involvement might be quantitative and qualitative. The strength was required for sustained physical or mental activities. Fourthly, students' gain was proportional to the degree of their participation directly. Lastly, academic fulfillment was relying on the student involvement. This theory was widely adopted by the World of Engineering Education, and is one of the most powerful evidences for co-curricular student involvement.

Astin (1984) claimed student leadership development was a process that everyone was exposed to changes and proceeded to more complicated behavior which was caused by overcoming increasing challenges of life. Actually, it was a process of self-fulfillment after students in order to dominate over complex challenges; students could obtain a comprehensive advancement.

In addition, researchers continued to study this correlation with similar results. Students involved in extracurricular activities, such as student organizations, leadership positions as well as student dormitories on campus activities. They all had a positive effect on their retention practices and academic studies (Kuh and Pike, 2005). Because there were a lot of positive aspects of extracurricular involvement, universities always encouraged all students to participate in extracurricular activities.

Chickering's Seven Vectors. The theory emphasized the overall identity of college students' development; it was published in 1969, and re-visited in 1993. This theory set up seven vectors or tasks which related to mental development.

The "Task" of Arthur Chickering (1969), seven vectors was what students must go through while developing their self-identity. The first was, developing students' ability. There were three types of ability which college students were in need of development identified by Chickering including intellectual, manual skills and interpersonal ability. Intellectual ability which meant the ability of understanding, analyze and synthesize. Manual skills referred to the ability to do the tasks physically while interpersonal ability meant to have an interaction with others in order to establish relationship (Chickering 1969).

The second vector was the ability to control the emotions. College students had lots of emotions, and through this theory, student became emotionally aware and knew how to control them. There were various ways for college to encourage students dealing with intense emotions like anger, sadness, happiness and fear. The importance

of realizing the balance between self-awareness and self-control of their emotion was quite critical (Chickering, 1969).

The third vector was the movement through autonomy toward interdependence. Students must learn to operate and take responsibility for their own. For students, it is critical to find independence of emotion and instrument. Emotional independence meant the capacity of a student to willingly sacrifice the relationship of those who were close to them in order to pursue their own interest and belief. Instrumental independence was the ability to solve the problem. Through this carrier, students could deal with the tension between the desire of acceptance and independence, together with respecting the other's independency and peculiarity (Chickering, 1969).

The fourth vector was to improve a mature relationship with others. This ability needed students to be friendly and allow the existence of special differences of others. College students had the chance to meet lots of people with different religions, colors and backgrounds. In this way, students would learn how to accept the unique differences. Intimacy meant “make familiar”. Intimacy is a close, family-like connection. (Chickering, 1969).

The fifth vector referred to identity development. Identity development was the process to find out what experience, at what levels of intensity and rate, we resonated in satisfying, safety and self-defeating fashion. This identity development built a model that how a single person was recognized by others. Eventually, the

development of a person's identity let the person sense satisfaction of him/herself and how that self was discovered by others (Chickering, 1969).

The sixth vector was purpose development. Students started to think the importance of receiving their diplomas. They were not just getting the diploma to apply for a good job, make a living, or develop ability, but the purpose development was more than that. Through daily life in college, students found out what made them active and what made them feel fulfilled (Chickering, 1969).

The seventh vector was integrity development. This vector linked to the previous one, it was the skill that students possess to personalize humanizing values, and use them to their own conduct. Many of the students' values were facing serious challenges when they were going to college. The integrity development was actually the skill that students applied to practice and assemble with their own belief (Chickering, 1969).

Meyers and Briggs Typology. In fact, Meyers and Briggs Typology was a theory that was set up as a personality inventory which dealt with a person's psychological type particularly. It was published as the first edition in the 1960's, however, toward the latter years; it went through a few changes. There were four distinct dichotomies as four stages were decomposed into sixteen personality types.

According to the theory overview, the Myers-Briggs Type Indicator was developed by Isabel Briggs Meyers and her mother Katharine Briggs. This Indicator was known as MBTI which was frequently used in college students' career especially

advisory center. It could help college students understand their own prescriptive personality types (Myers and Isabel, 1980).

The inventory addressed the precedence of four dichotomies. It came along with the identification and characterization of the sixteen probable personality types. The four different dichotomies could be combined to create diversities; the first diversity was between extraversion and introversion. Extroverts drew energy from interacting with others, whereas introverts drew energy from their own inward world. Secondly, it was inevitable to make connection with each other to get information which depended on sensing and intuition. Sensing referred to obtain information through the five senses, while intuition referred to the style of someone's performance during the information. Thirdly, someone made a decision in accordance with the feeling, while someone made a decision after considerations. Thinking was logical, but feeling was often lack of rationality and reasonable pathway. Lastly, when people needed to build the structural framework of events, some people's judgment was through rational and planning carefully to complete, while others' judgment and accomplishment were created through flexible perception.

William Perry's Theory of Intellectual and Ethical Development. The theory was a typical model relied on the intellectual development of college students. The initial development of this theory had crossed two decades both of 1960's and 1970's.

William Perry's (1970) theory determined three stages: dualism, multiplicity, and relativism. It was based on his studies of awareness and moral development in

undergraduate students. He believed that college students went through four phases of psychological and ethical development. The four stages were dualism, multiplicity, relativism, and lastly commitment. These four stages were then further broken down into nine positions.

His theory was quite useful because he did not only introduce each stage in details, but also explained how people achieve and change in each specific stage. The first stage was dualism, it was typically argued for young people since dualism was the opinion that any problem would be solved and every student ought to obey the rule in compliance with the law. The second stage was multiplicity; involving two types of problems; solvable and unsolvable. Actually, people did not have solution in some cases. Furthermore, in this stage, students' confidence and belief came from their own inner voice. The third stage was relativism. During this stage, all of the solutions should have specific reasons and the situation details were tangible, thus, each issue which dealt with interwoven links could be evaluated. Finally, the stage was commitment; the inevitable uncertainty was accepted as building blocks of life. During this stage, students utilized a combination of real practice and experience to draw final conclusions.

Bloom's Taxonomy. Bloom's Taxonomy was created in 1956 by Dr. Benjamin Bloom as to promote deep thinking in education. He stated that not only rote learning was effective, but also analyzing and evaluating concepts, procedures, and elements. It was widely used when designing educational, training, and learning

processes. The committee identified three domains of educational activities or learning (Bloom, et al. 1956):

-Cognitive: mental skills (knowledge)

-Affective: growth in feelings or emotional areas (attitude or self)

-Psychomotor: manual or physical skills (skills)

Educational designers, trainers, and educators usually dealt with these three categories as KSA (Knowledge [cognitive], Skills [psychomotor], and Attitudes [affective]). This taxonomy of learning behaviors was considered as the goals of the learning process. It meant after a learning process, the learners should have acquired a new skill, knowledge, and/or attitude.

In the 1950's, Benjamin Bloom successfully led a committee in identifying the various demand levels for the cognitive domain. The three domains was divided into several subdivisions, starting from the simplest cognitive process or behavior to the most complex. However, Bloom's taxonomy was easily understood and was probably the most widely applied one in use today. In this paper, skills, knowledge and attitude as cognitive three domains had been used to structure learning objectives, assessments and various activities during the implementation stage.

Part III: Researches Related

This section summarized some of the researches done or unfinished study in relation to student leadership and dropout that had been carried out by researchers. It

interpreted about organizational perspectives, outdoor education, formal education level and their findings.

Flexibility as skills requested leaders to adapt and adjust their feelings and thinking to new situations while reacting as soon as possible (Bar-On, 1997). Hooijberg, Hunt, and Dodge (1997) clearly illustrated that great leaders were prepared to use the ways demanded by different conditions, effective leaders required at the same time in various and fact changing situations, nearly all probable contingencies could be covered. Volberda (2006) explored the different types of flexibility on a strategic perspective. He concluded that flexibility skills depended on the interplay of a leader's capabilities and the feedback of the organization, every organization needed certain changes or stability to influence the organization's environment. Other researchers supported that flexibility was one of the cognitive abilities for success in leading process and environment (Hitt, Harrison, Ireland, & Best, 1998), and the relationship between flexibility and leadership was: leadership played an important role in the achievement of flexibility.

In Jim Collins' (2007) research, he stated to understand the modules which could make the organization to be greater in related fields. Even he did put leadership and management aside because he considered it was too rash to define the leader, he could not overlook the cogent result that "Level 5 Leadership" was a requisite element of any organization that was classified as great. "Level 5 Leadership" contained two key characteristics: modesty and commitment for the organization, according to this issue, Collin contended that derived great organizations. Until 2014,

Reid and his partners conducted a deeper study about asking employees to give grade to their employers' dimension about modesty and commitment. The researchers discovered that their created instrument could ascertain "Level 5 Leaders" that met Collins' requirements, it followed that modesty and commitment could not be neglected. Reid and his partners provided opportunities for students to develop their skills and cultivate attitude as to assess professional level.

Kass and Grandzol (2011) were conscious of the importance of stronger student skills in leadership setting. They also recognized it's essential for Masters of Business Administration programs to complete leadership program implementation with school curriculum and student practices together. One selected MBA program made a decision to study the outcomes of an intensive leadership program through a skill inventory survey. They organized a mountain expedition as to evaluate student leadership practices eventually. The participants in the expedition demonstrated obvious progress in Kouzes and Posner's five categories of leadership challenge coincidentally: model the way, inspire a shared vision, challenge the process, enable others to act, and encourage the heart. In the meantime, the students who were arranged in the classroom demonstrated their improvement in only three categories: modeling the way, encouraging the heart, and enabling others to act. In this study, the intensive field program developed more student leadership skills in comparison. Kass and Grandzol's research indicated the field education plays its role effectively in student leadership development.

The National Outdoor Leadership School (NOLS) as an organization focused

on intensive field program for student leadership development and it was established in 1965. There was one study aimed at formulating the theory of learning in a NOLS leadership course. Sibthorp et al. (2011) stated the researchers found that the lecturers effectively play an important role in students' growth and learning. This result exactly corresponded with the concept that NOLS was conveying leadership knowledge and skills through their excellent lecturers.

Lemus et al., (2010) explained in the University of Southern California that Quick science was a created project for secondary students to develop a competence for coaction and service learning. In this project, every six students with a coach comprise a team. Teachers pointed out that the main success was the utilization of various leadership skills. This study declared developing leadership skills and curriculum study of a small scale program were joined up successfully.

Rosch and Caza (2012) did a study about short-term leadership development programs. It revealed that short-term programs were efficient for students to understand values, communication skills, problem-solving skills and team cohesiveness. This study especially demonstrated that communication and team collaboration skills were developed after a three months leadership program, however, it also revealed moral inference needed to be cultivated in a long-term program.

The Knowledge is Power Program was established in Houston since 1994, hence, a lot of charter schools had developed across the US country. Compared to identical public schools, KIPP charter schools got better results on student achievement tests through motivation, participation and encouragement, such as: Assembly activities

and parties. The authors claimed that even those extracurricular activities seem not to be relevant to course examinations. It displayed developed student leadership and group cohesiveness.

The results of the study by Kennady (2003) showed that the importance of attitude especially included trust for the leaders, it was the way of empowering the followers during leading practice process. In the past, Gardner (1990) also claimed that the keeping of the promises by the leaders determined the level of trust that the followers had toward the leaders.

The study of Plinio, Young, and Lavery (2010) discovered that one of the most important issues was healthy mentality in leadership area. It also found out the trust between leaders and followers was essential. The concluded results of their study showed that there was an alarming growth in cultivating the positive attitude in all levels of the organization.

From the different studies above that were conducted in the area of student leadership development, and the studies also showed the necessity and importance to focus on developing student leadership skills, attitude and knowledge through created leadership characteristic practice model in educational field of 21st Century.

CHAPTER III

RESEARCH METHODOLOGY

This chapter describes the summary of research design, the proposed research procedures, population, sample, research instrument, collection of data, data analysis, and summary of research process. This study applied both qualitative and quantitative methods according to the research objectives:

1. To explore the desirable student leadership characteristics in higher education.

2. To identify the current student leadership characteristic practice at Normal Universities in Hebei Province of China.

3. To develop a proposed development of student leadership characteristic practice model of normal universities in Hebei Province of China.

4. To implement the development of student leadership characteristic practice at Hengshui Normal University in Hebei Province of China.

Research Design

The researcher applied mixed methods which combined qualitative, quantitative and experimental methods in this study:

1. Qualitative and quantitative methods

The content analysis was used to explore the research objective 1, defining the desirable student leadership characteristics in higher education.

The questionnaires were used for research objective 2 to explore the current student leadership characteristic practice at normal universities in Hebei Province of China.

The interview was used to support research objective 3 to develop a proposed development of student leadership characteristic practice model of Normal Universities in Hebei Province of China. Quantitative method

2. Experimental Method

The results of implementing a development of student leadership characteristic practice model at Hengshui Normal University in Hebei Province of China were used to support research objective 4, finally got the student leadership characteristic practice model for students as end product.

Research Methodology for each Research Objective

Research Objective One: To explore the desirable student leadership characteristics in Higher Education.

To determine desirable characteristics of student leadership in education by Books, articles, dissertations, journals (both of online and offline sources) which related to student development theories and leadership theories from Assumption University Library and Chinese Normal University Libraries, then adopted content analysis to get the desirable results.

Steps of the content analysis: the following steps were undertaken to develop the content analysis as follows:

1. The researcher reviewed 128 sources in order to extract desirable student leadership characteristics in Higher Education and construct coding sheets, which were approved by the experts before starting data collection.

2. The researcher selected useful printed documents and research reports, and ascertained the desirable student leadership characteristics and coded in coding sheets, then combined and formed more complex and synthesized data in table.

3. The researcher utilized the coding sheets and findings to ascertain the questionnaire orientations and contents by exploring to what extent the five perspectives appeared in student leadership characteristics.

Population and sample: The sources of data for research objective one included 128 textbooks, dissertations, articles and online documents related to student leadership characteristics which were published from 1956 to 2016 (See Appendix B). The researcher reviewed all of them.

Research instrument: The researcher did the study of the contents with references to the meanings, contexts and intentions contained in messages of extract coding sheet (See Appendix A). Content analysis as a research instrument helped in the coding of the text according to student development theories and leadership theories and in drawing inferences from the data. There were 21 experts for the validation of the results of Content Analysis (See Appendix V).

Research Objective Two: To identify the current student leadership characteristic practice of Normal Universities in Hebei Province of China.

Population of the Study.

There were at present five normal universities which concentrated in Hebei Province naming, Hebei Normal University, Baoding Normal University, Hebei Normal University for Nationalities, Hengshui Normal University, and Cangzhou Normal University. All Normal Universities offered the education from freshman to senior levels. The population of this study consisted of four groups of people: (1) senior students referred to fourth year who study in academic year 2015 of Normal Universities; (2) teachers of senior students; (3) top-level administrators; (4) market employers of Internship in educational field. Concerning the population and sample, the researcher selected senior students because they had mature university experiences, their graduation was imminent, the study of their current situation and potential improvement should be more urgent than other grades, correspondingly the teachers of senior students could give their authentic perception, and the top-level administrators in each university also macroscopically understood students' general conditions and problems. The details of the population of this study were shown in the following table.

Table 3.1: Population of the study

Name of Normal Universities	Number of senior students refer to fourth year	Number of senior Teachers refer to fourth year	Number of top-level administrators
Hebei Normal University	4319	136	6
Baoding Normal University	4200	128	9
Hebei Normal University for Nationalities	4800	139	8
Hengshui Normal University	3163	136	8
Cangzhou Normal University	2764	121	6
Total Number	19246	660	37

Source: Hebei Educational Committee. (2016) *National Standard for Subject Leaders*. Shijiazhuang: Hebei Educational Committee.

Sample of the Study.

Convenience sampling was used in this exploratory research. The researcher collected the data from this sample by distributing the self-administered questionnaires and interviews. The details of the population and samples of this study were shown in the following tables. Sample size of 377 senior students referred to fourth year, 243 senior teachers, 37 top-level administrators, 52 market employers of Internship were selected, and the 377 representative senior students referred to fourth year and 243 representative senior teachers were selected by the criteria by using Krejcie and Morgan table (Krejcie and Morgan, 1970). As shown in table 3.2, the numbers in categories of number of senior students in each university were obtained through calculated proportion.

Table 3.2: Samples of the study for questionnaire

Name of Normal Universities	**Number of senior students refer to fourth year**	**Number of senior Teachers refer to fourth year**	**Number of top-level administrators**
Hebei Normal University	85	50	6
Baoding Normal University	82	47	9
Hebei Normal University for Nationalities	94	51	8
Hengshui Normal University	62	50	8
Cangzhou Normal University	54	45	6
Total Number	377	243	37

Source: Hebei Educational Committee. (2016) *National Standard for Subject Leaders*. Shijiazhuang: Hebei Educational Committee.

The researcher selected main representatives from each internship school purposively, the representatives were the market employers who knew and observed the internship students' situation and could give useful feedback and advice. The samples of the study for interview were the same as the total population, table 3.3 displayed the details about number of market employers of internship schools.

Table 3.3: Population of the study for interview

Name of Normal Universities	**Number of Market Employers of Internship Schools**
Hebei Normal University	14 schools
Baoding Normal University	11 schools
Hebei Normal University for Nationalities	12 schools
Hengshui Normal University	7 schools
Cangzhou Normal University	8 schools
Total Number	52 schools

Source: Hebei Educational Committee. (2016) *National Standard for Subject Leaders*. Shijiazhuang: Hebei Educational Committee.

Research Instruments.

The survey instrument gathering data in this study was Skills Knowledge Attitude (S.K.A.) Student Leadership Characteristics Questionnaire for the fourth year students, Skills Knowledge Attitude (S.K.A.) Student Leadership Characteristics Questionnaire for teachers of the fourth year students and top-level administrators and Interview (see Appendix H, J, and O), and S.K.A. were the 15 components from content analysis grouped into three categories. The researcher constructed the two different questionnaires and six structured interview questions appropriate to the educational policy and culture in five normal universities in Hebei province of China.

Questionnaires.

The student survey questionnaire was designed by using results which contained 15 components from content analysis to explore the research objective 2,

defining the current student leadership characteristics in Normal Universities of Hebei Province.

The structure of questions was divided into two parts; part one included about demographic variables, such as the name of university, gender, position, age and main disciplinary background. Part two included the rest items. The three domains were distributed as follows: The items 1-5 measured Planning skills, items 6-10 measured Decision-making skills, items 11-15 measured flexibility skills, items 16-20 measured communication skills, items 21-25 measured organizational skills, above items 1-25 constituted category of skills; items 26-30 measured knowledge of vision and mission, items 31-35 measured knowledge of innovation, items 36-40 measured knowledge of learning principles, items 41-45 measured knowledge of self-management capacity, items 46-50 measured knowledge of feedback, items 51-55 measured knowledge of self-knowledge and identity, above items 26-55 constituted category of knowledge; items 56-60 measured responsibility, items 61-65 measured healthy mentality, items 66-70 measured confidence, items 71-75 measured respectful and modest, above items 56-75 constituted category of attitude.

Another survey questionnaire for teachers and top-administrators was designed by using results from content analysis to explore the research objective 2, which was assistant for defining the current student leadership characteristics in Normal Universities of Hebei Province.

The structure of questions was divided into two parts; part one included about demographic variables, such as the name of university, gender, position, age

and main disciplinary background. Part two included three sections, item 1-5 measured students' overall skills, item 6-11 measured students' overall knowledge, item 12-15 measured students' overall attitude.

The research participants answered the questions according to Likert five-point rating scales which indicated the degree of extent for student leadership characteristics ranging from 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree (See Appendix H, J).

Structured Interview.

The purpose of interview was to support the research objective 2 to identify the current student leadership characteristics of Normal Universities in Hebei Province of China. The interview was conducted with 52 market employers of internship program. The interview included six questions (See Appendix O).

Validity.

It was a primary job to ensure people understand the questions and people were able to give honest feedback on the questionnaire design. Index of Item-objective Congruence (IOC) worked in this part; in order to ensure the validity of instrument and quality of research, the Student Leadership Characteristics Questionnaire for students, the Student Leadership Characteristics Questionnaire for teachers and top-level administrators, and interview questions were validated by five experts before distributing to the respondents (See Appendix E, F, and G). One expert who checked statistics had Ph. D degree and rich experiences in this area. The other

four experts knew the context well and they also had experiences in educational leadership field more than 20 years. The researcher sent Item Objective Congruence (IOC) form to five experts to evaluate content validity (See Appendix W).

Reliability.

According to pilot study, an instrument was necessary because a reliable study was supposed to give the same results when it was conducted all over again by following the same procedures as earlier. A pilot testing involved participants was conducted as to ensure reliability of the questionnaires and interviews.

60 target participants were used to test the reliability of the questionnaires, and test with senior students survey, and teachers of senior students and top-level administrators survey, and statistically measured with Cronbach's Alpha Coefficient, and they were 0.892 and 0.912 respectively (See Appendix L and M). After collecting all the completed questionnaires, the researcher used descriptive statistics to complete data analysis, for the interview questions, the researcher used content analysis to complete data analysis.

Collection of Data.

The data collection for this research consisted of the following steps: firstly, the ideal characteristics and skills study from the coding sheets and related theories would give the researcher questionnaire directions and interview orientations; Secondly, the presidents of Normal Universities in Hebei was asked to sign a petition

letter against this research study. After receiving a favorable reply from the university Presidents, the actual study started; Thirdly, with convenience sampling method, the researcher sent a set of questionnaires to the random last year students , senior teachers and top-level administrators, they responded to the questionnaires distributed by the researcher in person by going to their universities in August 2016, then proceeded interview with market employers of Internship to conduct in-depth interview about students status quo of leadership characteristics, and took a record for the interview answers (See Appendix Q). After collecting all the completed questionnaires and interview answers, the researcher individually inspected the answers; the valid questionnaires was insured selected for statistical analysis.

Data Analysis.

For the data analysis process, descriptive statistics such as frequency, percentage, mean and standard deviation were utilized to analyze the current self-assessed student leadership characteristics results from last year students, general perception of student leadership characteristics from last year teachers and top-level administrators, and interview of market employers of Internship program supported for student leadership model of Normal Universities in Hebei Province of China. The researcher mainly selected the differences of means which was higher than the average mean score as priority for improving and developing student leadership characteristics. The results showed the information on the current characteristics of student leadership that occur in the Normal Universities. The researcher presented the category of questions, and then showed the mean of the different gap scores of the

ideal and current issues. Finally, the priority of improvement would be selected from the different gap.

The following criteria indicated the mean scale interpretation was applied for data interpretation.

Table 3.4: Criteria for Mean Scale Interpretation

Scale	Statement	Interpretation
4.51-5.00	Strongly Agree	Very High
3.51-4.50	Agree	High
2.51-3.50	Neutral	Moderate
1.51-2.50	Disagree	Low
1.00-1.50	Strongly Disagree	Very Low

Research Objective Three: To develop a proposed development of student leadership characteristic practice model at normal universities in Hebei Province of China.

The results of objective one and two, the ideal student leadership characteristics in Higher Education and the current student leadership characteristics of Normal Universities in Hebei Province of China, revealed that there was a deep gap between them. In order to fill this gap, the researcher designed and developed a proposed student leadership model by combining the results of these research objectives.

The findings of content analysis showed that there are three domains that are very necessary for successful and effective student leadership characteristics in higher education, namely: skills, knowledge, and attitude. Hence, the researcher gathered all the key components of these three domains in a proposed student leadership model, it also directed the student leadership characteristics development program through desirable practice of student involvement.

The proposed student leadership characteristic practice model of normal universities in Hebei Province of China was sent to twenty-one experts for operational validity (See Appendix V), after their review and comprehension, they returned their suggestions and comments. To follow the instructions, the researcher modified the proposed model to be the final one, and two points were deserved to be mentioned, all of the Chinese experts recommended the researcher to add “Moderation” among the attitude components, and needed to show the concepts about the treatment actions during the model, then the researcher did modification, for the final model met their requirements, eventually the objective three was achieved, and there was urgent gap needed to be fixed.

Research Objective Four: To implement a development of student leadership characteristic practice model at Henghui Normal University in Hebei Province of China.

The final objective of this research was to implement the student leadership characteristic practice model. The researcher did the implementation of the final

model of student leadership characteristic practice in Hengshui Normal University of Hebei Province. This university was selected for implementation among all five normal universities in Hebei Province, since it was convenient and approachable for the researcher to suit the research, the researcher sent letters to the five normal universities to ask for allowance, eventually only got the permission from the president of Hengshui Normal University (See Appendix R), and Hengshui Normal University as the only one college in Hengshui city, it not only represented normal university in Hengshui city, but also represented the higher education in this economically backward city, the researcher selected Hengshui Normal University which set up treatment, this implementation also responded to the provincial appeal especially about cultivating student leadership characteristic practice from Ministry of Education. Furthermore, the researcher with the permission of the student affair management, with the help of the administrators, staffs and students of Hengshui Normal University, the researcher ran the implementation of the model for a period of three months (From March to June 2017). This process was broken down into the following three steps: Pre Test, Intervention program and Post Test. The steps are explained in details below. After the creation and validation of the drafted model, it was the stage to select Hensghui Normal University to accomplish the implementation. To compare the pre-assessment and post-assessment of the student leadership, the Independent Samples t-Test was the applied statistics. The implementation results were taken into consideration for further model improvement.

Summary of the Research Process

The table below showed the summary of the research design. It explained the research objectives, source of data, data collection method, data analysis and the expected results.

Table 3.5: Summary of Research Process

Research Objective	Source of Data or Sample	Data Collection Method or Research Instrument	Data Analysis
1. To explore the desirable student leadership characteristics in higher education.	Books, Related Articles, Journals and Dissertations related to student development theories and student leadership theories.	Coding sheets	Content Analysis Validation from experts
2. To identify the current student leadership characteristic practice of normal universities in Hebei Province of China.	1. Senior Students 2. Teachers 3. Market Employers 4. Top-level Administrators	1. Questionnaire with 5-point rating scale for students, teachers and top-level administrators. 2. Interview of market employers	Frequency, mean and standard deviation.
3. To develop a proposed development of student leadership characteristic practice model at Normal Universities in Hebei Province of China	Findings from Objectives 1 and 2 and the theories support	Proposed model to be validated by experts	Expert Focus Group

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Table 3.5: Summary of Research Process (Continued)

4.To implement the development of student leadership characteristic practice at Hengshui Normal University in Hebei Province of China	The third year students of Hengshui Normal University of Hebei Province, who will attend the internship next semester.	*pre-assessment, *implementation, *post-assessment	Progress Independent Samples t-test

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CHAPTER IV

RESEARCH FINDINGS

This study was intended to develop a proposed development of student leadership characteristic practice model of Normal Universities in Hebei Province of China, which was under the following four research objectives, (1) to explore the desirable student leadership characteristics in higher education, (2) to identify the current student leadership characteristic practice of Normal Universities in Hebei Province of China, (3) to develop a proposed development of student leadership characteristic practice model at Normal Universities in Hebei Province of China, (4) to implement the development of student leadership characteristic practice model at Hengshui Normal University in Hebei Province of China. The methodology of this study used both quantitative and qualitative methods for data collection, and used different research instruments such as content analysis, questionnaire, and interview. The data was collected during August of 2016, the 375 senior students, 160 senior teachers, 37 administrative staffs, and 11 market employers of Internship from 5 universities participated in the data collection namely: Hebei Normal University, Tangshan Normal University, Hebei Normal University for Nationalities, Hengshui Normal University, and Cangzhou Normal University. The responses of respondents to the items on a two-part questionnaire were analyzed by using Frequency, Mean and Standard Deviation (SD).

Research Findings

According to the four research objectives, the research findings were presented as four parts:

Part 1: The desirable student leadership characteristics in higher education.

Part 2: The current student leadership characteristic practice of normal universities in Hebei Province of China.

Part 3: A proposed development of student leadership characteristic practice model at normal universities in Hebei Province of China.

Part 4: The development of student leadership characteristic practice model at Hengshui Normal University in Hebei Province of China.

Research Objective One: To explore the desirable student leadership characteristics in higher education.

The desirable characteristics of student leadership in higher education were explored by conducting content analysis. First of all, the researcher did learn 128 documents for content analysis (see Appendix B), then the desirable characteristics of student leadership was found by using coding sheets, there were 15 components of student leadership discovered. Finally, the questionnaire was directed and designed by depending on the key words from established components as shown in following tables.

Table 4.1: Classification of Skills for Student Leadership Characteristics

No.	Skills	Definitions	Percentage of the Total Occurrences of Skills
1	Flexibility Skills	Flexibility skills focus on a leader's ability to adapt to new situations, create and perform, and shift strategies to meet different types of challenges. On the strength of content analysis details reveal that flexibility skills have the upper hand in student leadership characteristics, the following components are included: self-regulation, developing identities, high level emotional intelligence, diagnosis (competence and commitment), flexible, challengeable, celebration, inspirational skills, self-sufficient, achievement, command loyalty and respect, popularity, innovation, engagement, persistence, risk taking, isolation, self-care skills, social skills, accomplishment, buoyancy, competence exertion, concentration, security, balance, learning skills, and mentoring.	32%
2	Organizational Skills	Along with communication skills, organizational skills is one of the most important transferable skills a leader has to possess. Organizational skills in any workplace mostly include not only general organizing, but also time management, scheduling, coordinating resources, tracking feedback and meeting deadlines, and so on. According to the details of researcher's content analysis, these components are shown: collaboration, involvement, development people, authoritativeness, coaching,	27%

Table 4.1: Classification of Skills for Student Leadership Characteristics (Continued)

No.	Skills	Definitions	Percentage of the Total Occurrences of Skills
		execution, partnership, sharing, participation, observation, establish culture, empowering others, implementation, setting as an example, security, assessment, and time management skills.	
3	Decision Making Skills	During the process of problem-solving, decision making skills help to select suitable and available option to particular situation. Decision thinking with inner motivation, belief, awareness, critical thinking, strategic thinking, and high expectations.	17%
4	Communication Skills	Communication skills represents the ability to communicate information accurately, they are vital life skills could not be overlooked. Based on the details of content analysis, communication skills as an important student leadership characteristic with a high frequency in the extract of the coding sheet, component appearances are as follows: listening skills, communicative skills, accurate expression, presentation skills, and negotiation skills.	15%
5	Planning Skills	Planning comprises certain thinking skills that help an individual to accomplish own goals or common goals. A leader should understand what supplies the group will need, and also arranging those supplies carefully, then during an entire process complete projects step by step. Based on the extract of the coding sheet, the details mainly distributed in these components: practice, articulate vision, planning, and goal-setting skills.	9%

Table 4.2: Classification of Knowledge for Student Leadership Characteristics

No.	Knowledge	Definitions	Percentage of the Total Occurrences of Knowledge
1	Learning Principles	During the learning process，the rules or standards should be discovered, tested, and used in practical situations. They provide a basic generalization of discipline and additional insight into what makes people learn effectively.	35%
2	Innovation	Inventions include various creations, for example: new ideas in the mind, new device, new method, new process…which resulting from study and experiences.	25%
3	Self-knowledge and Identity	Self-knowledge means the self-understanding about own personal values, behavior, contributions and characters. Identity may refer to the set of definitive individual characteristics which can be recognized for a person.	12%
4	Feedback	Feedback contains details or information about the results of a process of inquiry or experiment, it indicates the level of fulfillment obviously.	10%
5	Self-management capacity	Self-management capacity means when different things in different fields people have autonomy in operation.	9%
6	Vision and mission	Vision means a vivid mental picture which represents a desired result for selected goal of an organization. Mission shows purpose and main objectives of the organization, it also can measure the organization's success.	9%

Table 4.3: Classification of Attitude for Student Leadership Characteristics

No.	Attitudes	Definitions	Percentage of the Total Occurrences of Attitudes
1	Healthy mentality	A student's positive and healthy mind setting is the path to wellness, productivity and success. According to details of content analysis, healthy mentality as a heavyweight student leadership characteristic contains various components, such as: patience, kindness, staying in love with leading, truth, honesty and integrity, faith in hope, encouragement, temperance, silence, order, frugality, industry, moderation, cleanliness, tranquility, empathy, dignity, humanity, openness, moral pure, loyalty, control emotions, adjustment. The result of healthy mentality also affects students' level of satisfaction they'll achieve during leading process. Healthy mentality is the key to leadership development undoubtedly.	36%
2	Respectful and Modest	Respectful and modest reveal an attitude of humble opinion with esteem. On account for the details of content analysis, respectful and modest as an essential student leadership characteristic, it covers these aspects: humility, trust others, respect others, listening, commitment to others' growth, sharing, reality-based attitude, tolerance.	25%
3	Responsibilities	Responsibilities mean the traits of being answerable to someone or something, and being responsible for own conduction, they are also the forms of trustworthiness. On the grounds of extracts of content analysis, responsibilities as an	24%

Table 4.3: Classification of Attitude for Student Leadership Characteristics (Continued)

No.	Attitudes	Definitions	Percentage of the Total Occurrences of Attitudes
		important student leadership characteristic shows these components: steadfast, focused and committed to vision, responsible, justice, serving, caring, promote learning, appetite to take charge, promise and deliver answers.	
4	Confidence	Confidence could be the belief in oneself and own abilities, feeling trust in something or someone, face the reality with hopefulness and passion. Based on the details of content analysis, confidence as a necessary student leadership characteristic contains a few components as follows: Proactive, resolution, chastity, enthusiasm, affirmation, humor, heroism, and challengeable optimism.	15%

In a word, Table 4.1-4.3 above summarized and represented the complete answer of the desirable characteristics of Student Leadership in higher education, the contents of each division carried all the important elements and percentages clearly in the table text which based on content analysis. The extracted coding sheet in the appendix A revealed the key themes and similar grouped sub-themes in corresponding categories, and there were three domains as per the results of content analysis: 1.Skills, 2. Knowledge, 3. Attitude.

Research Objectives Two： To identify the current student leadership characteristic practice of Normal Universities in Hebei Province of China.

2.1 Personal information of the participants.

Table 4.4 University name

University Name	Number	Percentage
Hebei Normal University	141	21.5
Baoding Normal University	138	21.0
Hebei Normal University for Nationalities	153	23.3
Hengshui Normal University	120	18.2
Cangzhou Normal University	105	16.0

Table 4.4 indicated that the most participants were from Hebei Normal University for Nationalities (23.3%), Hebei Normal University (21.5%), and Baoding Normal University (21.0%), respectively.

Table 4.5 Gender of participants

Gender	Number	Percentage
Male	339	51.6
Female	318	48.4
Total	657	100.0

Table 4.5 showed that male participants (51.6%) and female participants (48.4%) were almost balanced.

Table 4.6: Position of participants

Position	Number	Percentage
Senior students	377	57.4
Teachers	243	37.0
Top-level administrators	37	5.6

Table 4.6 revealed that most of the participants were senior students. Out of 657 participants, 57.4% of them were senior students.

Table 4.7: Main disciplinary background of participants

Major	Number	Percentage
Chinese	43	8.33
English	62	12.02
Mathematic	32	6.20
P.E.	42	8.14
History	37	7.17
Biology	36	7.0
Physics	20	3.88
Chemistry	46	8.91
I.T	24	4.70
Curriculum and Instruction	59	11.43
Geography	40	7.75
Educational Administration	59	11.43
Others	16	3.10

Table 4.7 indicated that the most disciplinary background of participants were from English (12.02%), Curriculum and Instruction (11.43%) and Educational Administration (11.43%), respectively.

Table 4.8: Age of participants

Age of Participants	Number	Percentage
20-25 (Students)	427	65
26-30 (Teachers)	44	6.7
31-35 (Teachers and Administrators)	77	11.7
36-40 (Teachers and Administrators)	33	5
41-45 (Teachers and Administrators)	33	5
46-50 (Teachers and Administrators)	43	6.6

Table 4.8 showed that the most of the participants were students at the age between 20-25 years (65%).

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2.2 The Current Student Leadership Characteristics of Normal Universities

In this section the findings were presented for the current student leadership characteristic practice of Normal universities by focusing on 15 components of student leadership characteristics. Each item was displayed with score of Mean, Standard deviation which related to senior students, teachers and top level administrators' perceptions of on students' leadership characteristic practice.

Table 4.9: The Current Student Leadership Characteristics of Normal Universities focusing on planning skills

Planning skills	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
1. To be able to have strong collaborative skills team members or subordinates;	4.13	0.79	3.70	0.82
2. To have a certain plan and ensure the plan reached by adopting standardized management behavior and efficient implementation plan.	3.67	0.80	3.76	0.94
3. To be able to coordinate various resources well with strategic thinking;	3.95	0.62	3.82	0.92
4. To play an important role in promoting the progress of work sectors;	3.67	0.72	3.97	0.85
5. To have a strong ability to promote and be able to plan the implementation process, appropriate monitoring and guidance;	3.65	0.75	3.63	0.86
Grand Mean	**18.57**		**18.88**	
Average Mean	**3.71**		**3.77**	
Interpretation	**High**		**High**	

According to senior students, Table 4.9 revealed that the average mean was 3.71, all the mean of each item was above 3.50, and therefore, the senior students perceived that the overall level of current student leadership characteristics according to planning skills was not poor.

According to teachers and administrators, Table 4.9 revealed that the average mean was 3.77, all the mean of each item was above 3.50, and therefore, the teachers and top-administrators perceived that the general level of current student leadership characteristics according to planning skills was not poor.

All of the above data pointed out that Normal University students' planning skills showed an excellent level currently.

Table 4.10: The Current Student Leadership Characteristics of Normal Universities focusing on Decision-making Skills

Decision-making skills	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
6. To indicate requirements to team members and give them basic routine instructions clearly after collecting sufficient information;	4.47	0.62	3.95	0.86
7. To be able to figure out what stand for，make a decision based on the facts, denial of unreasonable demands;	4.72	0.49	3.70	0.89
8. To consider the views of all parties, a detailed analysis of influencing factors, carefully comparing the various alternatives, and make decisions in time when face to competitive solutions;	3.72	0.84	4.03	0.75
9. To do analysis and judgment through possible options to select the most appropriate program and the timing of implementation, and the courage to take risks, the ability to make clear decisions.	3.68	0.93	3.89	0.81
10. To be able to predict risk decision，measure the potential gains, make decisions in time and dare to take risks;	3.70	0.67	3.42	0.76
Grand Mean	**20.29**		**18.99**	
Average Mean	**4.06**		**3.80**	
Interpretation	**High**		**High**	

According to senior students, Table 4.10 revealed that the average mean was 4.06, all the mean of each item was above 3.50, besides the mean of item 7 was more

than 4.5, and therefore, the senior students perceived that the overall level of current student leadership characteristics was good according to decision-making skills.

According to teachers and administrators, Table 4.10 revealed that the average mean was 3.80, all the mean of each item was above 3.50, and therefore, the teachers and top-administrators perceived that the general level of current student leadership characteristics was good according to decision making skills.

All of the above data pointed out Normal University students' decision-making skills showed an outstanding level currently.

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Table 4.11: The Current Student Leadership Characteristics of Normal Universities focusing on flexibility skills

Flexibility Skills	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
46. To be able to listen to positive suggestions and make them to be adjustable in urgent cases.	2.61	1.15	2.38	1.05
47. To require people to change their stance, outlook, or commitment when stressors or unexpected events occur.	2.98	1.09	2.29	1.06
48. To be able to alter the way of doing things in accordance with the needs of the situation when the surrounding environment changes.	2.02	1.72	2.20	1.07
49. To be able to objectively see the situation changes, and understand culture more than structure.	2.29	1.24	2.88	0.95
50. To be able to express the willingness to adjust when face with new and different circumstances or conditions.	2.36	1.22	2.35	1.13
Grand Mean	**12.26**		**14.42**	
Average Mean	**2.45**		**2.42**	
Interpretation	**Low**		**Low**	

According to senior students, Table 4.11 revealed that the average mean was 2.45; therefore, the senior students perceived that the overall extent of current student leadership characteristics according to flexibility skills was weak.

According to teachers and administrators, Table 4.11 revealed that the average mean was 2.42, therefore the teachers and top-administrators perceived that the general extent of current student leadership characteristics according to flexibility skills was weak.

All of the above data pointed out that Normal University students' flexibility skills needed to be nurtured and developed essentially.

Table 4.12: The Current Student Leadership Characteristics of Normal Universities focusing on Communication Skills

Communication skills	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
11. To be a good listener;	3.77	0.85	4.42	0.69
12. To maintain close contact with others for good working relations;	4.28	0.69	4.75	0.48
13. To make responses to other's questions, understand others, make adjustments and compromises to specific cases;	3.93	0.86	4.68	0.55
14. To handle the relationship properly through communication between upper and lower levels for fostering mutual understanding, the ability to obtain support and cooperation.	4.03	0.71	3.70	0.89
15. To ensure accurate expression;	4.28	0.66	4.43	0.71
Grand Mean	**20.29**		**21.98**	
Average Mean	**4.06**		**4.40**	
Interpretation	**High**		**High**	

According to senior students, Table 4.12 revealed that the average mean was 4.06, all the mean of each item was above 3.50, and therefore the senior students perceived that the overall level of current student leadership characteristics was good according to communication skills.

According to teachers and administrators, Table 4.12 revealed that the average mean was 4.40, all the mean of each item was above 3.50, and therefore, the teachers and top-administrators perceived that the general level of current student leadership characteristics was good according to communication skills.

All of the above data pointed out that Normal University students' communication skills showed an outstanding level currently.

Table 4.13: The Current Student Leadership Characteristics of Normal Universities focusing on Organizational Skills

Organizational skills	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	SD	Mean	
16. To Understand the role of staff and responsibilities	2.48	0.591	2.22	0.540
17. To have potential of cultural and political factors and events recognition.	2.63	0.821	2.38	0.738
18. To Understand power relationships within the team or the other team;	2.57	0.686	2.44	0.659
19. To be able to identify influencers and decision-makers.	2.18	0.725	2.28	0.889
20. To strive to create an atmosphere of teamwork and advocated way to resolve conflicts and contradictions.	2.36	0.664	2.39	0.957
Grand Mean	**12.22**		**20.75**	
Average Mean	**2.44**		**2.34**	
Interpretation	**Low**		**Low**	

According to senior students, Table 4.13 revealed that the average mean of each item was 2.44, although the item 17 and 18 was more than 2.50 a bit which showed a moderate interpretation, however, the senior students perceived that overall level of current student leadership characteristics according to organizational skills was weak.

According to teachers and administrators, Table 4.13 revealed that the average mean of each item was 2.34, and all of the means were below 2.50, each aspect was maintained in a general weak level relatively, therefore, the teachers and top-administrators perceived that general level of current student leadership characteristics was generally weak according to organizational skills.

All of the above data pointed out that Normal University students' organizational skills needed to be nurtured and developed essentially.

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Table 4.14: The Current Student Leadership Characteristics of Normal Universities focusing on knowledge of Vision and Mission

Knowledge of Vision and mission	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
21. To be encouraged by clear vision and mission to focus on what's important and better understand organization-wide change and alignment of resources.	3.85	0.74	3.74	0.80
22. To fully understand a shared vision and mission.	3.60	0.70	3.88	0.76
23. To Communicate an image of the future that draws others in.	3.88	0.76	3.92	0.72
24. To be forward-looking and enlist others in a shared view of the future	3.90	0.55	4.17	0.65
25. To Promote common goals with members	4.03	0.51	4.12	0.67
Grand Mean	**19.26**		**19.83**	
Average Mean	**3.85**		**3.97**	
Interpretation	**High**		**High**	

According to senior students, Table 4.14 revealed that the average mean was 3.85, all the mean of each item was above 3.50, and therefore, the senior students perceived that the overall level of current student leadership characteristics was good according to knowledge of vision and mission.

According to teachers and administrators, Table 4.14 reveals that the average mean was 3.97, all the mean of each item was above 3.50, and therefore, the teachers

and top-administrators perceived that the general level of current student leadership characteristics was good according to knowledge of vision and mission.

All of the above data pointed out that Normal University students' knowledge of vision and mission showed an outstanding level currently.

Table 4.15: The Current Student Leadership Characteristics of Normal Universities focusing on Knowledge of Innovation

Knowledge of Innovation	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	SD	Mean	SD
31. To get rid of the shackles of stereotypes and past experience, accept new issues.	2.33	1.07	2.11	1.18
32. To be an innovative advocate in the team;	2.48	0.99	2.32	1.04
33. To encourage group members to think through more perspectives, and propose solutions to them;	2.42	1.01	2.08	1.13
34. To constantly improve the working methods of learning to adapt new concepts and requirements of the new situation development.	2.34	1.04	2.45	1.05
35. To do decision-making, rather than conservative, but not bold innovation;	2.14	1.13	2.11	1.07
Grand Mean	**11.71**		**11.07**	
Average Mean	**2.34**		**2.21**	
Interpretation	**Low**		**Low**	

According to senior students, Table 4.15 revealed that the average mean of each item was 2.34, and all of the means were below 2.50, each aspect was maintained in a general weak level relatively, therefore the senior students perceived

that overall level of current student leadership characteristics according to knowledge of innovation was weak.

According to teachers and administrators, Table 4.15 revealed that the average mean of each item was 2.21, and all of the means were below 2.50, each aspect was maintained in a general weak level relatively, therefore the teachers and top-administrators perceived that general level of current student leadership characteristics according to knowledge of innovation was general weak.

All of the above data pointed out that Normal University students' knowledge of innovation needed to be nurtured and developed essentially.

Table 4.16: The Current Student Leadership Characteristics of Normal Universities focusing on Learning Principles

Knowledge of Learning Principles	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	SD	Mean	SD
36. To maintain paying attention on New knowledge, new technology, new areas and new ways.	2.03	1.12	2.15	1.05
37. To have willingness to ask help from team members in case of problems ;	2.55	0.97	2.37	0.93
38. To actively make up for knowledge and technology when the workload changes;	2.02	1. 17	2.49	0.93
39. To draw scientific research to improve skills and obtain a beneficial future.	2.00	1.15	2.28	1.01
40. To do Regular lessons and increase knowledge as to obtain a favorable future development.	2.06	1.09	2.11	1.06
Grand Mean	**10.66**		**11.40**	
Average Mean	**2.13**		**2.28**	
Interpretation	**Low**		**Low**	

According to senior students, Table 4.16 revealed that the average mean of each item was 2.13, and most of the means were below 2.50, even though the mean of item 37 was 2.55 which was more than 2.50 a bit as moderate level, however, each aspect was maintained in a general weak level relatively, therefore, the senior students perceived that overall level of current student leadership characteristics was weak according to knowledge of learning principles.

According to teachers and administrators, Table 4.15 revealed that the average mean of each item was 2.28, and all of the means were below 2.50, each aspect was maintained in a general weak level relatively, therefore the teachers and top-administrators perceived that general level of current student leadership characteristics was general weak according to knowledge of learning principles.

All of the above data pointed out that Normal University students' knowledge of learning principles needed to be nurtured and developed essentially.

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Table 4.17: The Current Student Leadership Characteristics of Normal Universities focusing on Knowledge of Self-management Capacity

Knowledge of Self-management Capacity	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	SD	Mean	SD
41. To treat the own position as a liability, rather than status or privilege;	4.22	0.60	3.99	0.88
42. To have a certain sense of professionalism and sense of mission	4.13	0.63	4.01	0.71
43. To pay attention to build own image, words and deeds show respect for the organizational system;	3.92	0.88	3.82	0.86
44. To have self-restraint, self-management, based on professionalism, sense of mission, sense of social responsibility, ideals and values as a basis.	3.89	0.90	3.96	0.77
45. To keep a clear head in front of a variety of relationships and benefits.	3.75	0.85	3.79	0.83
Grand Mean	**19.91**		**19.57**	
Average Mean	**3.98**		**3.91**	
Interpretation	**High**		**High**	

According to senior students, Table 4.17 revealed that the average mean is 3.98, all the mean of each item was above 3.50, and therefore the senior students perceived that the overall level of current student leadership characteristics was good according to knowledge of self-management capacity.

According to teachers and administrators, Table 4.17 revealed that the average mean was 3.91, all the mean of each item was above 3.50, and therefore the teachers

and top-administrators perceived that the general level of current student leadership characteristics was good according to knowledge of self-management capacity.

All of the above data pointed out that Normal University students' knowledge of self-management capacity showed an outstanding level currently.

Table 4.18: The Current Student Leadership Characteristics of Normal Universities focusing on Knowledge of Feedback

Knowledge of Feedback	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
46. To be able to listen to followers' feedback to take proactive measures.	4.11	0.66	3.80	0.60
47. To be able to gather feedback as to foster open dialogue and communication enhances a leader's credibility.	4.20	0.65	3.99	0.56
48. To be able to take feedback and address others' concerns in a manner that demonstrates their credibility.	4.02	0.72	3.90	0.69
49. To be able to objectively see the workplace conflict as to diffuse negative workplace situations	4.00	0.66	3.88	0.65
50. To be able to get regular feedback to determine how to recognize and reward followers for their performance and efforts.	4.05	0.62	3.85	0.87
Grand Mean	**20.38**		**19.42**	
Average Mean	**4.08**		**3.88**	
Interpretation	**High**		**High**	

According to senior students, Table 4.18 revealed that the average mean was 4.08, all the mean of each item was above 3.50, and therefore the senior students

perceived that the overall level of current student leadership characteristics was good according to knowledge of feedback.

According to teachers and administrators, Table 4.18 revealed that the average mean was 3.88, all the mean of each item was above 3.50, and therefore the teachers and administrators perceived that the general level of current student leadership characteristics was good according to knowledge of feedback.

All of the above data pointed out that Normal University students' knowledge of feedback showed an outstanding level currently.

Table 4.19: The Current Student Leadership Characteristics of Normal Universities focusing on Knowledge of Self-knowledge and Identity

Knowledge of Self-knowledge and Identity	**Senior Students refer to Fourth Year**		**Teachers refer to Fourth Year and Top-level Administrators**	
	Mean	**SD**	**Mean**	**SD**
51. To have a self-awareness of whom I am and what I want to do with the 24 hours in each day.	2.75	0.680	2.53	1.17
52. To have overall presence includes dress, presence, posture, voice, and thoughts;	2.98	0.725	2.32	1.316
53. To Maintain unique deterrent effect;	3.13	0.650	3.18	1.282
54. To distinguish yourself from the crowd;	3.08	0.696	3.25	1.128
55. To have overall presence reflects values, mindset, actions, and responses;	2.87	0.747	2.52	1.370
Grand Mean	**14.81**		**13.8**	
Average Mean	**2.96**		**2.76**	
Interpretation	**Moderate**		**Moderate**	

According to senior students, Table 4.19 revealed that the average mean was 2.96, and the mean of each item and grand mean both were not quite high, therefore the senior students perceived that the overall level of current student leadership characteristics was moderate according to knowledge of self-knowledge and identity.

According to teachers and administrators, Table 4.19 revealed that the average mean was 2.76, and the mean of each item and grand mean both were not quite high, therefore the teachers and administrators perceived that the general level of current student leadership characteristics was moderate according to knowledge of self-knowledge and identity.

All of the above data pointed out that Normal University students' knowledge of self-knowledge and identity showed a moderate level which not possessed an urgent improved space to be developed currently.

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Table 4.20: The Current Student Leadership Characteristics of Normal Universities focusing on Responsibilities

Responsibilities	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
56. To be a job lover whole-heartedly;	2.90	0.89	2.53	1.17
57. To be responsible for achieving team goals at the expense of self-sacrifice.	3.47	0.74	3.18	1.28
58. To be responsible for working reflection and making recommendations.	3.57	0.72	2.08	1.24
59. To be responsible for implementation and Continuously track the implementation of the results.	3.27	0.80	2.52	1.37
60. To be responsible for feedback, improvement and achievement in work.	2.85	0.94	3.46	0.98
Grand Mean	**16.06**		**13.97**	
Average Mean	**3.21**		**2.79**	
Interpretation	**Moderate**		**Moderate**	

According to senior students, Table 4.20 revealed that the average mean was 3.21, and the mean of each item and grand mean both were not quite high, therefore the senior students perceived that the overall level of current student leadership characteristics was moderate according to responsibilities.

According to teachers and administrators, Table 4.20 revealed that the average mean was 2.79, and the mean of each item and grand mean both were not quite high, therefore the teachers and administrators perceived that the general level of current student leadership characteristics was moderate according to responsibilities.

All of the above data points out that Normal University students' responsibilities showed a moderate level which not possessed an urgent improved space to be developed currently.

Table 4.21: The Current Student Leadership Characteristics of Normal Universities focusing on Healthy Mentality

Healthy Mentality	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
61. To have the right to self-awareness, self-improvement, there is attitude towards life;	3.05	0.62	3.20	0.61
62. To be able to control emotions, to form optimism state;	3.23	0.64	3.45	0.89
63. To enjoy good relationships, good social adaptability;	3.08	0.89	3.48	0.87
64. To be normal, positive, gratitude, philosophical kind of mental models	3.17	0.87	3.70	0.76
65. To have good moral attitude, during learning activities and daily life can truly control their emotions appropriately.	3.07	0.91	3.69	0.73
Grand Mean	**15.6**		**17.52**	
Average Mean	**3.12**		**3.50**	
Interpretation	**Moderate**		**Moderate**	

According to senior students, Table 4.21 revealed that the average mean was 3.12, and the mean of each item and grand mean both were not quite high, therefore the senior students perceived that the overall level of current student leadership characteristics was moderate according to healthy mentality.

According to teachers and administrators, Table 4.21 revealed that the average mean was 3.50, and the mean of each item and grand mean both were not quite high, even though item 64 and 65 showed a high level which were more than 3.50, therefore the teachers and administrators perceived that the general level of current student leadership characteristics was moderate according to healthy mentality.

All of the above data pointed out that Normal University students' healthy mentality showed a moderate level which not possessed an urgent improved space to be developed currently.

Table 4.22: The Current Student Leadership Characteristics of Normal Universities focusing on Confidence

Confidence	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	SD	Mean	SD
66. To have strong willpower, do not give up.	3.18	0.701	3.11	0.991
67. To be Challengeable to face difficulties in a positive mind to find a solution.	2.400	0.582	2.07	0.639
68. To recognize the own importance in the organization， want to achieve organizational goals as own goals.	3.88	0.524	3.08	0.828
69. To use some or effective solutions means to accomplish the task, solve a problem.	3.37	0.673	3.01	0.896
70. To have a powerful self-confidence.	2.68	0.502	2.96	0.569
Grand Mean	**15.51**		**14.23**	
Average Mean	**3.10**		**2.85**	
Interpretation	**Moderate**		**Moderate**	

According to senior students, Table 4.22 revealed that the average mean was 3.10, and the mean of each item and grand mean both were not quite high, even though item 68 showed a high level which were more than 3.50, therefore, the senior students perceived that the overall level of current student leadership characteristics was moderate according to confidence.

According to teachers and top-administrators, Table 4.22 revealed that the average mean was 3.50, and the mean of each item and grand mean both were not quite high, therefore the teachers and administrators perceived that the general level of current student leadership characteristics was moderate according to confidence.

All of the above data pointed out that Normal University students' confidence showed a moderate level which not possessed an urgent improved space to be developed currently.

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Table 4.23: The Current Student Leadership Characteristics of Normal Universities focusing on Being Respectful and Modest

Respectful and Modest	Senior Students refer to Fourth Year		Teachers refer to Fourth Year and Top-level Administrators	
	Mean	**SD**	**Mean**	**SD**
71. To build a high virtue by respecting people firstly;	3.55	0.79	2.97	0.96
72. To convince people respectfully and have a good reputation in the organization;	3.18	0.78	3.29	0.88
73. To be modestly courteous and cautious during work.	3.22	0.82	3.05	0.65
74. To have a full sense of service;	3.19	0.76	3.11	0.69
75. To have polite and correct attitude toward the achievements and honors, not complacency.	3.38	0.76	3.09	0.78
Grand Mean	**16.52**		**15.51**	
Average Mean	**3.30**		**3.10**	
Interpretation	**Moderate**		**Moderate**	

According to senior students, Table 4.23 revealed that the average mean was 3.30, and the mean of each item and grand mean both were not quite high, even though item 71 showed a high level which were more than 3.50, therefore the senior students perceived that the overall level of current student leadership characteristics was moderate according to attitude of being respectful and modest.

According to teachers and administrators, Table 4.23 revealed that the average mean was 3.10, and the mean of each item and grand mean both were not quite high, therefore the teachers and administrators perceived that the general level of current

student leadership characteristics was moderate according to attitude of being respectful and modest.

All of the above data pointed out that Normal University students' attitude of being respect and modest, showed a moderate level which not possessed an urgent improved space to be developed currently.

2.3 Interview with fifty-two market employers of Internship Schools

The interview was conducted with fifty-two market employers of Internship schools. The researcher selected main representatives from each internship school purposively, the representatives were the market employers who knew and observed the internship students' situation and could give useful feedback and advice.

The summary of interview protocol could be seen in Appendix Q. Their summary of responses findings were as the following table.

Table 4. 24 A Summary of the Interview Data for Employers of Internship Schools

Questions	Responses
1. As a senior student internship market employer, can you provide an overall assessment of senior students in this session; especially relate to their leadership characteristics?	The senior students in this batch accept projects which involves teaching, scientific research, and production, they all have passion to do their work. Most of them are vivid and young, lack a backbone, most of the time we see their efforts to complete and work hard without good self-planning, when they have instant appeal they dare not to communicate with us, they would not like to take risks, if the problems come out, most of them intend to evade responsibility. And it is worth mentioning that they are short of flexibility skills, hence they are not easy to change or been changed easily to suit a different situation.
2. In your opinion, what are core contents of Chinese Normal university students' leadership education should be included?	During the past 2500 years the traditional Chinese education system is based on Confucian ideals, our students are general diligent and modest; however in contemporary society we request more contents for students' achievement. The Normal University should prepare committed graduates as effective leaders of diverse school districts and schools. Before leadership education, the university should done a well preparation, the university has obligation to focus on doing implantation of knowledge, practice and the development of their skills, habits of mind, and essential values to effective leadership.
3. Could you share some of the students' experience during internship process in this session, which has large and sustained influence on seniors' leadership?	Where marketing employers felt positively about their internship-based experiences, they can engage in professional dialogues which helped them to think about their practice as teachers; however they referred to

Table 4. 24 A Summary of the Interview Data for Employers of Internship Schools (Continued)

Questions	Responses
	communication in which they felt that students could not talk well with their mentor or another colleague who was concerned with their well-being and progress.
4. Because internship contains rich practice and challenges, through observation what do you think about their leadership characteristics lacks of, such as aspects about knowledge, skills and attitudes?	Our internship program aims to provide more chances and autonomy and the ability to better meet the needs of students' practice. We hope in the near future our internship students hold a self-micromanagement in their brain, which aims to provide general planning about their job in details with strong flexibility.
5. According to cultivating future leaders and developing positive changes, do you have any positive suggestions for all Hebei Normal Universities?	It is necessary to cultivate students to be able to communicate effectively, for example: listen actively first, then stress the agreement before jumping to disagreement areas, finally give a constructive different idea. Anyway, the premise is: everyone is working toward common goals. It is worth mentioning that the Universities need to be clear they should promote the culture of providing encouragement and motivation, as to attract student leaders to show more good ideas and extra effort.
6. Through this internship you have got certain understanding of these students, since most of them could be the future teachers, about their identity conversion between students and teachers, in your own opinion, what elements the students focus on will make leadership characteristics get better sublimation?	Leadership focuses on providing one-on-one communication with group members. Good leaders should express verbal and non-verbal expressions of genuine concern and concern for all members of their group, rather than engage in small groups. By maintaining effective communication openness, leaders can ensure that team members are willing to make a commitment and receive recognition of their accomplishments.

Summary of findings from interview

The summary of findings is focused on components that suggest for student leadership characteristics development in Normal Universities of Hebei Province of China. They are as the followings:

1. Strengthen planning skills during study and work.
2. Pay attention to communication skills for every student leader.
3. Cultivate students to obtain collaborative organization skills with a maximum of attention.
4. Increase involvement for innovation capacity.
5. Encourage students to build identity, and have self-knowledge and others.
6. Motivate and make students to be responsible for leadership development.

Research objective Three: To develop a proposed development of student leadership characteristic practice model at Normal Universities in Hebei Province of China.

A development of student leadership characteristics model of Normal Universities in Hebei Province of China was a study that focused on the four research objectives. The findings for a development of student leadership characteristics model were dependent on content analysis, questionnaire and interview.

The researcher started the journey of this study by applying content analysis to obtain the desirable characteristics of student leadership and conducting informal interview to reveal the needs for school improvement. The researcher combined and

integrated the results of different questionnaires as aspects, elements, they pointed out the urgent needs for improvement, and the model as a pie chart made each category on equal terms which should be run without a hitch. Later, a development of student leadership model was created by depending on the desirable characteristics of student leadership and the needs for the Hebei Normal Universities improvement.

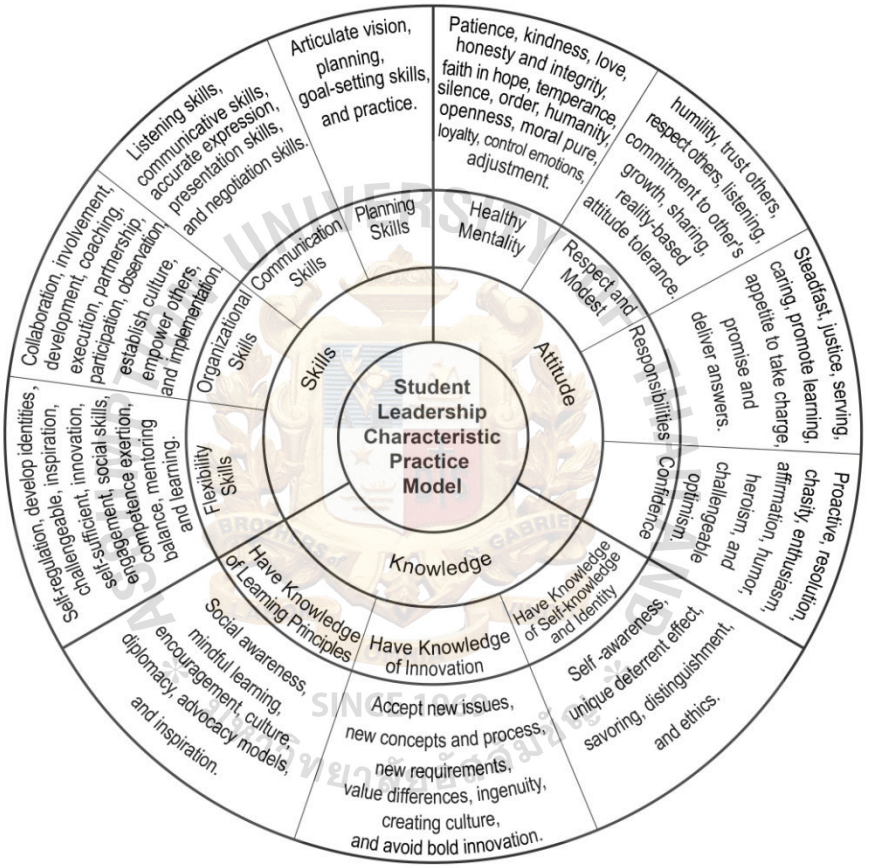

Figure 4.1: A Proposed Development of Student Leadership Characteristic Practice Model at Normal Universities in Hebei Province of China

As visible from the proposed model, the key elements in detains above were consistent with three domains: skills, knowledge and attitude, and also indicated the results of questionnaires of objective 2. The Hengshui Normal University should act those elements as the role models to the students through the visible actions. For a successful student leadership characteristic practice model, the researcher should

make sure that all of the components of the new model would be taken into consideration, and certainly the validation of experts was also important.

Model Validation by Experts

The twenty-one experts who were selected for the model validation, all possessed solid enrich experiences in the field of student leadership, educational leadership and educational research. A total number of seventeen experts were holding PhD degree and the rest ones were having double master degree with abundant experiences from 6 to 22 years in educational areas.

The experts agreed with the preliminary with gratitude, they also reviewed the results of ideal findings from research objective one, they admitted that the ideal structure could be appropriate for any Normal University, nevertheless, the immediate conflict is to solve the obvious problem which shows the gaps based on objective two, the final model should integrate the results of questionnaires and interview together, and the contents also coincided with the ideal design for student leadership characteristics development.

Some experts raised doubts about the model components; they questioned what kind of actions should be done during the model execution, and also conformed to the student leadership development theories. The experts also considered and discussed about the intervention process of student leadership development program, finally they confirmed with the researcher could run this model which based on the

student leadership theories, and students should have main leadership practice through positive co-curricular involvement and various campus-based leadership training.

It was worth mentioning that most of the experts had a common sense about adding “Moderation” into the components of the fostering attitude section. According to the Chinese ideal leadership by Fung (1997), Moderation was essential to Strong Leadership; its origin was from the Confucian culture that has been influences Chinese society for thousands of years.

Research Objective Four: To implement a student leadership characteristics model at Hengshui Normal University in Hebei Province of China.

Final Model. After reviewing the experts’ comments and suggestions for validating the preliminary model, the researcher did the necessary modification on the previous one, and the researcher also put the key components into the modified model in order to fill the gap between current and desirable student leadership characteristics urgently.

The Figure 4.2 showed the final model of a development of student leadership characteristic practice model for Normal Universities in Hebei Province of China.

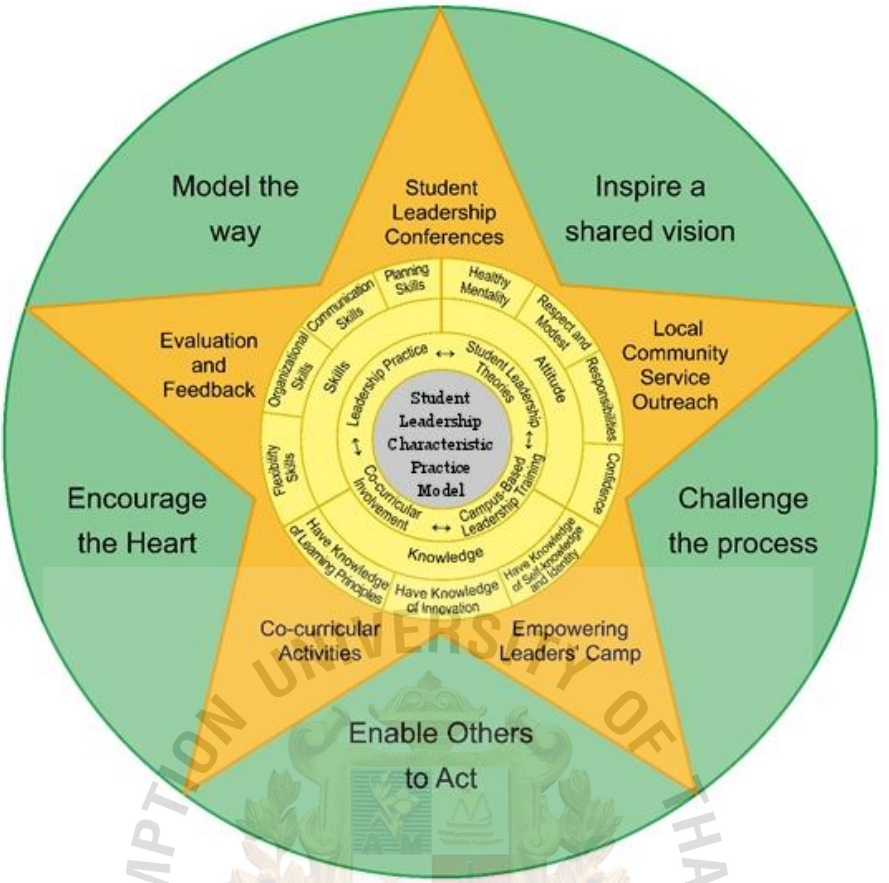

Figure 4.2: A Development of Student Leadership Characteristic Practice Model for Normal Universities in Hebei Province of China

Implementation. The Implementation of the model for the development of student leadership characteristics was the final objective of this research. The researcher did the implementation of this new model at Hengshui Normal University of Hebei province, China. This University was selected for implementation because among all five Normal Universities in Hebei Province, Hengshui Normal University as a unique college which set up activities and associations especially for cultivating student leadership. Furthermore, the researcher with the permission of the student affair management, with the help of the administrators, staffs and students of Hengshui Normal University, the researcher ran the implementation of the model for a period of three months (From March to June 2017). This process was broken down

into the following three steps: Pre Test, Intervention program and Post Test. All data analysis of those steps was explained in the following sections.

Intervention Program

Before the intervention process, the research attended the meeting for instructions and preparation with the committee of student affairs at Hengshui Normal University. The research needed to get permission to observe, get advice and distribution of pre-test and post-test from the Guidance Director. During April to June 2017, student leadership characteristic practice intervention program was held by Student Affairs at Hengshui Normal University, which aimed to prove the new model which could develop senior students as high quality leaders with great characteristic practice, the details were shown in the appendix X.

Student leadership characteristic practice development conferences, local community service outreach, empowering leaders' camp, co-curriculum activities base on Campus Training which included grand debate, social skills, speech competition, students Mega, goal setting, importance of support structure, social activism and making difference, creative leadership, courage and creativity, social activism and making difference, creative leadership Courage and creativity, attitude to failure, role play, positive mindset and moderation. It was worth to mention that Kouzes and Posner's (2006) five leadership practices inventory was throughout during the whole intervention program.

According to their gains, the students of experimental group developed their skills about flexibility skills, organizational skills, communication skills and planning

skills as their essential cultivated student leadership characteristic practice, they also acquired their knowledge about learning principles, innovation, self-knowledge and identity as their essential cultivated student leadership characteristic practice, and they opened up their attitudes about healthy mentality, being respectful and modest, responsibilities and confidence as their essential cultivated student leadership characteristic practice.

All of the activities above the student leaders involved and conducted by themselves and prepared individual reports, then the last stage was presentations of what they gained.

Finally, the researcher responded to the involved students of both experimental and control group about the treatment process in which part of the output of a developing treatment is returned to its input, in order to regulate its further output, thanked students' efforts and participation of both two groups, and admitted students' fulfillment of student leadership characteristic practice development.

Questionnaire for Pre & Post Test of Implementation. The new questionnaire included 32 questions totally, there were two questions related to demographic details of the respondents, and the other 30 questions related to student leadership characteristics development. The latter could be grouped as follows: items number 1 to 10 related to Skills, items number 11 to 22 related to Knowledge and items number 23 to 30 related to Attitude.

One set of questionnaire used for Pre-test and Post-test was shown in the

appendix T.

Pre-test of Experimental Group. For the demographic variable gender, all the 25 students in control group belonged to almost proportional ratio of male and female. For the age, 24 students were in the age group between 21-25 years old who were 96% of the total population, and 2 students in the age group between 26-30 years old who were 4% of the total population.

Table 4.25 Demographic Details of the Students in Experimental Group

N=25	Number	Percent
Gender		
Male	12	48%
Female	13	52%
Age		
21-25	24	96%
26-30	1	4%

Results related to the domain "Skills": the mean and standard deviation were shown in the table as follows. All the items related to the skills got a mean score 3.33. The highest mean score was 3.68 for the item "Student leadership characteristics development program helped me to understand the interests, priorities, and goals of all parties" with a standard deviation of 0.57. The lowest mean score was 3.05 for the item "Student leadership characteristics development program encourages me to try to manage my emotions under different conditions" with a standard deviation of 0.86.

Table 4.26: Mean Score and Standard Deviation of Items Related to Skills

No.	Items	Mean	Standard Deviation	Interpretation
1	Student leadership characteristics development program helps me to adapt to new situations and concepts.	3.55	0.69	High
2	Student leadership characteristics development program helps me to understand the interests, priorities, and goals of all parties.	3.68	0.57	High
3	Student leadership characteristics development program helps me to identify my own barriers during communication and how to overcome them.	3.19	0.89	Moderate
4	Student leadership characteristics development program encourages me to try to manage my emotions under different conditions.	3.05	0.86	Moderate
5	Student leadership characteristics development program helps me to handle making mistakes.	3.36	0.77	Moderate
6	Student leadership characteristics development program helps me to speak at the right time and in the right way.	3.39	0.89	Moderate
7	Student leadership characteristics development program helps me to construct a message with logical and easy way to follow.	3.27	1.01	Moderate
8	Student leadership characteristics development program helps me to be adaptable and improvised when things don't go according to plan.	3.33	0.87	Moderate
9	Student leadership characteristics development program enables me to become more efficient and have a greater competitive edge, leading to a happy and sustainable life with organizational skills.	3.16	0.79	Moderate
10	Student leadership characteristics development program helps me to look ahead and accomplish goals, planning skills let me make and implement decisions.	3.28	0.66	Moderate
	Overall Skills	**3.33**	**0.55**	**Moderate**

Results related to the domain "Knowledge": the mean and standard deviation were shown in the table as follows. All the items related to the knowledge got a mean score 3.32. The highest mean score was 3.73 for the item "Student leadership characteristics development program helps me to understand how to decrease enmity and relational stresses through effective feedback" with a standard deviation of 0.88. The lowest mean score was 2.96 for the item "Student leadership characteristics development program helps me to establish the confidence for a fair or better deal" with a standard deviation of 1.16.

Table 4.27: Mean Score and Standard Deviation of Items Related to Knowledge

No.	Items	Mean	Standard Deviation	Interpretation
11.	Student leadership characteristics development program helps me to understand staying in learning to shift one's thinking positively.	2.99	1.08	Moderate
12	Student leadership characteristics development program helps me to improve organized learning definitely wider than formal studying.	3.28	0.98	Moderate
13	Student leadership characteristics development program helps me to have a creation resulting from study and experimentation.	3.59	0.86	High
14	Student leadership characteristics development program helps me to understand the fact of being who I am.	3.38	0.99	Moderate
15	Student leadership characteristics development program helps me to understand how to decrease enmity and relational stresses through effective feedback.	3.73	0.88	High
16	Student leadership characteristics development program helps me to be most familiar with study in the context of degree course, and also widely	3.22	0.76	Moderate

Table 4.27: Mean Score and Standard Deviation of Items Related to Knowledge (Continued)

No.	Items	Mean	Standard Deviation	Interpretation
	applicable in the work world.			
17	Student leadership characteristics development program helps me to establish the confidence for a fair or better deal.	2.96	1.16	Moderate
18	Student leadership characteristics development program helps me to involve deliberate application of information, imagination and initiative in deriving greater or different values from resources.	3.16	0.69	Moderate
19	Student leadership characteristics development program helps me to include all processes by which new ideas are generated and converted into useful outcomes.	3.28	0.87	Moderate
20	Student leadership characteristics development program helps me to understand one's own capabilities, character, feelings, or motivations.	3.43	0.85	Moderate
21	Student leadership characteristics development program helps me to identify own particular mental state, including my own emotion, feelings, desires.	3.36	0.77	Moderate
22	Student leadership characteristics development program helps me to hold the awareness of my own limitation.	3.31	0.90	Moderate
	Overall Knowledge	**3.32**	**0.62**	**Moderate**

Results related to the domain "Attitude": the mean and standard deviation were shown in the table as follows. All the items related to the attitude got a mean score 3.50. The highest mean score was 3.98 for the item "Student leadership characteristics development program helps me to develop a sense of empathy and help the underprivileged" with a standard deviation of 1.02. The lowest mean score was

3.12 for the item “Student leadership characteristics development program helps me to take charge in a duty to make certain particular things to be done” with a standard deviation of 0.87.

Table 4.28: Mean Score and Standard Deviation of Items Related to Attitude

No.	Items	Mean	Standard Deviation	Interpretation
23	Student leadership characteristics development program helps me to understand we can do to keep mind and body as healthy as possible and contribute to improved outcomes.	3.48	0.68	Moderate
24	Student leadership characteristics development program helps me to develop a sense of empathy and help the underprivileged.	3.97	0.72	High
25	Student leadership characteristics development program helps me to understand the obligation to satisfactorily perform or complete a task that must fulfill.	3.87	0.61	High
26	Student leadership characteristics development program helps me to be modest, be respectful of others, and try to understand.	3.40	0.72	Moderate
27	Student leadership characteristics development program helps me to take charge in a duty to make certain particular things to be done.	3.11	0.87	Moderate
28	Student leadership characteristics development program helps me to make offers at the right time and in the right way	3.24	0.79	Moderate
29	Student leadership characteristics development program helps me to deal with irrational people and challenging relationships.	3.36	0.80	Moderate
30	Student leadership characteristics development program helps me to establish a relation of trust.	3.45	0.76	Moderate
	Overall Attitude	**3.49**	**0.78**	**Moderate**

Pre-test of Control Group

For the demographic variable gender, all the 25 students in control group belonged to almost proportional ratio of male and female. For the age, 23 students were in the age group between 21-25 years old who were 92% of the total population, and 2 students in the age group between 26-30 years old who were 8% of the total population.

Table 4.29: Demographic Details of the students in Control Group

N=25	Number	Percent
Gender		
Male	15	60%
Female	10	40%
Age		
21-25	23	92%
26-30	2	8%

Results related to the domain "Skills": the mean and standard deviation were shown in the table as follows. All the items related to the skills got a mean score 2.87. The highest mean score was 3.11 for the item "Student leadership characteristics development program helps me to handle making mistakes" with a standard deviation of 0.98. The lowest mean score was 2.21 for the item "Student leadership characteristics development program helped me to establish the confidence for a fair or better deal" with a standard deviation of 1.28.

Table 4.30 Mean Score and Standard Deviation of Items Related to Skills

No.	Items	Mean	Standard Deviation	Interpretation
1	Student leadership characteristics development program helps me to adapt to new situations and concepts.	2.69	1.25	Moderate
2	Student leadership characteristics development program helps me to understand the interests, priorities, and goals of all parties.	2.88	1.39	Moderate
3	Student leadership characteristics development program helps me to identify my own barriers during communication and how to overcome them.	3.05	1.05	Moderate
4	Student leadership characteristics development program encourages me to try to manage my emotions under different conditions.	3.10	0.85	Moderate
5	Student leadership characteristics development program helps me to handle making mistakes.	3.11	0.98	Moderate
6	Student leadership characteristics development program helps me to speak at the right time and in the right way.	2.97	1.22	Moderate
7	Student leadership characteristics development program helps me to construct a message with logical and easy way to follow.	2.92	1.10	Moderate
8	Student leadership characteristics development program helps me to be adaptable and improvised when things don't go according to plan.	2.68	0.97	Moderate
9	Student leadership characteristics development program enables me to become more efficient and have a greater competitive edge, leading to a happy and sustainable life with organizational skills.	2.21	1.28	Very low
10	Student leadership characteristics development program helps me to look ahead and accomplish goals, planning skills let me make and implement decisions.	3.13	1.09	Moderate
	Overall Skills	**2.87**	**1.06**	**Moderate**

Results related to the domain "Knowledge": the mean and standard deviation were shown in the table as follows. All the items related to the knowledge have got a mean score 3.31. The highest mean score was 3.77 for the item "Student leadership characteristics development program helps me to understand the fact of being who I am" with a standard deviation of 0.99. The lowest mean score was 3.05 for the item "Student leadership characteristics development program helps me to understand staying in learning to shift one's thinking positively" with a standard deviation of 0.68.

Table 4.31 Mean Score and Standard Deviation of Items Related to Knowledge

No.	Items	Mean	Standard Deviation	Interpretation
11.	Student leadership characteristic practice intervention program helps me to understand staying in learning to shift one's thinking positively.	3.05	0.68	Moderate
12	Student leadership characteristic practice intervention program helps me to improve organized learning definitely wider than formal studying.	3.12	0.69	Moderate
13	Student leadership characteristic practice intervention program helps me to have a creation resulting from study and experimentation.	3.60	0.88	High
14	Student leadership characteristic practice intervention program helps me to understand the fact of being who I am.	3.77	0.99	High
15	Student leadership characteristic practice intervention program helps me to understand how to decrease enmity and relational stresses through effective feedback.	3.38	0.98	Moderate
16	Student leadership characteristic practice intervention program helps me to be most familiar with study in the	3.29	1.12	Moderate

Table 4.31 Mean Score and Standard Deviation of Items Related to Knowledge (Continued)

No.	Items	Mean	Standard Deviation	Interpretation
	context of degree course, and also widely applicable in the work world.			
17	Student leadership characteristic practice intervention program helps me to establish the confidence for a fair or better deal.	3.40	1.23	Moderate
18	Student leadership characteristic practice intervention program helps me to involve deliberate application of information, imagination and initiative in deriving greater or different values from resources.	3.31	0.87	Moderate
19	Student leadership characteristic practice intervention program helps me to include all processes by which new ideas are generated and converted into useful outcomes.	3.22	1.13	Moderate
20	Student leadership characteristic practice intervention program helps me to understand one's own capabilities, character, feelings, or motivations.	3.18	1.08	Moderate
21	Student leadership characteristic practice intervention program helps me to identify own particular mental state, including my own emotion, feelings, desires.	3.29	1.37	Moderate
22	Student leadership characteristic practice intervention program helps me to hold the awareness of my own limitation.	3.10	1.17	Moderate
	Overall Knowledge	**3.31**	**0.88**	**Moderate**

Results related to the domain "Attitude": the mean and standard deviation were shown in the table as follows. All the items related to the attitude got a mean score 3.44. The highest mean score was 3.89 for the item "Student leadership characteristics development program helps me to understand the obligation to satisfactorily perform or complete a task that must fulfill" with a standard deviation of

0.79. The lowest mean score was 2.28 for the item “Student leadership characteristic practice intervention program helps me to take charge in a duty to make certain particular things to be done” with a standard deviation of 1.16.

Table 4.32 Mean Score and Standard Deviation of Items Related to Attitude

No.	Items	Mean	Standard Deviation	Interpretation
23	Student leadership characteristic practice intervention program helps me to understand we can do to keep mind and body as healthy as possible and contribute to improved outcomes.	3.28	0.97	Moderate
24	Student leadership characteristic practice intervention program helps me to develop a sense of empathy and help the underprivileged.	3.36	0.96	Moderate
25	Student leadership characteristic practice intervention program helps me to understand the obligation to satisfactorily perform or complete a task that must fulfill.	3.89	0.79	High
26	Student leadership characteristic practice intervention program helps me to be modest, be respectful of others, and try to understand.	3.22	0.88	Moderate
27	Student leadership characteristic practice intervention program helps me to take charge in a duty to make certain particular things to be done.	2.28	1.16	Very Low
28	Student leadership characteristic practice intervention program helps me to make offers at the right time and in the right way	3.88	0.85	High
29	Student leadership characteristic practice intervention program helps me to deal with irrational people and challenging relationships.	3.86	0.90	High
30	Student leadership characteristic practice intervention program helps me to establish a relation of trust.	3.72	0.94	High
	Overall Attitude	**3.44**	**0.86**	**Moderate**

The researcher did complete the data collection of pre-test, the following step

should implement the final model through student leadership characteristic practice development program (see Appendix X) at Hengshui Normal University of Hebei Province of China. After the intervention period of three months, the researcher proceeded to do the data collection of pro-test of both experimental and control groups.

Post-test of Experimental Group

Table 4.33 Demographic Details of the Students in Experimental Group

N=25	Number	Percent
Gender		
Male	12	48%
Female	13	52%
Age		
21-25	24	96%
26-30	1	4%

Results related to the domain "Skills": the mean and standard deviation were shown in the table as follows. All the items related to the skills got a mean score 4.22. The highest mean score was 4.58 for the item "Student leadership characteristics development program helps me to speak at the right time and in the right way" with a standard deviation of 0.68. The lowest mean score was 3.85 for the item "Student leadership characteristics development program helps me to look ahead and accomplish goals, planning skills let me make and implement decisions" with a standard deviation of 0. 87. In this section, except two items, all the others got a mean score above 4.00.

Table 4.34: Mean Score and Standard Deviation of Items Related to Skills

No.	Items	Mean	Standard Deviation	Interpretation
1	Student leadership characteristic practice intervention program helps me to adapt to new situations and concepts.	3.98	0.56	High
2	Student leadership characteristic practice intervention program helps me to understand the interests, priorities, and goals of all parties.	4.12	0.61	High
3	Student leadership characteristic practice intervention program helps me to identify my own barriers during communication and how to overcome them.	4.56	0.67	Very High
4	Student leadership characteristic practice intervention program encourages me to try to manage my emotions under different conditions.	4.37	0.56	High
5	Student leadership characteristic practice intervention program helps me to handle making mistakes.	4.21	0.59	High
6	Student leadership characteristic practice intervention program helps me to speak at the right time and in the right way.	4.58	0.68	Very High
7	Student leadership characteristic practice intervention program helps me to construct a message with logical and easy way to follow.	4.08	0.62	High
8	Student leadership characteristic practice intervention program helps me to be adaptable and improvised when things don't go according to plan.	4.16	0.83	High
9	Student leadership characteristic practice intervention program enables me to become more efficient and have a greater competitive edge, leading to a happy and sustainable life with organizational skills.	4.28	0.73	High
10	Student leadership characteristic practice intervention program helps me to look ahead and accomplish goals, planning skills let me make and implement decisions.	3.85	0.87	High
	Overall Skills	**4.22**	**0.56**	**High**

Results related to the domain "Knowledge": the mean and standard deviation were shown in the table as follows. All the items related to the knowledge have got a mean score 4.27. The highest mean score was 4.66 for the item "Student leadership characteristic practice intervention program helps me to understand one's own capabilities, character, feelings, or motivations" with a standard deviation of 0.47. The lowest mean score was 3.92 for the item "Student leadership characteristic practice intervention program helps me to involve deliberate application of information, imagination and initiative in deriving greater or different values from resources." with a standard deviation of 0.65.In this section, except one item, all the others got a mean score above 4.00.

Table 4.35: Mean Score and Standard Deviation of Items Related to Knowledge

No.	Items	Mean	Standard Deviation	Interpretation
11.	Student leadership characteristic practice intervention program helps me to understand staying in learning to shift one's thinking positively.	4.09	0.51	High
12	Student leadership characteristic practice intervention program helps me to improve organized learning definitely wider than formal studying.	4.17	0.58	High
13	Student leadership characteristic practice intervention program helps me to have a creation resulting from study and experimentation.	4.22	0.61	High
14	Student leadership characteristic practice intervention program helps me to understand the fact of being who I am.	4.26	0.43	High
15	Student leadership characteristic practice intervention program helps me to understand how to decrease enmity	4.36	0.71	High

Table 4.35: Mean Score and Standard Deviation of Items Related to Knowledge (Continued)

No.	Items	Mean	Standard Deviation	Interpretation
	and relational stresses through effective feedback.			
16	Student leadership characteristic practice intervention program helps me to be most familiar with study in the context of degree course, and also widely applicable in the work world.	4.33	0.35	High
17	Student leadership characteristic practice intervention program helps me to establish the confidence for a fair or better deal.	4.06	0.46	High
18	Student leadership characteristic practice intervention program helps me to involve deliberate application of information, imagination and initiative in deriving greater or different values from resources.	3.92	0.65	High
19	Student leadership characteristic practice intervention program helps me to include all processes by which new ideas are generated and converted into useful outcomes.	4.55	0.58	Very High
20	Student leadership characteristic practice intervention program helps me to understand one's own capabilities, character, feelings, or motivations.	4.66	0.47	Very High
21	Student leadership characteristic practice intervention program helps me to identify own particular mental state, including my own emotion, feelings, desires.	4.33	0.39	High
22	Student leadership characteristic practice intervention program helps me to hold the awareness of my own limitation.	4.26	0.63	High
	Overall Knowledge	**4.27**	**0.58**	**High**

Results related to the domain "Attitude": the mean and standard deviation

were shown in the table as follows. All the items related to the attitude got a mean score 4.38. The highest mean score was 4.58 for the item “Student leadership characteristic practice intervention program helps me to deal with irrational people and challenging relationships.” with a standard deviation of 0.51. The lowest mean score was 4.19 for the item “Student leadership characteristic practice intervention program helps me to take charge in a duty to make certain particular things to be done” with a standard deviation of 0.58. In this section, all of the items got a mean score above 4.00.

Table 4.36: Mean Score and Standard Deviation of Items Related to Attitude

No.	Items	Mean	Standard Deviation	Interpretation
23	Student leadership characteristic practice intervention program helps me to understand we can do to keep mind and body as healthy as possible and contribute to improved outcomes.	4.56	0.59	Very High
24	Student leadership characteristic practice intervention program helps me to develop a sense of empathy and help the underprivileged.	4.47	0.76	High
25	Student leadership characteristic practice intervention program helps me to understand the obligation to satisfactorily perform or complete a task that must fulfill.	4.37	0.62	High
26	Student leadership characteristic practice intervention program helps me to be modest, be respectful of others, and try to understand.	4.28	0.55	High
27	Student leadership characteristic practice intervention program helps me to take charge in a duty to make certain particular things to be done.	4.19	0.58	High

Table 4.36: Mean Score and Standard Deviation of Items Related to Attitude (Continued)

28	Student leadership characteristic practice intervention program helps me to make offers at the right time and in the right way	4.26	0.46	High
29	Student leadership characteristic practice intervention program helps me to deal with irrational people and challenging relationships.	4.58	0.51	Very High
30	Student leadership characteristic practice intervention program helps me to establish a relation of trust.	4.29	0.39	High
Overall Attitude		**4.38**	**0.51**	**High**

Post-test of Control Group

Table 4.37 Demographic Details of the students in Control Group

N=25	Number	Percent
Gender		
Male	15	60%
Female	10	40%
Age		
21-25	23	92%
26-30	2	8%

Results related to the domain "Skills": the mean and standard deviation were shown in the table as follows. All the items related to the skills got a mean score 3.14. The highest mean score was 3.68 for the item "Student leadership characteristic practice intervention program helps me to speak at the right time and in the right way" with a standard deviation of 0.58. The lowest mean score was 2.08 for the item "Student leadership characteristic practice intervention program helps me to look ahead and accomplish goals, planning skills let me make and implement decisions" with a standard deviation of 1.28.

Table 4.38 Mean Score and Standard Deviation of Items Related to Skills

No.	Items	Mean	Standard Deviation	Interpretation
1	Student leadership characteristic practice intervention program helps me to adapt to new situations and concepts.	3.32	0.89	Moderate
2	Student leadership characteristic practice intervention program helps me to understand the interests, priorities, and goals of all parties.	3.41	0.66	Moderate
3	Student leadership characteristic practice intervention program helps me to identify my own barriers during communication and how to overcome them.	3.56	0.68	High
4	Student leadership characteristic practice intervention program encourages me to try to manage my emotions under different conditions.	3.38	0.57	Moderate
5	Student leadership characteristic practice intervention program helps me to handle making mistakes.	2.37	1.16	low
6	Student leadership characteristic practice intervention program helps me to speak at the right time and in the right way.	3.68	0.58	High
7	Student leadership characteristic practice intervention program helps me to construct a message with logical and easy way to follow.	3.16	0.69	Moderate
8	Student leadership characteristic practice intervention program helps me to be adaptable and improvised when things don’t go according to plan.	3.29	1.01	Moderate
9	Student leadership characteristic practice intervention program enables me to become more efficient and have a greater competitive edge, leading to a happy and sustainable life with organizational skills.	3.19	1.09	Moderate
10	Student leadership characteristic practice intervention program helps me to look ahead and accomplish goals, planning skills let me make and implement decisions.	2.08	1.28	Very Low
	Overall Skills	**3.14**	**0.98**	**Moderate**

Results related to the domain "Knowledge": the mean and standard deviation were shown in the table as follows. All the items related to the knowledge got a mean score 3.25. The highest mean score was 3.68 for the item "Student leadership characteristics development program helps me to involve deliberate application of information, imagination and initiative in deriving greater or different values from resources" with a standard deviation of 0.79. The lowest mean score was 2.25 for the item "Student leadership characteristics development program helps me to hold the awareness of my own limitation" with a standard deviation of 1.11.

Table 4.39 Mean Score and Standard Deviation of Items Related to Knowledge

No.	Items	Mean	Standard Deviation	Interpretation
11.	Student leadership characteristic practice intervention program helps me to understand staying in learning to shift one's thinking positively.	3.32	0.88	Moderate
12	Student leadership characteristic practice intervention program helps me to improve organized learning definitely wider than formal studying.	3.49	0.86	Moderate
13	Student leadership characteristic practice intervention program helps me to have a creation resulting from study and experimentation.	3.56	1.03	High
14	Student leadership characteristic practice intervention program helps me to understand the fact of being who I am.	3.67	1.25	High
15	Student leadership characteristic practice intervention program helps me to understand how to decrease enmity and relational stresses through effective feedback.	2.41	1.18	Low

Table 4.39 Mean Score and Standard Deviation of Items Related to Knowledge (Continued)

16	Student leadership characteristic practice intervention program helps me to be most familiar with study in the context of degree course, and also widely applicable in the work world.	2.98	0.98	Moderate
17	Student leadership characteristic practice intervention program helps me to establish the confidence for a fair or better deal.	3.25	0.96	Moderate
18	Student leadership characteristic practice intervention program helps me to involve deliberate application of information, imagination and initiative in deriving greater or different values from resources.	3.68	0.79	High
19	Student leadership characteristic practice intervention program helps me to include all processes by which new ideas are generated and converted into useful outcomes.	3.40	0.89	Moderate
20	Student leadership characteristic practice intervention program helps me to understand one's own capabilities, character, feelings, or motivations.	3.36	0.76	Moderate
21	Student leadership characteristic practice intervention program helps me to identify own particular mental state, including my own emotion, feelings, desires.	3.62	0.98	High
22	Student leadership characteristic practice intervention program helps me to hold the awareness of my own limitation.	2.25	1.11	Low
Overall Knowledge		**3.25**	**0.92**	**Moderate**

Results related to the domain "Attitude": the mean and standard deviation are shown in the table as follows. All the items related to the attitude have got a mean score 3.39. The highest mean score was 3.80 for the item "Student leadership characteristics development program helps me to deal with irrational people and challenging relationships" with a standard deviation of 0.86. The lowest mean score

was 2.89 for the item “Student leadership characteristics development program helps me to understand we can do to keep mind and body as healthy as possible and contribute to improved outcomes” with a standard deviation of 0.92.

Table 4.40 Mean Score and Standard Deviation of Items Related to Attitude

No.	Items	Mean	Standard Deviation	Interpretation
23	Student leadership characteristic practice intervention program helps me to understand we can do to keep mind and body as healthy as possible and contribute to improved outcomes.	2.89	0.92	Moderate
24	Student leadership characteristic practice intervention program helps me to develop a sense of empathy and help the underprivileged.	2.91	0.89	Moderate
25	Student leadership characteristic practice intervention program helps me to understand the obligation to satisfactorily perform or complete a task that must fulfill.	3.70	0.78	High
26	Student leadership characteristic practice intervention program helps me to be modest, be respectful of others, and try to understand.	3.19	0.97	Moderate
27	Student leadership characteristic practice intervention program helps me to take charge in a duty to make certain particular things to be done.	3.36	0.97	Moderate
28	Student leadership characteristic practice intervention program helps me to make offers at the right time and in the right way	3.58	0.99	High
29	Student leadership characteristic practice intervention program helps me to deal with irrational people and challenging relationships.	3.80	0.86	High
30	Student leadership characteristic practice intervention program helps me to establish a relation of trust.	3.69	0.85	High
	Overall Attitude	**3.39**	**0.86**	**Moderate**

According to the above tables show the pre-tests and pro-tests of control group and experimental group, the researcher should examine and conduct the independent sample t test through comparison for all the three constructs which are skills, knowledge and attitude.

Table 4.41: Comparing mean values of "Skills, Knowledge and Attitude" for both experimental and control groups

Comparison items	Mean of skills	Mean of knowledge	Mean of attitude
Pre-test of Experimental Group	3.33	3.32	3.49
Pro-test of Experimental Group	4.22	4.27	4.38
Progressive Score	0.89	0.95	0.89

Comparison items	Mean of skills	Mean of knowledge	Mean of attitude
Pre-test of Control Group	2.87	3.31	3.44
Pro-test of Control Group	3.14	3.25	3.39
Progressive Score	0.27	-0.06	-0.05

The results of comparison table revealed that before the final model implementation, between pre-test and post-test of experimental group, their relative progress score of skills, knowledge and attitude were: 0.89, 0.95, and 0.89. Between pre-test and post-test of control group, their relative progress score of skills, knowledge and attitude were: 0.27, -0.06, and -0.05, obviously the latter's progress

score is smaller, therefore after the student leadership characteristic practice model ran for three months, it could be concluded that the new model for development of student leadership characteristic practice used for this study helped to improve student leadership significantly.

In the following part the researcher examined whether these increase in the mean scores are significant or not. The researcher conducted the progress sample t test for all the three domains such as skills, knowledge and attitude. Table 4.42-4.44 below showed the results of progress sample t test (See original statistics of progress sample t test in Appendix Y).

Table 4.42: Progress sample t test of skills for both control and experimental groups

Group Statistics					
Skills	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
	experimental group	25	.8926	.09801	.01960
	control group	25	.2694	.04583	.00917

Independent Sample t test for progress	**t- test for equality of means**						
	t	**df**	**Sig.(2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
						Lower	**Upper**
Skills equal variances assumed	28.798	48	.000	.62316	.02164	.57965	.66667

There was a significance difference (0.000<0.05) of the two tests in experimental group, it indicated that the new model for development of student leadership characteristic practice used for this study helped to improve skills significantly.

Table 4.43: Progress sample t test of knowledge for both control and experimental groups

Group Statistics					
Knowledge	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
	experimental group	25	.9523	.20848	.04170
	control group	25	-.0642	.10139	.02028

Independent Sample t test for progress	**t- test for equality of means**						
	t	**df**	**Sig.(2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
						Lower	**Upper**
Knowledge equal variances assumed	21.923	48	.000	1.01650	.04637	.92327	1.10972

There was a significance difference (0.000<0.05) of the two tests in experimental group, it indicated that the new model for development of student leadership characteristic practice used for this study helped to improve knowledge significantly.

Table 4.44: Progress sample t test of attitude for both control and experimental groups

Group Statistics					
Attitude	**Groups**	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
	experimental group	25	.8901	.06381	.01276
	control group	25	-.0519	.07358	.01472

Independent Sample t test for progress	**t- test for equality of means**						
	t	**df**	**Sig.(2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
						Lower	**Upper**
Attitude equal variances assumed	48.359	48	.000	.94202	.01948	.90286	.98119

There was a significance difference (0.000<0.05) of the two tests in experimental group, it indicated that the new model for development of student leadership characteristic practice used for this study helped to improve attitude significantly.

In brief, the results of the independent sample t test showed that there was a significant increase in the t-value of experimental group while comparing to the t-value of the control group. Therefore, it could be concluded that the model was effective for development of student leadership characteristic practice at Normal Universities in Hebei province of China.

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CHAPTER V

CONCLUSION, DISCUSSION, AND RECOMMENDATION

This chapter concluded the study which had a development of student leadership characteristic practice model at Normal Universities in Hebei Province of China. In this section, the findings were summarized in accordance with four research objectives, discussion of the research findings, and recommendations shown as follows.

There were four research objectives of this study:

1. To explore the desirable student leadership characteristics in Higher Education.

2. To identify the current student leadership characteristic practice of Normal Universities in Hebei Province of China.

3. To develop a proposed development of student leadership characteristic practice model at Normal Universities in Hebei Province of China.

4. To implement a development of student leadership characteristic practice model at Hengshui Normal University in Hebei Province of China.

The main findings and conclusions were detailed in the following section meeting with each research objective.

Research Objective One: To explore the desirable student leadership characteristics in higher education.

The researcher did content analysis of 128 sources which contained 112 books

and 16 articles related to student leadership, leadership development from the library database of Assumption University and online sources, as to explore the desirable student leadership characteristics in higher education. The selected published sources were between the year 1956 and 2016. The extracted coding sheet in the appendix A revealed the key themes and similar grouped sub-themes in corresponding categories, and there were three domains as per the results of content analysis: 1.Skills, 2. Knowledge, 3. Attitude. In this process, the researcher spent half year to find out the desirable student leadership characteristics in higher education through content analysis.

First Domain: Skills. From the extract of the coding sheet, it showed that a total number of 5 kinds of skills were found as the most important skills which had to be possessed by effective leaders in student leadership. Out of a total number of 127 occurrences of the skills, 41 occurrences comprised the flexibility skills, 34 occurrences comprised the organizational skills, 22 occurrences comprised the decision-making skills, 19 occurrences comprised the communication skills, and 11 occurrences comprised the planning skills. The percentage in each section of flexibility, organizational, decision-making, communication, and planning skills was 32, 27, 17, 15, and 9 respectively. These numbers and percentage above indicate that the student leadership should focus on cultivating the student leaders as persons of flexibility skills and organizational skills first and foremost.

Second Domain: Knowledge. From the extract of the coding sheet, it showed that a total number of 6 kinds of knowledge were found as the most important

knowledge which had to be possessed by effective leaders in student leadership. Out of a total number of 120 occurrences of the knowledge, 42 occurrences comprised the knowledge of learning principals, 30 occurrences comprised the knowledge of innovation, 14 occurrences comprised the knowledge of self-knowledge and identity, 12 occurrences comprised knowledge of feedback, 11 occurrences comprised knowledge of self-management capacity, and 11 occurrences comprised knowledge of vision and mission. The percentage in each section of learning principals, innovation, self-knowledge and identity, feedback, and vision and mission knowledge was 35, 25, 12, 10, 9, and 9 respectively. These numbers and percentage above indicated that the student leadership should focus on cultivating the student leaders as persons of having knowledge of learning principles and innovation stood in the breach especially.

Third Domain: Attitude. From the extract of the coding sheet, it showed that a total number of 4 kinds of attitude were found as the most important attitude which had to be possessed by effective leaders in student leadership. Out of a total number of 123 occurrences of the skills, 44 occurrences comprised the healthy mentality, 31 occurrences comprised the respectful and modest attitude, 29 occurrences comprised the responsibilities, and 19 occurrences comprised the confidence. The percentage in each section of healthy mentality, respectful and modest attitude, responsibilities, and confidence was 36, 25, 24, and 15 respectively. These numbers and percentage above indicated that the student leadership should focus on cultivating the student leaders as persons of having attitude of healthy mentality and respectful and modest attitude stand in the breach imperatively.

Research Objective Two: To identify the current student leadership characteristic practice of Normal Universities in Hebei Province of China.

Results of the Data Collection from the Students, Teachers and Administrators through Questionnaire.

In skills section, there were two items were low which were: flexibility skills and organizational skills;

In knowledge section, there were two items were low which were: have knowledge of learning principles and have knowledge of self-knowledge & identity are poor;

In attitude section, there were four items were low which were: healthy mentality, respect and modest, and confidence.

Results of the Interview with the Market Employers of Internship Schools.

It was worth mentioning that the market employers of internship schools had emphasized three components of the student leaders should be improved necessarily, even the relevant data corresponding with the three components did not reveal a lower level during the questionnaire results, the internship was the most capable to demonstrate the authentic depiction in real practice. The results of interview should not be overlooked, conversely, the researcher paid more attention to it, and it assisted the questionnaire results, both sides complement each other to make the findings of objective two to be consummate.

Hence, it was evident from the results from the qualitative and quantitative data collected, detected, and classified from the students, teachers, administrators and market employers, finally located targets, the skills should be developed are flexibility skills, organizational skills, communication skills, and planning skills. The knowledge should be provided are learning principles, innovation, and self-management capacity. The attitude should be changed are healthy mentality, respectful and modest, responsibilities and confidence. They combined together to become model elements, and these led to objective three of this study.

Research Objective Three: To develop a proposed development of student leadership characteristic practice model at Normal Universities in Hebei Province of China.

The results of objective one and two, the desirable student leadership characteristics in Higher Education and the current student leadership characteristics of Normal Universities in Hebei Province of China, revealed that there was a deep gap between them. In order to fill this gap, the researcher designed and developed a proposed student leadership model by combining the results of these research objectives.

The findings of content analysis showed that there were three domains that were very necessary for successful and effective student leadership characteristics in higher education, namely: skills, knowledge, and attitude. Hence, the researcher gathered all the key components of these three domains in a proposed student leadership characteristic practice model, it also directed the student leadership

characteristic intervention program through desirable practice of student involvement.

The proposed student leadership characteristic practice model of normal universities in Hebei Province of China was sent to twenty-one experts for operational validity, after their review and comprehension, they returned their suggestions and comments. To follow the instructions, the researcher modified the preliminary model to be the final one, and one point was deserved to be mentioned, all of the Chinese experts recommended the researcher to add “Moderation” among the attitude components, the final model met their requirements, eventually the objective three was achieved.

Research Objective Four: To implement a development of student leadership characteristic practice model at Hengshui Normal University in Hebei Province of China.

The final objective of this research was to implement the student leadership characteristics model. The researcher did the implementation of the final model of student leadership characteristic practice in Hengshui Normal University of Hebei Province. This University was selected for implementation because among all five normal universities in Hebei Province, Hengshui Normal University as a unique college which set up activities and associations especially for cultivating student leadership. Furthermore, the researcher with the permission of the student affair management, with the help of the administrators, staffs and students of Hengshui Normal University, the researcher ran the implementation of the model for a period of three months (From April 2017 to June 2017). This process was broken down into the

following three steps: Pre-Test, Intervention program and Post-Test. The steps are explained in details below.

Pre-Test. When the implementation protocol was ready to run, the researcher approached Hengshui Normal University for collecting data of pre-test. The student affair management permitted the researcher to utilize the senior students of the student affairs for model implementation. A total number of fifty students were selected from the student affairs, the guidance director did the selection and division by random allocation, and in addition these students were divided into two groups equally: control group and experiment group. The questionnaire that was used for pre-test was the new adjusted form of the previous questionnaire which was used for objective 2 data collection. The adjusted questionnaire was distributed to both control group and experiment group respectively as to deeply comprehend students' perception towards student leadership characteristics education in the university. After pre-test data collection, the researcher analyzed the data and it revealed that there was no significant difference between the results of the control group and experimental group.

Student Leadership Characteristic Practice Intervention Program.

Before the intervention process, The researcher appeared in Hengshui Normal University during the time of implementation, sincerely assisted student affair administrators, staffs and students to successfully complete the implementation

without a hitch, such as through observation, discussion, interpretation and qualification and so on. The research attended the meeting for instructions and preparation with the committee of student affairs at Hengshui Normal University. The research needed to get permission to observe, get advice and distribution of pre-test and post-test from the Guidance Director. During April to June 2017, student leadership characteristic practice intervention program was held by Student Affairs at Hengshui Normal University, which aimed to prove the new model which could develop senior students as high quality leaders with great characteristic practice, the details were shown in the appendix X.

During the Intervention process, the Guidance Director of Hengshui Normal University selected and divided into two groups randomly for the researcher. While the 25 students of experimental group as per student leadership model activities, the other 25 students of control group were still having the traditional student leadership activities.

The experimental group followed the contents of intervention program as follows: Student leadership characteristic practice development conferences, local community service outreach, empowering leaders' camp, co-curriculum activities base on Campus Training which included grand debate, social skills, speech competition, students Mega, goal setting, importance of support structure, social activism and making difference, creative leadership, courage and creativity, social activism and making difference, creative leadership Courage and creativity, attitude to failure, role play, positive mindset and moderation. It was worth to mention that

Kouzes and Posner's (2006) five leadership practices inventory was throughout during the whole intervention program.

According to their gains, the students of experimental group developed their skills about flexibility skills, organizational skills, communication skills and planning skills as their essential cultivated student leadership characteristic practice; they also acquired their knowledge about learning principles, innovation, self-knowledge and identity as their essential cultivated student leadership characteristic practice, and they opened up their attitudes about healthy mentality, being respectful and modest, responsibilities and confidence as their essential cultivated student leadership characteristic practice.

All of the activities above were student leaders involved and conducted and prepared individual reports by themselves, then the last stage was presentations of what they gained.

Finally, the researcher responded to the involved students of both experimental and control group about the treatment process in which part of the output of a developing treatment is returned to its input, in order to regulate its further output, thanked students' efforts and participation of both two groups, and admitted students' fulfillment of student leadership characteristic practice development.

Post-test. The implementation process was over by the end of June of 2017. The researcher utilized same instrument both for pre-test and pro-test data collection. According to data analysis, the researcher used independent samples t test of progress; the results indicated that there was a significant difference between the findings of

control group and experimental group. The results of this independent samples t test clearly stated the effectiveness of the student leadership model for student leaders in the normal universities of Hebei Province of China.

Conclusions

In a word, the findings of the current study revealed a greater insight into the components that influence student leadership development in higher education. Leadership development opportunities were urgent to be intentionally designed during the research. Students' practice and involvement which based on student leadership theories offered a potential programmatic treatment for student affair to help with developing their skills, attitude and knowledge as socially responsible leaders, cultivate everyone's leadership characteristics through student leadership conferences, local community outreach, empowering leaders' camp, co-curricular activities and evaluation and feedback, and set aside the students' backgrounds and any experiences. The final data indicated that the final student leadership characteristic practice model was effective and powerful.

Discussion

Skills and Knowledge were identified as the key competencies for knower of leadership (Henderson & Hawthorne, 2000), and Attitude might be changed through an important domain of research on attitude change focuses on responses to communication, persuasion, collaboration, and so on (Wood, 2000). Traditionally, people generally thought developing skills for students through promoting

communication skills and facilitating student leaders' decision making skills, changing attitudes for students through motivating and promoting students to be responsible, increasing involvement for building confidence, providing knowledge through cultivating students to obtain knowledge of vision and mission, promoting and encouraging students to have knowledge of self-management capacity, all of the above strategies are proper in the broad sense, however, the researcher's content analysis brought a few discovered new components which were relevant to student leadership characteristics, people feel a little unexpected, nevertheless they were truly presenting in the selected sources, such as: the main event of skills as the first domain should be flexibility skills and organizational skills, for the second domain having knowledge of learning principles and innovation should be highlighted, and healthy mentality and being respectful and modest stand in the breach of attitude as the third domain. This undoubtedly reminded the educators, student leadership development should keep pace with the times, and also accorded with desirable student leadership characteristics in higher education.

In this study, in order to achieve results of objective two, the researcher collected both qualitative and quantitative data from students, teachers, administrators of Normal Universities of Hebei Province, and market employers of internship. The results of current student leadership characteristic practice indicated that the student leadership development should be improved in the normal universities in Hebei Province and that led to the objective three.

Walker and Dimmock (2002) concluded that Chinese leadership

characteristics and features as follows: moral criterion, human nature, intelligence, slyness, liberty, honor, sometimes the ability to lead by inaction, those were different from traditional leadership in western world, thus Chinese culture could not be ignored, and those non-western leadership characteristics could be significant in ascertaining features of leadership that might supply optional solutions. During the validation of the preliminary model, experts responded positively with gratitude, they suggested the researcher should accord to the existing situation and current student leadership characteristics through the designed model to solve the urgent tasks as the top priority, and there was one noteworthy exception, they requested the researcher should add a component namely “moderation” into attitude factor in the model, this request was mainly based on Confucian, he emphasized the people should have conception of moderate desire was a crucial part, and his moderation meant harmony between "Li"(ritual) and desire, and avoid indulgence and mortification. Moderation of Confucian had a realistic significance for thousands years in China, the students, the researcher, as a Chinese, should understand its significance. After the researcher did the modification of the preliminary model undertaken experts’ suggestions and comments, the final model finally freshly baked.

Since involvement was identified by Astin (1984) as a key determinant of college student success, satisfaction, and persistence. Involvement helped students to foster skills developing, knowledge learning, and attitude changing, hence enhance positive relationships in the organization, and these opportunities mostly were not available in the classroom study (Abrahamowicz, 1988; Astin, 1984; Schuh & Laverty,

1983). In this study, during the implementation step, students got fully involvement through student leadership characteristic practice intervention program, the comparison of pre-test and post-test results indicated and concluded that, through the intervention program which paid attention to all of the components in the final model, would enhance and develop student leadership characteristic practice in Hengshui Normal University, and this results also indicated that the model implementation was achievable for all normal universities in Hebei Province of China.

Eventually, the researcher should offer valuable recommendations to educational leaders, student leaders and future researchers.

Recommendations

Recommendation for Educational Leaders

1. The educational leaders should be aware of student leadership characteristic practice development played a very important role, from now on not only provide support to the student affair department, but also other divisions.

2. The educational leaders should encourage the lecturers to attempt to transformational leadership practice in order to lead the students to have participative practices and positive interactions.

3. The educational leaders should inform the curriculum development committee to pay attention to co-curriculum student involvement, and provide more chances for students actively engaging in good performance.

4. While learning covers all aspects, the educational leaders should make more efforts in the following areas: cultivating students' flexibility and organizational

skills, knowledge of learning principles, innovation, self-knowledge, identity, attitude of healthy mentality, being respectful, modest and confidence.

5. The educational leaders should understand firmly that student leadership characteristic practice development is a lifelong career, it has been changing with the times.

Recommendation for Student Leaders

1. Initially the student leaders should have accurate self-awareness about their own limitations of student leadership characteristics, and then continue to improve themselves with pleasure through learning, training, practice, activities, and so on.

2. Even if the student leaders would graduate someday soon enough, as a teacher, as a citizen, as a job holder, as any kind of social role, leadership development never stop, it is a lifelong duty for every student leader to make progress.

Recommendation for Market Employers of Internship Schools

1. Not only requesting students do the work in order to gain experiences, but also providing more challenges and chances for student leadership characteristics cultivation and development, this helps students to do real experiments for learning something.

2. The market employers of internship schools should always beware of

their role can be great pushers for practicing student leadership and enhancing student development.

Recommendation for Future Researchers

1. The future researchers could explore more important factors of student leadership development which were more abundant than student leadership characteristics, thus develop more significant leadership models.

2. In this study, the researcher did content analysis of 128 sources which contains 112 books and 16 articles related to student leadership, the range of their particular years are from 1956 to 2017, in order to explore the desirable student leadership characteristics in higher education. The future researchers could do a greater width and depth of the content analysis study.

3. In this study, the researcher did the model implementation for only three months since pressed for time and anxious to explore, the future researcher could test this model for a longer run in order to have stronger evidence to ensure the findings.

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APPENDICES

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APPENDIX A

Extract of the Coding Sheet

Ideal student leadership characteristics in Higher Education			
1. Skills		2. Knowledge	3. Attitude
1. Skills	B1.P108. “I believe we can change the world if we start listening to one another again. Simple, honest, human conversation. Simple, truthful conversation where we each have a chance to speak, we each feel heard, and we each listen well”. P216: When leaders gain collaborators who share their purpose, the most effective approach to leadership is involving the collaborators in decision making. P217: To be effective, would-be leaders should focus on expressing clear purpose and practicing an open, interactive, and persuasive style of communicating a meaningful purpose that gains willing collaborators.		
	B2. P6: Without the inner motivation to lead, you will get nowhere. P48: As Jonathan Powell writes in The New Machiavelli, charisma is key to leadership skill. And what gives you charisma? Belief is a core leadership skill. P63: Self-regulation (the ability to control reactive impulses and moods) is one of the five components of Emotional Intelligence, formulated by Daniel Goleman.		
	B3.P60: The best leaders invest in the development of their people.		
	B4. P46: authoritativeness and coaching are the most effective in the long term, but an ability to display all is best. Chief executives, even the best ones, often have poor awareness of their most important abilities. The key leadership styles are most effective when combined with high levels of emotional intelligence. P146: Learning presentational skills aids leadership development.		
	B6.P43: Partnership harvests the potential of the team. P69: The key to effective leadership is the relationship you build with your team.(Partnership) P74: Sharing the big picture puts everyone on the same sage.(Partnership)		
	B7. P16-18:Core leadership traits: Extraordinary leaders possess five kinds of traits: 4. Capacity to Act: as a leader, you not only exhibit the emotional readiness to act when others avoid or recoil from the risk and stress that action would entail, but you also exhibit the critical thinking ability to do so wisely.		

	B8, P99: To become effective in using Situational Leadership II, you must master three skills: diagnosis (two factors: competence and commitment), flexibility, and partnering for performance. P106: In Self Leadership and The One Minute Manager, Ken Blanchard, Susan Fowler, and Laurence Hawkins teach the three skills of self leadership: challenge assumed constraints, celebrate your points of power, and collaborate for success. P178: To work well in a team environment, members should develop the skill of participating and, at the same time: observing.
	B9.P4: Some writers have identified skills such as establishing the culture of the organization, empowering others, articulating vision and exhibiting strategic thinking. P5: they feel that a leader inspires, thinks, motivates, initiates and is self-sufficient. McEwan's(2003) seven steps to becoming an effective leader: 1. Establish, implement and achieve academic standards. 2. Be an instructional resource for your staff. 3. Create a school culture and climate conductive to learning (for everyone) 4. Communicate the vision and mission of your school 5. Set high expectations of your staff and yourself 6. Develop teacher leaders 7. Establish and maintain positive relationships with children, staff and parents. P5-6: Rodd (206:20), Leaders give direction; offer inspiration; build teamwork; set an example; gain acceptance. P40: Theorists tend to characterize charisma as comprising three constituent parts: being a gifted leader, having the natural ability to command loyalty and respect from people, and popularity. Charismatic leaders are able to repackage complex ideas as straightforward messages and generate good communication. They involve others in their ideas and innovations. P21: Be charismatic. Be able to engage and involve others in ideas, innovations, goals and visions, and to compromise where relevant. Be able to motivate and persuade staff. Persevere with understanding and developing the leadership role. P125: As Sharp (2002) indicates, emotional intelligence is the main aptitude considered to account for outstanding performance in top leaders. An effective head will have an infectious (self-) awareness and the ability to handle a wealth of diverse events, practices and decisions.
	B12. P4-6: Core leadership is strategy requires Vision, Acumen, Planning and courage to lead.

	Core leadership is action requires Decision making, Communication, Mobilizing others. Core leadership is results requires Risk taking, Results Focus, Agility.
	B15. P18: you must be simultaneously an “insider” and an “outsider” in the organization you are leading. To lead against the current, you must be unafraid to make decisions or take actions that appear “crazy”. P20: A genuine leader must always be prepared to act alone.
	B16. P267: Communication skills, collaborative skills, problem-solving skills, problem-assessment skills, organizational skills, self-care skills. P239: Effective leaders develop and use negotiation skills.
	B18. P109: In Goleman’s terms, it comprises five core competencies: Self-Awareness: the ability to recognize and understand your words, emotions, and drives… Self-Regulation: the ability to control or redirect disruptive impulses and moods; the propensity to suspend judgment-to think before acting. Motivation: a passion to work for reasons that go beyond money or status… Empathy: the ability to understand the emotional makeup of other people… Social skill: proficiency in managing relationships and building networks; an ability to find common ground and build rapport.
	B19. P5: The data on the Myers Briggs Type Indicator, the DISC inventory, the workplace Motivators or Values Inventory, and the Workplace Personality Inventory (WPI) show the following characteristics of highly effective educational leaders: Ability to communicate their message clearly to others. Ability to influence others to act. Ability to handle stress and critical feedback. Ability to think systemically. High orientation to planning. Commitment to developing teams to enhance results. Strong ability to develop and follow a plan for success. High visibility with stakeholders. Ability to think and act quickly. Flexibility. Ability to coach others to improved performance. P6: The following are the seven competencies for high-performing leaders in education, with accompanying subsets that can help leaders focus their professional development:

	Builds trust through clear communications and expectations. Creates a commonly owned plan for success. Builds External Networks and Partnerships.
	B20. P12: Green (2001) notes that, "such traits or characteristics can be classified under the headings of capacity, friendliness, achievement, responsibility, participation and status". House, Shane, and Herold (1996) have found that successful leaders possess many of the following traits: drive, leadership motivation, cognitive ability, creativity and flexibility. Individuals who possess these traits are thought to be good leaders, especially if they are successful in accomplishing tasks and are generally effective in getting results.
	B21. Pxxiii: Qualities of an effective 21st-century school leader: Flexibility, ambiguity tolerance(the capacity to live with partial fulfillment and unsolved problems), Self-discipline, planning, organizing, and prioritizing skills(the ability to be more organized than you appear to be), Buoyancy(ability to bounce back from setbacks), goal-setting skills, decision-making and problem-solving skills, time management skills, higher-level thinking skills, communication skills (reading, writing, speaking and listening), the ability to get the most out of people, the ability to close the deal(finish projects, get things done) P111: Be proactive, begin with the end in mind, put first things first, think win/win, seek first to understand and then to be understood, synergize, and sharpen the saw. Covey is right, leaders with these habits are more effective than leaders without them.
	B22.P53: They studies the characteristics of corporate executives, football captains, or girl scout leaders and frequently came to different conclusions. Their research produced no shortage of attributes: intelligence, self-assurance, enthusiasm, good health, initiative, sociability…the list is almost endless.
	B24. P40-41: Warren Bennis (1989) points out that leaders possess four key characteristics: Positive other regard: taking a concern for the well-being of others; finding delight in their success and providing personal and material resources for them to be successful. Balancing of ambition, values and competence Wallenda effect: not thinking about failing but thinking about what is necessary to succeed. Emerson effect: finding a spark in the stuff of everyday life. Here are some characteristics that Sternberg has found in successfully intelligent people(pp251-9) They know how to make the most out of their abilities. They translate thought into action.

	They have the ability to concentrate on the big picture.
	B25. P14: In 1970, after reviewing 163 new traits studies, Stogdill construed that a leader is characterized by the following traits: A strong drive for responsibility and task completion Vigor and persistence in pursuit of goals Venturousness and originality in problem solving Drive to exercise initiative in social situations Ability to influence other person's behavior Capacity to structure interaction systems for the purpose at hand.
	B28.P33: If the ideal leaders has traits such as intelligence, persistence, flexibility, and an even disposition, the leader who lacks many of these will likely run into trouble. The same holds for leadership skills. If the ideal leader is able to communicate, mobilize, collaborate, and make good decisions, leaders who are unwilling or unable to employ such skills are less likely to perform well than their better-disposed and better-endowed counterparts.
	B29. P11: Specifically, a leader is a person who is truly effective in achieving worthy results in any field, no matter what the obstacles and with unfailing regard for human beings. A leader is a person of unimpeachable character, an individual thoroughly to be trusted. Leaders are open-minded-good listeners, flexible, secure in the knowledge that they alone do not have all the answers.
	B30: P120-121: The truth is that the best leaders are the best learners. Learning is the master skill.
	B32.p106: Dr. Clinton shares insights from research of hundreds of historical and more contemporary leaders who have finished well. Here is a summary of his major conclusions: Effective leaders recognize the key role of mentoring in their lives. Effective leaders increasingly perceive their ministry circumstances in terms of a lifetime perspective.
	B33.P3: It's emotional intelligence: a group of five skills that enable the best leaders to maximize their own and their followers' performance. The EI skills are: Self-awareness: knowing one's strengths, weakness drivers, values, and impact on others. Self-regulation: controlling or redirecting disruptive impulses and moods. Motivation: relishing achievement for its own sake. Empathy: understanding other people's emotional makeup. Social-skill: building rapport with others to move them in desired directions.
	B34.P2: Leadership Competencies Ranked in the USMA Survey:

	Communicating: The leader displays good oral, written, and listening skills for individuals and groups. Decision making: The leader employs sound judgment and logical reasoning, and uses resources wisely. Motivating: The leader inspires, motivates, and guides others toward goals and objectives. Planning: The leader develops detailed, executable plans that are feasible, acceptable, and suitable. Executing: The leader shows proficiency, meets standards, and takes care of people and resources. Assessing: The leader uses assessment and evaluation tools to facilitate consistent improvement. Developing: The leader invests adequate time and effort to develop individual followers as leaders. Building: The leader spends time and resources improving teams, groups, and units and fosters ethical climate. Learning: The leader seeks self-improvement and organizational growth and envisions, adapt to, and leads change. P3-18: In extremis leaders are Inherently Motivated In extremis leaders share risk with their followers. P37: Skills such as decision making, communicating, or planning may simply manifest (albert in more effective ways) the chapter one already has.
	B37.P47: Traits of effective leaders: internal locus of control, intelligence, flexibility.
	B40.P166: According to Amabile (1988), innovation demands that people gather existing knowledge, adapt it as necessary, and then use it in ways that challenge current thinking. This approach to solving problems is not new to skilled negotiators….Therefore we propose that training in interest-based bargaining will develop the skills that people who work in dynamic organizations need to meet the innovation demands they face.
	B41. P9: Skills that may look simple, such as learning to ask questions and listen carefully and the capability to individually and collectively establish a connection to the external perception of other related groups.
	B43. P175. If the basic message- such as mission, vision, values-still fits, then make sure it is communicated in terms that will capture people's attention as well as their imaginations.
	A1.P15: Teachers will observe students on core value concerns over a period of time and keep track of changes and the efforts made through use of observations. Portfolio will be maintained by the school principal to record progress on implementation of education in values. The portfolio is

	intended to enhance visibility, accountability, communication and sharing of the efforts with others.
2. Knowledge	B1. P279: Empirical research on vision has reinforced the dominant focus on leaders by investigating the process of vision creation, articulation and implementation from the leaders' perspective.
	B2. P12: Offer tools and concepts for improving the leadership and invite people to forums where you discuss it. One of the best tool is feedback.
	B3.P39: Creating a compelling vision is one of the privileges and most serious demands of leaders. P72: If you stop learning, you stop leading.
	B4.P24: Industry and technical knowledge combined with a strong leadership style make the complete leader. P86: Drawing up charts based on feedback from employees can yield useful information on leadership.
	B7. P16-18: Core leadership traits: Extraordinary leaders possess five kinds of traits: 5. Ability to engage and inspire: Leaders learn to articulate a vision in a way that resonates with others.
	B8. P76-78: Sharing information promotes organizational learning: Seek knowledge by constantly scanning the environment. Checking the pulse of their customers. Tracking their customers. Transfer knowledge by encouraging dialogue, questioning, and discussion. P178: Working in teams also requires leaders to acquire new knowledge and skills that may not have developed earlier. This practice requires knowledge about both content (what is getting done at the meeting) and process (how that is happening).
	B9. P3: Fink (205:xvi) suggests that leaders should be "leaders of learning" first and foremost, which involves all of the following: understanding learning, critical thinking, contextual understanding, political acumen, emotional understanding, making connections and futures thinking. Harris and Lambert (2003:167) suggests that "leadership is essentially the process of building and maintaining a sense of vision, culture and interpersonal relationship. Collins (2001:20) offers a five-level hierarchy of leadership where level 4 is effective leader who "catalyzed commitment to and vigorous pursuit of a clear and compelling vision, stimulating higher performance standards". P5: Gold and Evans (1998:26) leadership has an almost spiritual dimension, paying more attention to beliefs and values.

	P21, 25, 48, 50: Have knowledge and understanding of child development and child psychology. Have knowledge and understanding of different curricula, both broad and specific national requirements. Have knowledge of related local policy and initiatives. Have knowledge of current legislation and national policy initiatives. Have knowledge of and a natural enthusiasm for children, teaching, and learning.
	B10. P21: In-Depth Knowledge of Curriculum and Instruction. Their knowledge of curriculum and instruction extended to the what (i.e., subject matter content) and the how (i.e., methods) of teaching and learning. P263-264: The value of a leader's knowledge of self and others. King Lear, Richard II, and King Oedipus are good examples of leaders who are brought to better knowledge of themselves and others through extreme adversity. It is important to understand through these plays that self-knowledge and knowledge of others exist independently of other virtues. P345-346: From his studies, Piaget articulated a theory of knowing or knowledge that is based on the notion of cognitive structures. Kohlberg (1981) advanced a similar theory of mind, based on stages in moral development.
	B11. P77: Leaders are great learners. P235: Great leaders view continued people development as a high priority, effective leaders contribute to a people-centric culture and thus influence employee satisfaction.
	B12. P4-6: Adaptive leadership is Emotional Intelligence requires self-awareness, self-management, social awareness, relationship management. Adaptive leadership is organizational justice requires decision fairness, information sharing, outcome concern. Adaptive leadership is character requires integrity, credibility, values differences. Adaptive leadership is development requires lifelong learning, developing others.
	B13. P5: The Nine components. Successful leaders must have or be able to develop these characteristics themselves: they cannot be delegated: Six major task components of organizational leadership: 1. Vision 2. Management 3. Empowerment 4. Diplomacy 5.Feedback 6. Entrepreneurialism.

	Three Personal Components of Organizational leadership: 1. Personal style; 2. Personal energy; 3. Multicultural awareness.
	B15. P18: a leader against the current has to know how to manage the tension between, on the one hand, persevering in the face of opposition, and on the other, encouraging dissent and responding to it.
	B16. P267: Knowledge of resources: Professional school counselors have knowledge of a wide range of resources that can be used in the advocacy process. Knowledge of parameters: this knowledge helps school counselors assess problems and solve problems. Knowledge of dispute resolution mechanism: mediation and conflict resolution are often empowering ways to solve problems. Knowledge of advocacy models: knowledge of various models gives counselors flexibility to various advocacy situations. Knowledge of systems change: school counselor forms partnerships across subsystems in working for positive change.
	B17. P13: Leadership in the knowledge Worker Age will be characterized by those who find their own voice and who, regardless of formal position, inspire others to find theirs. It is leadership where people communicate to others their worth and potential so clearly they will come to see it in themselves. P158: Successful leaders also provide feedback and they tell the truth. Successful leaders create cultures that value inclusion, not exclusion, and they know that every person can make valuable contributions to the team when encouraged and given the opportunity.
	B18. P109: The Jesuit's enduring success rests upon four core leadership pillars: Self-awareness: Understand your strengths, weakness, values, and world view. Ingenuity: Confidently innovate and adapt to a changing world.
	B19. P5: The data on the Myers Briggs Type Indicator, the DISC inventory, the workplace Motivators or Values Inventory, and the Workplace Personality Inventory (WPI) show the following characteristics of highly effective educational leaders: Lower focus on following rules and compliance. Lower focus on being detail oriented. High sense of urgency for results. P6:The following are the seven competencies for high-performing leaders in education, with accompanying subsets that can help leaders focus their professional development: Has a High sense of urgency for change for sustainable results in improving student achievement. Commits to continuous improvement for self.

	B20.P36: For Hoy and Miskel (1996), transformational leaders exhibit the following traits: Define the need for change. Create new visions and muster commitment to the visions. Concentrate for long-term goals. Inspire followers to transcend their own interests for higher order goals. Change the organization to accommodate as new vision, rather than work within the existing one. Mentor followers to take greater responsibility for their own development and that of others. P42: Effective school leaders who exhibit characteristics of transformational leadership inspire a passion and commitment toward long-term, collaborative goals and create a culture of school and community empowerment. P110: knowledge gleaned from research can guide both school leaders and teachers toward systems thinking strategies for accommodating all leaders in a classroom. And as school leaders look toward the future, the goal is to have experiences for their faculty that are"…participating, dialogic, transformative, and educative" in nature (Janesick, 1998, pp.6-7)
	B21. Pxxiii: Qualities of an effective 21st-century school leader: Technological know-how, commitment to lifelong learning, political savvy, a professional image, common sense and uncommon sensitivity.
	B22. P292: The revised (Bloom') taxonomy includes a combination of four types of knowledge: The various types of knowledge includes facts, concepts, procedures, and metacognitive knowledge.
	B23. P97-98: In general, classroom content fits into one of three general types of knowledge: information, mental procedures, and psychomotor procedures.
	B24. Pxi: Chapter7 looks at "Leading for Values and Knowledge": A self-concept-as-learner perspective is offered as the foundation of school programmes so that invitational leaders can work on constructing schools that care about mindful learning and disciplined understanding. P40-41: The perceptual tradition stresses that people behave according to how they view self, situation and purpose (Combs, Miser and Whitaker, 1999). According to this perspective, person-centered educational leaders possess the following affirmation beliefs about self, situations and purpose: Self: a sense of efficacy; a feeling that one can make a difference. Situation: a sense of hopefulness; an energetic openness to positive possibilities.

	Purpose: a sense of educational ends; a feeling for the means to savour, understand and better more of the experiences one has. P101: Leading for values and knowledge: From a perceptual point of view, thinking and feeling are fundamentally connected. In our intellectual goals for schools we do not have to choose between neurotic know-it-alls and contented know-nothings. Although thoughts without feeling are empty, feelings without thoughts are blind. There is need to orchestrate artfully the two. To this end, inviting educational leadership is about creating schools that promote the development of a healthy self-concept-as-learner, a vibrant mindfulness in learning, and a deepening desire and capacity to understand and connect the world of knowledge and the world for knowledge. Summary of leading and managing educational life: People with good self-concepts-as-learners can relate, assert, invest and cope well. Mindful learning uses previous learning as a springboard for new learning. Mindful learning means often getting beyond educational bromides. Regarding thinking as a virtue means moving beyond formulae. Savouring is about being able to appreciate the uniqueness of particulars. Disciplined understanding requires the virtue of thinking and the rewards of savouring. A deeper understanding of the world of knowledge can lead to more mindful exploration of the world for knowledge. An openness to the world for knowledge can lead to a deeper exploration of the world of knowledge. P103: Why emphasise the world of and for knowledge? What is learned in school should connect to the world in not-text-book way if it is going to make a difference. Since schools are about making a difference, texts should be used as mean to develop a deeper appreciation and understanding of world outside school. P109：Invitational learning of leaders: 1. People learn what is personally meaningful to them. 2. People learn when they accept challenging but achievable goals. 3. Learning is developmental 4. People learn well when they can learn in their own way and have some degree of choice and control. 5. People learn well when they use what they already know as they construct new knowledge.

	6. People learn well when they have opportunities for social interaction. 7. People learn well when they get useful feedback. 8. People learn well when they acquire and use strategies. 9. People learn well when they experience a positive emotional climate. 10. People learn well when they when the learning environment supports the intended learning.
	B26. P275-276. Knowledge as an aesthetic category for social action. An aesthetic capacity, expressed through perception, the construction of form, and the play of imagination lies at the root of conceptions and concept information. In other words, it is the stuff out of which we think, reflect, critique, and form judgments; it serves as the foundation for knowledge(Samier, 2006b) P339: Behaviorist theories of knowledge and learning are built on these theories and beliefs about the world. To behaviorists, knowledge, like Newton's matter, is built of individual, unchangeable, bricklike pieces of information or "factoids." As bricks can be used to make different ways to create different understandings and knowledge, but the factoid, like the brick, is unchangeable and exists independently of person who finds it and uses it. P346: In this Piagetian theory of knowledge, knowledge no longer exists completely outside of human experiences; rather, the world and human beings mutually construct each other. Thus, human beings experience, perceive, and interpret the world based on their cognitive structures, and the world that human beings experience, perceive, and interpret is shaped by their cognitive structures. No bright line or one-way arrow could be drawn between one's knowledge and one's world. This is a profound and difficult concept that has changed and is changing the way many view the human mind in all its aspects, including knowledge, intelligence, and learning. Vygotsky, demonstrated the importance of social interactions to the construction of knowledge. He articulated the idea that people construct the concept of intelligence, as well as meanings and knowledge, through interactions with others and that these understandings accumulate over time, both within the individual and within society. P263-264: The value of a leader's knowledge of self and others. King Lear, Richard II, and King Oedipus are good examples of leaders who are brought to better knowledge of themselves and others through extreme adversity.

	It is important to understand through these plays that self-knowledge and knowledge of others exist independently of other virtues. Grady (2002) highlights the quality of self-reflection associated with the capacities to suffer and to dream, which all the characters learn to value in these plays. Grady points out "the inner man" is of fundamentally greater moral importance than the mere external man of action"(p.90) Thus, in following the development of self-understanding and understanding of others in these plays, …Learning to identify with their fellow sufferers, Richard and Lear both explore the experience of nothingness, which serve as a direct contrast to their having been "something" as king. The worth of decisive action and political scheming disappears as both men grasp for spiritual understanding. P267： According to Guo(2002), five characteristics of ideal Chinese political leadership. First, this leadership emphasizes Confucian humaneness (ren). "The ideal political personality in Confucianism is a heroic figure motivated by a sense of historic mission, socially intuitive knowledge, and a desire to uphold the way to change the world and manifest humanness"(p,232). In contrast to many Western conceptions, the heroic orientation is focused not on personal achievement nor on specific organizational improvement but on commitment and valiant efforts for the benefit of the larger society. Second, Chinese leadership promotes a strong tendency toward ritual (li). "Compared with the Christian concept of law, li is more inclusive and relates to personal conduct, social relations, and political organizations"(Guo, 2002, p.233). This tendency toward ritual means that leaders are more likely to depend on society norms and ceremonies than on fear to establish social control.
	B27.P13: Knowledge Know your enemies and make the first move. Learn all you can about the opposition. Knowledge is power. The more you know, the braver you can be. It enables you to be proactive. That puts you in control, and that's where a lot of courage comes from.
	B29. P22. To manage polarity successfully in every one of the strategies and in their interrelationships is the mark of a mature leader. In sum, the Leadership Diamond say this: Greatness means that you have standards. Vision gives you the larger view.

	Reality means facing the marketplace, the pragmatic facts. Ethics means people, that is, valuing feelings. Courage is the power and the freedom of the will.
	B32.p106: Dr. Clinton shares insights from research of hundreds of historical and more contemporary leaders who have finished well. Here is a summary of his major conclusions: Effective leaders maintain a learning posture throughout life. Effective leaders experience repeated times of spiritual and personal renewal.
	B34.P3-18: In extremis leaders embrace continuous learning.
	B36. P357: To test a mission, the leaders should determine if it is has the following characteristics: inspirational and suggestive of excellence. Clear, making sense in the marketplace. Stable but flexible enough to last with only incremental changes. Beacons and control when all else in up for grabs. Aimed at empowering employees first, customers second. To test the vision, the organizational leaders should ask if it does the following: Suggests goals and provides a direction. Inspires and prepares for the future but honors the past. Applies specifically to the company, providing details that are actionable.
	B38. P19-21: Part1:General conversation for leaders Here are six invaluable tips to help you speak like a leader: 1. Speak clearly and briefly. 2. Expand your vocabulary. 3. Gain command of the idiom. 4. Delegate your communications whenever possible. 5. Learn from others' mistakes. 6. Back up your ideas with knowledge. Leaders tend to draw on personal anecdotes or their knowledge of current events and history to augment their arguments. For the biggest impact, focus on topical new items, recent sports results, new movie releases, or information you've gleaned from personal experience, and reference all of this in your conversations. P41-43 Part2: At work for leaders: 1. Speak positively. 2. think before you speak; 3. Finish each thought before moving on. 4. Prepare your speeches. 5. Write like a leader. P71: Part3: Conflicts and Anger. 1. Communication and compromise

	2. Keep on course 3. A calm attitude and a clear head 4. Listen with empathy P101. Part4: Diplomacy 1. Engage the trust of the other side 2. Practice communication 3. Embrace the art of double talk. 4. Appear strong under pressure-even if you aren't. P119. Part5. Negotiation for leaders 1. Gain the trust of others 2. Don't justify yourself 3. Don't let them see you sweat 4. Be willing to walk away 5. Silence is golden P133. Part6. Problem solving 1. Diagnose 2. Advocate 3. Strategize 4. Delegate and follow up. P151.Part7: Courtesy for leaders 1. Treat others as you want to be treated. 2. Smile 3. Be inclusive 4. Use body language and tone of voice to your advantage 5. Avoid gossip 6. Don't interrupt P167: Machiavellian Techniques for leaders 1. Intimidate 2. Build a firewall 3. Motivate 4. Keep social climbers away from you.
	B39. P63: CQ (Cultural Intelligence) Knowledge: What do I need to know? Understanding cross-cultural issues and differences. Profile of a leader with high CQ knowledge: Leaders high in CQ knowledge have a rich, well-organized understanding of culture and how it affects the way people think and behave. They possess a repertoire of knowledge in knowing how cultures are alike and different. They understand how culture shapes behavior.
	B41.P296: Some of the lessons learned by the steering group members were that they had to act as change managers in their line functions by transferring new patterns and standardized innovation management instruments (e.g., innovation portfolio management) into daily operational life. This allowed for natural organizational learning without an "outside-in-push" of lessons from external innovation-advisors.
	B44.P88: Using the innovation agenda and having a better knowledge of Chinese culture will offer a better chance of success in climbing the Chinese Wall.
	B31. P251: The following quote reflects what an attitude of

3. Attitude	leadership is all about: A leader is patient, kind, and walks in love. A leader is not jealous, conceited, or proud. A leader is not ill manned, selfish or irritable. A leader does not keep a record of wrong things done to them. A leader is proactive, not reactive. A leader is not happy with evil, but is happy with the truth, honesty, and integrity. A leader is steadfast, focused, and committed to their vision. A leader is ever ready to believe the best of every person, and treats everyone with respect. A leader's hopes are fadeless under all circumstances, and a leader endures everything without weakening, caving in, or quitting.
	B1. P219: we must reframe and recognize that we all have the ability and more important, the responsibility to be both leader and follower, as the situation requires.
	B2. P6: Optimism and enthusiasm, you have to believe in something. P11: Encourage an atmosphere where it's expected that everyone is a leader. Spread your good leadership by your actions. P12: The golden rule, for both Formal and Mindset Leader, is to respect each other's roles. P44: In 1726, at the age of 20, he developed the now famous 13 virtues, which he list in The Autobiography of Benjamin Franklin: 1. Temperance. 2. Silence. 3. Order. 4. Resolution. 5. Frugality. 6. Industry. 7. Sincerity. 8. Justice. 9. Moderation. 10. Cleanliness. 11. Tranquility. 12. Chastity. 13. Humility. P107: Reward the right behavior, but do not punish. P115: The perspective that you are "here to help" as a leader has also been called Servant Leadership, a field pioneered by Robert Greenleaf. Some core characteristics of the servant leader are listening, empathy, fore-sight and the commitment to the growth of others.
	B3. P37: a leader can't lead well without serving character. P71: Helping people leverage their strengths is one of the most rewarding parts of the leader's role. P110: People who want to be great leaders must embrace an attitude of service to others. P172: Complete leaders select their goals and their battles with care. P175-180:1.Keep things simple. 2. Be ethical. 3. Be inquisitive. 4. Take pride in collective achievement of others.
	B6. P41: Integrity lays the foundation for trust and respect. P55: Leading with integrity means being the person you want

	others to be. P58: Trust is what happens when values and behaviors match up.(Integrity) P46: Affirmation lets people know that what they do is important. P88: Praise is the easiest way to let people know they are appreciated.(Affirmation) P106: The highest achievement as a leader is winning the respect and trust of your team.
	B7. P16-18:Core leadership traits: Extraordinary leaders possess five kinds of traits: 1. The appetite to take charge 2. Integrity is an important part of character, as is the desire to treat others with dignity, respects and humanity. 3. Confidence to seek challenges and embrace risk: Leaders are able to transcend their own fears and self-doubt when facing challenges. Being ready to lead means being able to confront issues and make decisions without regard to your own insecurities and self-limiting beliefs, your personal job security, or your reputation. P49: the best companies to work for create a meritocracy and promote learning, openness, and sharing. Their leaders are willing to take measured risk.
	B8. P253: Great leaders encourage their people to bring their brains to work. P263: One of the keys, to becoming a servant leader is humility.
	B9. P3: Heifetz and Linsky (2002:3) emphasize that leadership is about "getting more out of life by putting more into it" and "putting yourself and your ideas on the line, responding effectively to the risks, and living to celebrates your many efforts. Day (2004) feels that the most successful leaders are those who have a deep-seated passion for students, school, and community. P21: Have integrity and justified confidence. Command respect and offer respect. P40: A good leader respects everyone she comes into contact with children as well as staff and parents. P125: (Reley and MacBeath2003) in a sensitive, empathic and caring manner whist ensuring that decisions meet the needs of all across the setting. Challenging is made easier if one has a good sense of humour.
	B10. P207: A leader is curious. Creative, inspirational, original, resourceful, visionary, artistic, inventive, ingenious, and clever are the synonyms to exceptional and effective leadership.
	B11. P77: The best-kept secret of successful leaders is love:

	staying in love with leading. Another essential characteristic of would-be leaders is their willingness to experiment with new behaviors. Mutual respect is essential in the leadership development process. Listening, patience, encouragement, imagination, energy, and spirit are additional personal characteristics.
	B17. P158: successful leaders have an attitude that supports learning and growth.
	B18. P109: Love: Engage others with a positive attitude that unlocks their potential. Heroism: Energize yourself and others with heroic ambitions and a passion for excellence.
	B19. P5: The data on the Myers Briggs Type Indicator, the DISC inventory, the workplace Motivators or Values Inventory, and the Workplace Personality Inventory (WPI) show the following characteristics of highly effective educational leaders: Comfort with change. High energy and enthusiasm. P6: The following are the seven competencies for high-performing leaders in education, with accompanying subsets that can help leaders focus their professional development: Challenges the status quo. Focuses on team over self.
	B20.P12: House, Shane, and Herold (1996) have found that successful leaders possess many of the following traits: honesty and integrity.
	B21. Pxxiii: Qualities of an effective 21st-century school leader: Authenticity, Tenacity and persistence (good leaders never give up on students or themselves), a commitment to excellence, fascination and comfort with change, Self-confidence, a reality-based attitude, optimism and hope (a positive view of life, students and future), a philosophy of risk taking (the willingness to be uncomfortable),a commitment to ethical (principled) leadership, the willingness to be intuitive (trust your instincts), good physical and mental health and a balanced life, genuine love and concern for kids, passion.
	They studies the characteristics of corporate executives, football captains, or girl scout leaders and frequently came to different conclusions. Their research produced no shortage of attributes: enthusiasm, good health…
	B24. P40-41: Howard Gardner (1995), he found that leaders routinely demonstrated the confidence to speak to authority. They are not in awe of, or disrespectful to, those in authority, but feel capable of dealing with those in power in a thoughtful manner.

	If you try to fool all the people, your behaviour would lack character: commitment, complexity and credibility (Bennis and Nanus, 1997) Here are some characteristics that Sternberg has found in successfully intelligent people(pp251-9) They are not afraid to risk failure. They have a reasonable level of self-confidence.
	B25. P14: In 1970, after reviewing 163 new traits studies, Stogdill construed that a leader is characterized by the following traits: Self-confidence and sense of personal identity. Willingness to accept consequences of decision and action Readiness to absorb interpersonal stress Willingness to tolerate frustration and delay
	B26. P267:Ideal Chinese leader: according to Guo (2002), five characteristics of ideal Chinese political leadership: Third, these traditions emphasize a strong moral obligation of leaders. This moral obligation is interpreted differently by the different traditions. Fourth, Chinese political leadership possesses a transcendent attitude toward political pursuits. The ideal leader is not dependent on political authority, office, glory, and possessions and in fact must remain free of these in order to provide leadership. Fifth, the ideal leader is a strategist. "The ideal Daoist sages…were those who could employ traits such as softness, darkness, receptivity, tranquility, and weakness to overcome hardness, lightness, exclusiveness, agitation, and dominance to protect themselves and pursue an advantage" (Guo, 2002, p.237)
	B27. P2: Great Leaders-in schools, in business, anywhere- are sure of themselves without being full of themselves. They are self-confident without being self-centered. It's the difference between a confident stride and a swagger. And it's all a matter of attitude. In the long run, a charismatic attitude is just about style, true leadership is all about substance. According to Collins, outstanding business leader demonstrate an attitude of genuine personal humility. Coupled with a strong professional will to get things done no matter what it takes. P3-4: The truth is that the kind of school leader you are or will ever become begins and ends with your attitude. The leader you want to be: Has a "can-do" attitude. Confidence gives you a courage and extends your reach. Faces reality and expects others to do the same.

	Demonstrate faith in people. Hold a positive view of the future. Effective leaders are stubborn in their commitment to hope. Shows an open attitude toward change. Values honesty Effective leaders are authentic leaders. Reflects an attitude of unselfishness. Practices humility (without bragging about it). Effective leaders promise answers and deliver answers, but they don't pretend to have all the answers. Make it clear that giving up is not an option. Shows a willingness to accept conflict as part of doing business in a public institution. Is passionate about the work and not afraid to show it.
	B32.P14: A leader should be living an exemplary life. A leader should be morally pure, maintaining God's standard of righteousness. A leader should walk by faith, demonstrate hope, and manifest true biblical love in all relationships. A leader should be wise, discerning and experienced, the kind of Christian who reflects true humility and is disciplined by God's grace to live a godly life and be a person of prayer. A leader should live a well-ordered life that makes the gospel attractive to unbelievers. A leader should be unselfish and generous, willing to open their home for ministry and share their earthly blessings with both Christians and non-Christians. A leader should be able to communicate in a non-argumentative, non-defensive, and non-threatening way, demonstrating gentleness, patience and teachability without compromising the message of the word of God. A leader should not be in bondage to any sinful cravings of the flesh; furthermore that person should consider the way their freedoms in Christ might lead others to sin. A leader should be able to control angry feelings, never expressing these feelings in hurtful ways not allowing them to linger indefinitely. A leader should be able to demonstrate strong convictions in taking a stand for righteousness, but also to balance these attitudes and actions with a loving spirit. A leader should relate to others by using a style of communication that does not make them feel controlled, manipulated or defensive. A leader should be a generous Christian, giving regularly,

	systematically, proportionally and joyfully to the Lord's work. A leader who is also a parent should have a good relationship with their children, giving proper direction to the family unit.
	B34.P3-18: In extremis leaders have a common lifestyle with their followers: There's no elitism. In extremis leaders have and inspire high competence, trust, and loyalty. P37: Among outstanding leaders, however, selflessness and humility are internalized and part of their character; they are characteristics, not techniques. Such characteristics are not merely things a leader should do. They represent instead what a leader must be.
	B35.p290-291: Leadership is a calling. The Greatest and wisest leaders are those who discover their calling…Leaders who heed their callings share three common characteristics: service, passion, and fit. (fit: They may use the term fit in explaining their work or some aspect of it. There appears to be no gap between what they do and who they are)
	B37. P47: The big five model of personality: Surgency, agreeableness, adjustment, conscientiousness, openness to experience. Traits of effective leaders: Dominance, Sensitivity to others, stability, high energy, self-confidence, integrity.
	B42. P32：Without the foundation of trust and credibility, you cannot ask others you follow you.
	B43. P170: As a professional, you must embody the principles of your trade and treat people fairly and honestly.
	A2. P1554: In a study conducted by Whitney (1986), teachers stated that "honesty", "respect", and "responsibility" were the three most important values needed in a values education program. In a study carried out by Tepecik (2008), teachers stated that "responsibility".
	A3. P386: Tuana (2003, p2) defines "common moral values" as, "virtues that are shared across cultures (and) include honesty, fairness, respect, responsibility and caring".
	A4. P2061: Any responsible individual who holds the following values in a moral person: respect others; tolerates differences, is peaceful and loving.

Occurrences of Skills for Student Leadership

No.	Components of Skills	Occurrences of skills
1.	Listening skills	3

2.	Communication skills	11
3.	Collaboration	4
4.	Involvement	2
5.	Decision Making	3
6.	Expression	1
7.	Practice	2
8.	Inner motivation	3
9.	Belief	2
10.	Self-regulation	2
11.	Development people	2
12.	Authoritativeness	1
13.	Coaching	3
14.	Execution	2
15.	Awareness	4
16.	Developing identities	2
17.	High level Emotional intelligence	2
18.	Presentation skills	1
19.	Partnership	3
20.	Sharing	3
21.	Critical thinking	4
22.	Diagnosis(competence and commitment)	1
23.	Flexibility	5
24.	Challengeable	2
25.	Celebration	1
26.	Participation	2
27.	Observation	2
28.	Establish culture	2
29.	Empowering others	2
30.	Articulating vision	2
31.	Strategic thinking	4
32.	Inspiration	2
33.	Initiative	2
34.	Self-sufficient	1
35.	Implementation	2
36.	Achievement	1
37.	Instructional resourceful	2
38.	High expectations	2
39.	Setting an example	1
40.	Command loyalty and respect	4
41.	Popularity	1

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42.	Innovations	2
43.	Engagement	1
44.	Persistence	2
45.	Planning	5
46.	Risk taking	1
47.	Isolation	1
48.	Organizational skills	3
49.	Self-care skills	1
50.	Negotiation skills	3
51.	Empathy	1
52.	Social skills	3
53.	Ambiguity tolerance	1
54.	Goal-setting skills	1
55.	Accomplishment	1
56.	Proactivity	1
57.	Buoyancy	1
58.	Competence exertion	1
59.	Concentration	1
60.	Security	1
61.	Balance	1
62.	Learning	3
63.	Mentoring	1
64.	Assessing	1
65.	Time management skills	1
Total Number of Occurrences		**127**

Occurrences of Knowledge for Student Leadership

No.	**Components of Knowledge**	**Occurrences of Knowledge**
1.	Have knowledge of offering tool as and concepts	2
2.	Have knowledge of vision	9
3.	Have knowledge of feedback	8
4.	Have knowledge of checking and tracking	2
5.	Have knowledge of encouragement	1
6.	Have knowledge of content and process	6
7.	Have knowledge of child	1

	development and psychology	
8.	Have knowledge of different curricula	4
9.	Have knowledge of related local policy and initiatives	1
10.	Have knowledge of current legislation and national policy initiatives	1
11.	Have knowledge of a natural enthusiasm	1
12.	Have knowledge of curriculum and instruction	4
13.	Have knowledge of teaching and learning	3
14.	Have knowledge of self-knowledge and others	4
15.	Have knowledge of notion of cognitive structures	1
16.	Have knowledge of people centric culture	2
17.	Have knowledge of self-awareness	3
18.	Have knowledge of self-management	2
19.	Have knowledge of social awareness	4
20.	Have knowledge of values differences	2
21.	Have knowledge of diplomacy	1
22.	Have knowledge of entrepreneurialism	1
23.	Have knowledge of opposition and dissent	2
24.	Have knowledge of dispute resolution	1
25.	Have knowledge of resources	3
26.	Have knowledge of problem solving	4
27.	Have knowledge of advocacy models	1
28.	Have knowledge of systems change	2
29.	Have knowledge of inspiration	2

30.	Have knowledge of creating culture	8
31.	Have knowledge of ingenuity	2
32.	Have knowledge of continuous improvement for self.	1
33.	Have knowledge of system thinking	2
34.	Have knowledge of technological know-how	4
35.	Have knowledge of common sense	1
36.	Have knowledge of uncommon sensitivity	1
37.	Have knowledge of facts, concepts, procedures and metacognitive knowledge	1
38.	Have knowledge of information, mental procedures and psychomotor procedures.	1
39.	Have knowledge of self-concept	1
40.	Have knowledge of situation and purpose	1
41.	Have knowledge of the world	2
42.	Have knowledge of mindful learning	5
43.	Have knowledge of regarding thinking	1
44.	Have knowledge of savouring	1
45.	Have knowledge of disciplined understanding	3
46.	Have knowledge of human experiences	2
47.	Have knowledge of cognitive structures	2
48.	Have knowledge of social actions	2
49.	Have knowledge of Ethics	8
Total Number of Occurrences		**120**

Occurrences of Attitude for Student Leadership

No.	**Components of Attitude**	**Occurrences of attitude**
1.	Patience	1

2.	Kindness	1
3.	Staying in love with leading	4
4.	Humility	2
5.	Proactive	2
6.	Truth, honesty and integrity	6
7.	Steadfast, focused and committed to vision	4
8.	Trust others	6
9.	Respect others	8
10.	Faith in hope	1
11.	Responsible	5
12.	Encouragement	3
13.	Temperance	1
14.	Silence	1
15.	Order	1
16.	Resolution	2
17.	Frugality	1
18.	Industry	1
19.	Justice	2
20.	Moderation	1
21.	Cleanliness	1
22.	Tranquility	1
23.	Chastity	1
24.	Enthusiasm	1
25.	Empathy	1
26.	Listening	4
27.	Foresight	1
28.	Commitment to others' growth	5
29.	Serving	6
30.	Caring	2
31.	Affirmation	1
32.	Dignity	1
33.	Humanity	2
34.	Promote learning	6
35.	Openness	2
36.	Sharing	3
37.	Confidence	6
38.	Appetite to take charge	3
39.	Humor	2
40.	Heroism	1
41.	Challengeable	2
42.	Willingness to take risk	2
43.	Reality-based attitude	1

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44.	Tolerance	2
45.	Promise and deliver answer	1
46.	Moral pure	6
47.	Loyalty	4
48.	Optimism	1
49.	Control emotions	2
50.	Adjustment	2
Total Number of Occurrences		**123**

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APPENDIX B

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APPENDIX C

Permission for Data Collection

ASSUMPTION UNIVERSITY OF THAILAND
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APPENDIX D

Certificates of Questionnaire Translation Validation

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ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS of St. GABRIEL
LABOR VINCIT OMNIA
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

ASSUMPTION UNIVERSITY OF THAILAND
BROTHERS of St. GABRIEL
LABOR VINCIT OMNIA
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

APPENDIX E

The Item Objective Congruence Form

Content Validity for Questionnaire for Students

Expert's Personal Information

Name:_____ Highest Degree:_____

University you obtained the degree:_____

Work Position:_____ Organization:_____

Years of Experience:_____

Signature:_____

Date:_____

This questionnaire is intended to study the current student leadership characteristics of Normal Universities in Hebei Province of China. The questionnaire is divided into two parts, namely; part (1) includes the conditions of the respondents with five questions; part (2) includes questions about based on self-assessment, reflect to what degree the students think themselves possess the following current student leadership characteristics of Normal Universities in Hebei Province of China.

The respondents may tick (√) right side for the current student leadership characteristics of Normal Universities in Hebei Province of China. The questionnaire

follows the format of a typical five-level Likert item, could be: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree.

Please determine the content validity score as the followings:

The score = 1, if you are sure that this item really measure the attribute.

The score = 0, if you are not sure that the item does measure or does not measure the expected attribute.

The score = -1, if you are sure that this item does not measure the attribute.

#	**Questions: Based on self-assessment, please reflect to what degree, do you think you yourself possess the following student leader characteristics?**	appropriateness			comment
		1	0	-1	
Section 1: Skills					
Planning skills					
1	To be able to deliver a clear indication and intention to team members or subordinates.				
2	To have a certain plan; To ensure the plan reached by adopting standardized management behavior and efficient implementation plan, the ability to achieve outcomes.				
3	To be able to coordinate various resources well.				
4	To play an important role in promoting the progress of work sectors.				
5	To have a strong ability to promote and be able to plan the implementation process, appropriate monitoring and guidance.				
Decision-making skills					
6	To indicate requirements to team members and give them basic routine instructions clearly after collecting sufficient information.				
7	To be able to figure out what stand for，make a decision based on the facts, denial of unreasonable demands.				
8	To consider the views of all parties, a detailed analysis of influencing factors, carefully comparing the various alternatives, and make decisions in time when face to competitive solutions.				
9	To do analysis and judgment through possible options to select the most appropriate program and the timing of implementation, and the courage to take risks, the ability to make clear decisions.				
10	To be able to predict risk decision，measure the potential gains, make decisions in time and dare to take risks.				
Flexibility skills					
11	To be able to listen to positive suggestions and make them to be adjustable in urgent cases.				
12	To require people to change their stance,				

#	**Questions: Based on self-assessment, please reflect to what degree, do you think you yourself possess the following student leader characteristics?**	appropriateness			comment
		1	0	-1	
	outlook, or commitment when stressors or unexpected events occur.				
13	To be able to alter the way of doing things in accordance with the needs of the situation when the surrounding environment changes.				
14.	To be able to objectively see the situation changes, and understand culture more than structure.				
15	To be able to express the willingness to adjust when face with new and different circumstances or conditions.				
Communication skills					
16	To be able to use simple steps and forms to communicate with others.				
17	To be able to appreciate and understand others, make adjustments and compromises to specific cases.				
18	To handle the relationship properly between upper and lower levels for fostering mutual understanding, the ability to obtain support and cooperation.				
19	To be a good listener, especially when express own views, take into account the reaction of others that might be generated.				
20	To understand and grasp the information they want to express in case of expression of vague meaning.				
Organizational skills					
21	To Understand the role of staff and responsibilities.				
22	To have potential of cultural and political factors and events recognition.				
23	To Understand power relationships within the team or the other team.				
24	To be able to identify influencers and decision-makers.				
25	To strive to create an atmosphere of teamwork and advocated way to resolve conflicts and contradictions.				
Section 2:Knowledge					

#	**Questions: Based on self-assessment, please reflect to what degree, do you think you yourself possess the following student leader characteristics?**	appropriateness			comment
		1	0	-1	
Have knowledge of vision and mission					
26	To be encouraged by clear vision and mission to focus on what's important and better understand organization-wide change and alignment of resources.				
27	To fully understand a shared vision and mission.				
28	To Communicate an image of the future that draws others in.				
29	To be forward-looking and enlist others in a shared view of the future.				
30	To Promote common goals with members.				
Have knowledge of Innovation					
31	To get rid of the shackles of stereotypes and past experience, accept new issues.				
32	To be an innovative advocate in the team.				
33	To encourage group members to think through more perspectives, and propose solutions to them.				
34	To constantly improve the working methods of learning to adapt new concepts and requirements of the new situation development.				
35	To do Decision-making, rather than conservative, but not bold innovation.				
Have knowledge of Learning Principles					
36	To maintain paying attention on New knowledge, new technology, new areas and new ways.				
37	To have willingness to ask help from team members in case of problems.				
38	To actively make up for knowledge and technology when the workload changes.				
39	To draw scientific research to improve skills and obtain a beneficial future.				
40	To do Regular lessons and increase knowledge as to obtain a favorable future development.				
Have knowledge of Self-management capacity					
41	To treat the own position as a liability, rather than status or privilege.				
42	To have a certain sense of professionalism and sense of mission.				

#	**Questions: Based on self-assessment, please reflect to what degree, do you think you yourself possess the following student leader characteristics?**	appropriateness			comment
		1	0	-1	
43	To pay attention to build own image, words and deeds show respect for the organizational system.				
44	To have self-restraint, self-management, based on professionalism, sense of mission, sense of social responsibility, ideals and values as a basis.				
45	To keep a clear head in front of a variety of relationships and benefits.				
Have knowledge of Feedback					
46	To be able to listen to positive suggestions and make them to be adjustable in urgent cases.				
47	To require people to change their stance, outlook, or commitment when stressors or unexpected events occur.				
48	To be able to alter the way of doing things in accordance with the needs of the situation when the surrounding environment changes.				
49	To be able to objectively see the situation changes, and understand culture more than structure.				
50	To be able to express the willingness to adjust when face with new and different circumstances or conditions.				
Have knowledge of Self-knowledge and Identity					
51	To have a real sense of whom I am and what I want to do with the 24 hours in each day.				
52	To build a life management plan based on my own passions and talents.				
53	To be self-motivated to master the challenges of the leadership role with wisdom.				
54	To Maintain unique deterrent effect.				
55	To be followed because some of the style, charm or skills even without being aware of any substance yet.				
Section 3:Attitude					
Responsibility					
56	To be a job lover whole-heartedly.				
57	To be responsible for achieving team goals at the expense of self-sacrifice.				
58	To be responsible for working reflection and				

#	**Questions: Based on self-assessment, please reflect to what degree, do you think you yourself possess the following student leader characteristics?**	appropriateness			comment
		1	0	-1	
	making recommendations.				
59	To be responsible for implementation and Continuously track the implementation of the results, feedback and improvement.				
60	To be responsible for getting great satisfaction and achievement in work.				
Healthy mentality					
61	To have the right to self-awareness, self-improvement, there is attitude towards life.				
62	To be able to control emotions, to form optimism state.				
63	To enjoy good relationships, good social adaptability.				
64	To be normal, positive, gratitude, philosophical kind of mental models.				
65	To have good moral attitude, during learning activities and daily life can truly control their emotions appropriately.				
Confidence					
66	To have strong willpower, do not give up.				
67	To be Challengeable to face difficulties in a positive mind to find a solution.				
68	To recognize the own importance in the organization， want to achieve organizational goals as own goals.				
69	To use some or effective solutions means to accomplish the task, solve a problem.				
70	To have a powerful self-confidence.				
Respectful and Modest					
71	To build a high virtue by respecting people firstly.				
72	To convince people respectfully and have a good reputation in the organization.				
73	To be modestly courteous and cautious during work.				
74	To have a full sense of service.				
75	To have polite and correct attitude toward the achievements and honors, not complacency.				

Comments

_____

_____

_____

_____

Thank you very much!

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APPENDIX F

The Item Objective Congruence Form

Content Validity for Questionnaire for Teachers and Top-level Administrators

Expert's Personal Information

Name:_____ Highest Degree:_____

University you obtained the degree:_____

Work Position:_____ Organization:_____

Years of Experience:_____

Signature:_____

Date:_____

This questionnaire is intended to study the current student leadership characteristics of Normal Universities in Hebei Province of China. The questionnaire is divided into two parts, namely; part (1) includes the conditions of the respondents with five questions; part (2) includes questions about based on teachers' or top-level administrators' perception, reflect to what degree do they think the fourth year students generally possess the following current student leadership characteristics of Normal Universities in Hebei Province of China.

The respondents may tick (√) right side for the current student leadership characteristics of Normal Universities in Hebei Province of China. The questionnaire follows the format of a typical five-level Likert item, could be: 1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree.

Please determine the content validity score as the followings:

The score = 1, if you are sure that this item really measure the attribute.

The score = 0, if you are not sure that the item does measure or does not measure the expected attribute.

The score = -1, if you are sure that this item does not measure the attribute.

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#	**Questions: Based on your perception, please reflect to what degree, do you think your fourth year students generally possess the following student leader characteristics?**	appropriateness			comment
		1	0	-1	
Section 1: Skills					
Planning skills					
1	They ensure the plan reached by adopting standardized management behavior and efficient implementation plan, the ability to achieve outcomes.				
Decision-making skills					
2	They are able to think of selecting a logical choice from the available options, and to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.				
Flexibility skills					
3	They have thinking Skill that focuses on a student leader's ability to adapt to new situations, improvise, and shift strategies to meet different types of challenges.				
Communication skills					
4	They have the ability to convey information to another effectively and efficiently.				
Organizational skills					
5	They encompasses physical and mental organization and time management abilities.				
Section 2:Knowledge					
Have knowledge of vision and mission					
6	They are encouraged by clear vision and mission to see the hope in the future, and also an overview of the steps planned to achieve that future.				
Have knowledge of Innovation					
7	They are able to create a new device or process resulting from study and experimentation.				
Have knowledge of Learning Principles					
8	They maintain paying attention on new knowledge in the cognitive process.				
Have knowledge of Self-management capacity					

9	They are able to control their feelings, emotions, and activities.				
#	**Questions: Based on your perception, please reflect to what degree, do you think your fourth year students generally possess the following student leader characteristics?**	appropriateness			Comment
		1	0	-1	
Have knowledge of Feedback					
10	They are able to give or get information in a way that encourages the recipient to accept it, reflect on it, learn from it, and hopefully make changes for the better				
Have knowledge of Self-knowledge and Identity					
11	They possess individual characteristics which was recognized and self-known.				
Section 3:Attitude					
Responsibility					
12	They are responsible, answerable and accountable for their duty and task with their power and control.				
Healthy mentality					
13	They have positive attitude and effective way of thinking towards life;				
Confidence					
14	They are knowing what they're good at, the value they provide, and acting in a way that conveys that to others.				
Respectful and Modest					
15	They feel and show respect with a humble opinion.				

Comments

_____

_____

_____

_____

Thank you very much!

APPENDIX G

The Item Objective Congruence Form

Content Validity for Structured Interview Questions

Expert's Personal Information

Name:_____ Highest Degree:_____

University you obtained the degree:_____

Work Position:_____ Organization:_____

Years of Experience:_____

Signature:_____

Date:_____

This interview is intended to study the current student leadership characteristics of Normal Universities in Hebei Province of China. The interview includes six open questions.

Please determine the content validity score as the followings:

The score = 1, if you are sure that this item really measure the attribute.

The score = 0, if you are not sure that the item does measure or does not measure the expected attribute.

The score = -1, if you are sure that this item does not measure the attribute.

#	**Questions**	appropriateness			comment
		1	0	-1	
1	As a senior student internship market employer, can you provide an overall assessment of senior students in this session; especially relate to their leadership characteristics?				
2	In your opinion, what are core contents of Chinese Normal university students' leadership education should be included?				
3	Could you share some of the students' experience during internship process in this session, which has large and sustained influence on seniors' leadership?				
4	Because internship contains rich practice and challenges, through observation what do you think about their leadership characteristics lacks of, such as aspects about knowledge, skills and attitudes?				
5	According to cultivating future leaders and developing positive changes, do you have any positive suggestions for all Hebei Normal Universities?				
6	Through this internship you have got certain understanding of these students, since most of them could be the future teachers, about their identity conversion between students and teachers, in your own opinion, what elements the students focus on will make leadership characteristics get better sublimation?				

Comments

_____

_____

_____

_____

Thank you very much!

APPENDIX H

Survey Questionnaire for Fourth Year Students in English Version

Assumption University of Thailand
Ramkhamheang 24, Hua Mark Bangkok, Thailand. 10240
Tel: 02-3004543-62, Website: www.au.edu

Dear Participants:

I am YananYang, a Ph.D. student from Assumption University of Thailand. I am doing a dissertation research entitled "The Model for the Development of Student Teacher Leadership at Normal Universities in Hebei Province of China" as part of the course requirements. This questionnaire is intended to study the current student leadership characteristics of Normal Universities in Hebei Province of China, and it is divided into two parts: Part I includes the conditions of the respondents with five questions; Part II includes questions about the current student leadership characteristics of Normal Universities in Hebei Province of China. The respondents who will answer the questions are senior students refer to fourth year.

Your cooperation and contribution for this research is invaluable, I will be overwhelmed with gratitude for your help.

Yanan Yang
Assumption University of Thailand
Bangkok, Thailand. 10240
Email: xiaoyarain@hotmail.com
Mobile: 0618908852

Student Leadership Characteristics Survey for Normal Universities in Hebei Province of China

Part I: Information about the status of the respondents

Directions: Please tick (√) in the box □ according to the real situation about yourself in the following form.

1. **Your University name**:
   - □ Hebei Normal University
   - □ Hengshui Normal University
   - □ Baoding Normal University
   - □ Cangzhou Normal University
   - □ Hebei Normal University for Nationalities
2. **Gender**: □ Male □ Female
3. **Position of the respondents**:
   - □ fourth year students
   - □ fourth year teachers
   - □ top-level administrators
4. **Your main disciplinary background**:

   □Chinese □English □Mathematic □P.E. □History □Biology □Physics □Chemistry □I.T □Curriculum and Instruction □Geography □Educational Administration □Others:_____
5. **Your age**:

   □20-25 □26-30 □31-35 □36-40 □41-45 □46-50

Part II: This part included the items about the current student leadership characteristics of Normal Universities in Hebei Province of China.

Directions: Please show your level of agreement about your student leadership characteristics based on your self-assessment by circle❍ in the relative number in the box.

Survey of Student Leadership Characteristics

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

Item	**Based on self-assessment, please reflect to what degree, do you think you yourself possess the following student leader characteristics?**	SD 1	D 2	N 3	A 4	SA 5
Section 1: Skills						
Planning skills						
1	To be able to deliver a clear indication and intention to team members or subordinates.	1	2	3	4	5
2	To have a certain plan; To ensure the plan reached by adopting standardized management behavior and efficient implementation plan, the ability to achieve outcomes.	1	2	3	4	5
3	To be able to coordinate various resources well.	1	2	3	4	5
4	To play an important role in promoting the progress of work sectors.	1	2	3	4	5
5	To have a strong ability to promote and be able to plan the implementation process, appropriate monitoring and guidance.	1	2	3	4	5
Decision-making skills						
6	To indicate requirements to team members and give them basic routine instructions clearly after collecting sufficient information.	1	2	3	4	5
7	To be able to figure out what stand for, make a decision based on the facts, denial of unreasonable demands.	1	2	3	4	5
8	To consider the views of all parties, a detailed analysis of influencing factors, carefully comparing the various alternatives, and make decisions in time when face to competitive solutions.	1	2	3	4	5
9	To do analysis and judgment through possible options to select the most appropriate program and the timing of implementation, and the courage to take risks, the ability to make clear decisions.	1	2	3	4	5
10	To be able to predict risk decision, measure the potential gains, make decisions in time and dare to take risks.	1	2	3	4	5
Flexibility skills						
11	To be able to listen to positive suggestions and make them to be adjustable in urgent cases.	1	2	3	4	5
12	To require people to change their stance, outlook, or commitment when stressors or unexpected events occur.	1	2	3	4	5

13	To be able to alter the way of doing things in accordance with the needs of the situation when the surrounding environment changes.	1	2	3	4	5
14	To be able to objectively see the situation changes, and understand culture more than structure.	1	2	3	4	5
15	To be able to express the willingness to adjust when face with new and different circumstances or conditions.	1	2	3	4	5
Communication skills						
16	To be able to use simple steps and forms to communicate with others.	1	2	3	4	5
17	To be able to appreciate and understand others, make adjustments and compromises to specific cases.	1	2	3	4	5
18	To handle the relationship properly between upper and lower levels for fostering mutual understanding, the ability to obtain support and cooperation.	1	2	3	4	5
19	To be a good listener, especially when express own views, take into account the reaction of others that might be generated.	1	2	3	4	5
20	To understand and grasp the information they want to express in case of expression of vague meaning.	1	2	3	4	5
Organizational skills						
21	To Understand the role of staff and responsibilities.	1	2	3	4	5
22	To have potential of cultural and political factors and events recognition.	1	2	3	4	5
23	To Understand power relationships within the team or the other team.	1	2	3	4	5
24	To be able to identify influencers and decision-makers.	1	2	3	4	5
25	To strive to create an atmosphere of teamwork and advocated way to resolve conflicts and contradictions.	1	2	3	4	5
Section 2:Knowledge						
Have knowledge of vision and mission						
26	To be encouraged by clear vision and mission to focus on what's important and better understand organization-wide change and alignment of resources.	1	2	3	4	5
27	To fully understand a shared vision and mission.	1	2	3	4	5
28	To Communicate an image of the future that draws others in.	1	2	3	4	5
29	To be forward-looking and enlist others in a shared view of the future.	1	2	3	4	5
30	To Promote common goals with members.	1	2	3	4	5
Have knowledge of Innovation						
31	To get rid of the shackles of stereotypes and past experience, accept new issues.	1	2	3	4	5
32	To be an innovative advocate in the team.	1	2	3	4	5

33	To encourage group members to think through more perspectives, and propose solutions to them.	1	2	3	4	5
34	To constantly improve the working methods of learning to adapt new concepts and requirements of the new situation development.	1	2	3	4	5
35	To do Decision-making, rather than conservative, but not bold innovation.	1	2	3	4	5
Have knowledge of Learning Principles						
36	To maintain paying attention on New knowledge, new technology, new areas and new ways.	1	2	3	4	5
37	To have willingness to ask help from team members in case of problems.	1	2	3	4	5
38	To actively make up for knowledge and technology when the workload changes.	1	2	3	4	5
39	To draw scientific research to improve skills and obtain a beneficial future.	1	2	3	4	5
40	To do Regular lessons and increase knowledge as to obtain a favorable future development.	1	2	3	4	5
Have knowledge of Self-management capacity						
41	To treat the own position as a liability, rather than status or privilege.	1	2	3	4	5
42	To have a certain sense of professionalism and sense of mission.	1	2	3	4	5
43	To pay attention to build own image, words and deeds show respect for the organizational system.	1	2	3	4	5
44	To have self-restraint, self-management, based on professionalism, sense of mission, sense of social responsibility, ideals and values as a basis.	1	2	3	4	5
45	To keep a clear head in front of a variety of relationships and benefits.	1	2	3	4	5
Have knowledge of Feedback						
46	To be able to listen to positive suggestions and make them to be adjustable in urgent cases.	1	2	3	4	5
47	To require people to change their stance, outlook, or commitment when stressors or unexpected events occur.	1	2	3	4	5
48	To be able to alter the way of doing things in accordance with the needs of the situation when the surrounding environment changes.	1	2	3	4	5
49	To be able to objectively see the situation changes, and understand culture more than structure.	1	2	3	4	5
50	To be able to express the willingness to adjust when face with new and different circumstances or conditions.	1	2	3	4	5
Have knowledge of Self-knowledge and Identity						

51	To have a real sense of whom I am and what I want to do with the 24 hours in each day.	1	2	3	4	5
52	To build a life management plan based on my own passions and talents.	1	2	3	4	5
53	To be self-motivated to master the challenges of the leadership role with wisdom.	1	2	3	4	5
54	To Maintain unique deterrent effect.	1	2	3	4	5
55	To be followed because some of the style, charm or skills even without being aware of any substance yet.	1	2	3	4	5
Section 3:Attitude						
Responsibility						
56	To be a job lover whole-heartedly.	1	2	3	4	5
57	To be responsible for achieving team goals at the expense of self-sacrifice.	1	2	3	4	5
58	To be responsible for working reflection and making recommendations.	1	2	3	4	5
59	To be responsible for implementation and Continuously track the implementation of the results, feedback and improvement.	1	2	3	4	5
60	To be responsible for getting great satisfaction and achievement in work.	1	2	3	4	5
Healthy mentality						
61	To have the right to self-awareness, self-improvement, there is attitude towards life.	1	2	3	4	5
62	To be able to control emotions, to form optimism state.	1	2	3	4	5
63	To enjoy good relationships, good social adaptability.	1	2	3	4	5
64	To be normal, positive, gratitude, philosophical kind of mental models.	1	2	3	4	5
65	To have good moral attitude, during learning activities and daily life can truly control their emotions appropriately.	1	2	3	4	5
Confidence						
66	To have strong willpower, do not give up.	1	2	3	4	5
67	To be Challengeable to face difficulties in a positive mind to find a solution.	1	2	3	4	5
68	To recognize the own importance in the organization，want to achieve organizational goals as own goals.	1	2	3	4	5
69	To use some or effective solutions means to accomplish the task, solve a problem.	1	2	3	4	5
70	To have a powerful self-confidence.	1	2	3	4	5
Respectful and Modest						
71	To build a high virtue by respecting people firstly.	1	2	3	4	5
72	To convince people respectfully and have a good reputation in the organization.	1	2	3	4	5

73	To be modestly courteous and cautious during work.	1	2	3	4	5
74	To have a full sense of service.	1	2	3	4	5
75	To have polite and correct attitude toward the achievements and honors, not complacency.	1	2	3	4	5

********** **Thank you a lot for your kind participation**********

ASSUMPTION UNIVERSITY OF THAILAND
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APPENDIX I

Survey Questionnaire for Fourth Year Students in Chinese Version

Assumption University of Thailand
Ramkhamheang 24, Hua Mark Bangkok, Thailand. 10240
Tel: 02-3004543-62, Website: www.au.edu

尊敬的参与者：

我是杨雅男，泰国易三仓大学教育管理学的一名博士学生。作为课程要求的一部分，我正在做一个题为“学生教师发展模式”的论文研究。本问卷旨在研究目前中国河北省师范院校学生的领导特质。

调查问卷分为两部分：第一部分包括五个问题，是受访者的情况;第二部分包括有关在中国的河北省师范院校的学生目前的领导特质的问题。将会回答问题的受访者均为大四的学生。

研究人员感谢您对这项研究的帮助，您的合作与贡献是无价之宝。我将不胜感谢您的帮助。

杨雅男
泰国易三仓大学
曼谷，泰国。邮编 10240
电邮：xiaoyarain@hotmail.com
手机：0618908852

中国河北省师范大学学生领导特色个人调查

第一部分：有关受访者情况的资料
方法：请根据您的真实情况，在方框☐中勾选（√）。

1. 你的大学名称：
☐河北师范大学
☐衡水师范大学
☐保定师范大学
☐沧州师范大学
☐河北师范大学
2. 性别：☐男☐女
3. 受访者的职位：
☐四年级学生

□四年级教师
□顶级管理员
4. 您的主要学科背景：
□中文 □英文 □数学 □体育 □历史 □生物学 □物理 □化学 □计算机 □课程与使用 □地理 □教育行政□其他：_____
5：您的年龄段：
□20-25 □26-30 □31-35 □36-40 □41-45 □46-50

第二部分：本部分包括中国河北省师范大学目前学生领导特色的项目。
方法：请根据您的自我评估，通过圆圈选中的相对应的数字，显示您对自己学生领导特征程度的认知。

关于学生领导力特质的调查

1	2	3	4	5
非常不同意	不同意	中立	同意	非常同意

项目	**基于自我评估，请选出您在多大程度上认为您具有以下学生领导特质？**	**SD 1**	**D 2**	**N 3**	**A 4**	**SA 5**
	第一节:技能					
计划技能						
1	能够将自己的指示与意图清晰的传递给组员或者下属；	1	2	3	4	5
2	自己有一定的计划；为确保战略计划的达成，通过采用创新性的、严格规范的管理行为，高效率 地实施计划、取得成果的能力。	1	2	3	4	5
3	能较好地协调各方面的资源；	1	2	3	4	5
4	在推动部门各项工作进展上担任重要角色；	1	2	3	4	5
5	对于计划的实施有强大的推动能力，并能在计划实施过程中，适当监控和指导；	1	2	3	4	5
决策技巧						
6	在收集到较为充分的信息后,清楚地向团队成员表明自己的要求,并给予他们基本的、例行的指示；	1	2	3	4	5
7	能够坚持立场，决策时以事实为依据，拒绝他人不合理的要求；	1	2	3	4	5
8	面对有竞争性的方案时，能够全面考虑各方意见，细致分析影响因素，认真对比各个备选方案，及时不拖延的做出决定。	1	2	3	4	5
9	通过对多个可行方案进行分析和判断，挑选出最适当的方案及实施时机，并能够勇于承担风险，做出有利于推进工作的明晰决定的能力。	1	2	3	4	5
10	能够合理预测决策可能带来的风险，衡量潜在的收益，及	1	2	3	4	5

	时做出抉择，并勇于承担风险。					
灵活性技巧						
11	在紧急情况下，可以接受听到的积极的建言献策，并尽快调整；	1	2	3	4	5
12	当压力或突发事件发生时，要求人们改变他们的立场，观点或承诺。	1	2	3	4	5
13	随机应变，在工作及周围的环境发生变化时，能依照情况需求改变自己的工作方法或处事方式，并在组织或工作要求上有所改变或能容易接受改变。	1	2	3	4	5
14	能客观地看到情况的变化，并且更多的了解文化背景多于了解事态结构。	1	2	3	4	5
15	面对新的、不同的环境或条件时，表示愿意调整。	1	2	3	4	5
沟通协调能力						
16	与工作中的各方保持密切联系与良好关系；	1	2	3	4	5
17	能够体谅和理解他人，愿意就具体情况做出调整与妥协；	1	2	3	4	5
18	妥善处理与上级、平级以及下级之间的关系，促成相互理解，获得支持与配合的能力。	1	2	3	4	5
19	懂得倾听的艺术；	1	2	3	4	5
20	愿意就对方疑问做出及时的回应，确保信息的准确表达；	1	2	3	4	5
组织协调能力						
21	了解人员的角色和职责	1	2	3	4	5
22	对潜在的文化和政治因素还有事件有识别	1	2	3	4	5
23	了解掌握自己组织内部或其他组织内部的权力关系	1	2	3	4	5
24	能鉴别出团队里的决策者及影响者。	1	2	3	4	5
25	努力营造团队协作的气氛，主张以“开诚不公”的方式解决冲突与矛盾。	1	2	3	4	5
第二部分:知识						
对愿景和使命的理解						
26	能被清晰的愿景和使命所鼓励，把重点放在更好地了解整个组织的变革和资源的调整。	1	2	3	4	5
27	充分认识共同的愿景和使命。	1	2	3	4	5
28	可与他人一起谈论出未来蓝图	1	2	3	4	5
29	有前瞻性并支持他人一起分享未来远景。	1	2	3	4	5
30	促进与成员们一起的共同目标	1	2	3	4	5
创新能力						
31	不受陈规和以往经验的束缚，对新事具有良好的接受性；	1	2	3	4	5
32	能够作为公司创新精神的创导者	1	2	3	4	5
33	鼓励下属多角度思考，提出各种解决思路；	1	2	3	4	5
34	不断改进工作学习方法，以适应新观念、新形势发展的要求。	1	2	3	4	5
35	决策时，稳健而不保守，敢于创新但不冒失；	1	2	3	4	5
学习原则						

36	对新知识，新技术、新领域保持关注，并乐于尝试新方法；	1	2	3	4	5
37	不耻下问，愿意就自己不了解的问题向下属请教；	1	2	3	4	5
38	当工作内容发生变化时，积极主动弥补自己缺乏的知识与技术；	1	2	3	4	5
39	通过吸取自己或他人经验教训、科研成果等方式，增加学识、提高技能，从而获得有利于未来发展的能力；	1	2	3	4	5
40	经常性的总结经验，增加学识，提高技能，为获得未来有利的发展。	1	2	3	4	5
自我管理知识						
41	将职位看作责任，而不是地位或特权；	1	2	3	4	5
42	有一定的事业心与使命感，比较重视自己的形象，对组织制度表现出尊重；	1	2	3	4	5
43	重视自己的形象管理，言行中表现出对组织制度与规范的尊重；	1	2	3	4	5
44	指行为主体的自我约束、自我管理，是以事业心、使命感、社会责任感、人生理想和价值观作为基础。	1	2	3	4	5
45	能够在各种关系与利益面前，保持清醒的头脑。	1	2	3	4	5
反馈意见知识						
46	听到追随者的反馈以采取积极主动的措施。	1	2	3	4	5
47	收集反馈意见以培养能够建立开诚布公的对话内容和交流，大大加强了对领导者的信任度。	1	2	3	4	5
48	不仅是以反馈内容来判断一些人的态度，并描写出他们的信任度。	1	2	3	4	5
49	能有目的性地看到工作中的矛盾致使平息和处理消极的工作环境	1	2	3	4	5
50	能接受阶段性的反馈可以赏罚追随者的行为。	1	2	3	4	5
自我认知与人格魅力						
51	可以改变所学到的方式，第一次真正意义上知道我是谁，我想在每一天 24 小时里做些什么。	1	2	3	4	5
52	建立基于带有自己热情与天赋的生活管理计划。	1	2	3	4	5
53	带着智慧自我激励着去掌握领导角色的挑战	1	2	3	4	5
54	保持所带有的唯一的震慑力	1	2	3	4	5
55	在不被人知晓任何实质内容情况下还能因为某些风格，魅力或技能被追随。	1	2	3	4	5
第三部分:态度						
责任心						
56	对工作几乎狂热，全情投入；。	1	2	3	4	5
57	能为实现团队的目标而牺牲自我的利益。	1	2	3	4	5
58	经常对工作中的问题进行思考，提出建议。	1	2	3	4	5
59	把责任落实，不断地对于执行效果进行跟踪，反馈与改进。	1	2	3	4	5
60	在工作中获得极大的满足与成就。	1	2	3	4	5

健康阳光的心态						
61	对自我有恰当的认识 、自我改进,有进取的人生态度;	1	2	3	4	5
62	能控制自己情绪,形成乐观的情绪状态;	1	2	3	4	5
63	享有良好的人际关系，具有良好的社会适应能力;	1	2	3	4	5
64	平常、积极、知足、感恩、达观的一种心智模式。	1	2	3	4	5
65	拥有良好的道德心态，在工作活动和日常生活中均能真实地感受情绪并恰如其分地控制情绪。	1	2	3	4	5
自信心						
66	对自己有超强的自信;	1	2	3	4	5
67	遇到挑战能积极面对，遇到困难也能以积极的心态去寻找解决方法。	1	2	3	4	5
68	认识到自己的工作在组织中的重要性，把实现组织的目标当成是自己的目标。	1	2	3	4	5
69	一种有能力或采用某种有效手段完成某项任务、解决某个问题的信念。	1	2	3	4	5
70	具有坚强的毅力，不轻言放弃。	1	2	3	4	5
谦虚谨慎						
71	有一定的柔软的人格魅力，能获得不少的员工支持;	1	2	3	4	5
72	令人信服，在组织中有良好的口碑;	1	2	3	4	5
73	在工作之中形容人虚心礼让，小心谨慎。	1	2	3	4	5
74	有充分的服务意识	1	2	3	4	5
75	文明礼貌,正确对待成绩和荣誉，不骄傲自满	1	2	3	4	5

**********非常感谢您善意的配合**********

APPENDIX J

Survey Questionnaire for Teachers of Fourth Year and Top-level Administrators

Assumption University of Thailand
Ramkhamheang 24, Hua Mark Bangkok, Thailand. 10240
Tel: 02-3004543-62, Website: www.au.edu

Dear Participants:

I am Yanan. Yang, a Ph.D. student from Assumption University of Thailand. I am doing a dissertation research entitled "The Model for the Development of Student Teacher Leadership at Normal Universities in Hebei Province of China" as part of the course requirements. This questionnaire is intended to study the current student leadership characteristics of Normal Universities in Hebei Province of China, and it is divided into two parts: Part I includes the conditions of the respondents with five questions; Part II includes questions about the current student leadership characteristics of Normal Universities in Hebei Province of China. The respondents who will answer the questions are senior teachers refer to fourth year and top-level administrators.

Your cooperation and contribution for this research is invaluable, I will be overwhelmed with gratitude for your help.

Yanan. Yang
Assumption University of Thailand
Bangkok, Thailand. 10240
Email: xiaoyarain@hotmail.com
Mobile: 0618908852

Student Leadership Characteristics Survey for Normal Universities in Hebei Province of China

Part I: Information about the status of the respondents

Directions: Please tick (√) in the box □ according to the real situation about yourself in the following form.

1. **Your University name**:
   - □ Hebei Normal University
   - □ Hengshui Normal University
   - □ Baoding Normal University
   - □ Cangzhou Normal University
   - □ Hebei Normal University for Nationalities
2. **Gender**: □ Male □ Female
3. **Position of the respondents**:
   - □ The fourth year students
   - □ The fourth year teachers
   - □ Top-level administrators
4. **Your main disciplinary background**:

   □Chinese □English □Mathematic □P.E. □History □Biology □Physics □Chemistry □I.T □Curriculum and Instruction □Geography □Educational Administration □Others:_____

5: **Your age**:

   □20-25 □26-30 □31-35 □36-40 □41-45 □46-50

Part II: This part included the items about the current student leadership characteristics of Normal Universities in Hebei Province of China.

Directions: Please show your level of agreement about your fourth year students leadership characteristics in general, based on your perception by circle❍ in the

relative number in the box.

Survey on Fourth Year Students' Leadership Characteristics

1	2	3	4	5
Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (A)	Strongly Agree (SA)

Item	**Questions: Based on your perception, please reflect to what degree, do you think your fourth year students generally possess the following student leader characteristics?**	SD 1	D 2	N 3	A 4	SA 5
Section 1: Skills						
Planning skills						
1	They ensure the plan reached by adopting standardized management behavior and efficient implementation plan, the ability to achieve outcomes.	1	2	3	4	5
Decision-making skills						
2	They are able to think of selecting a logical choice from the available options, and to forecast the outcome of each option as well, and based on all these items, determine which option is the best for that particular situation.	1	2	3	4	5
Flexibility skills						
3	They have thinking Skill that focuses on a student leader's ability to adapt to new situations, improvise, and shift strategies to meet different types of challenges.	1	2	3	4	5
Communication skills						
4	They have the ability to convey information to another effectively and efficiently.	1	2	3	4	5
Organizational skills						
5	They encompasses physical and mental organization and time management abilities.	1	2	3	4	5
Section 2:Knowledge						
Have knowledge of vision and mission						
6	They are encouraged by clear vision and mission to see the hope in the future, and also an overview of the steps planned to achieve that future.	1	2	3	4	5
Have knowledge of Innovation						
7	They are able to create a new device or process resulting from study and experimentation.	1	2	3	4	5
Have knowledge of Learning Principles						

8	They maintain paying attention on new knowledge in the cognitive process.	1	2	3	4	5
Have knowledge of Self-management capacity						
9	They are able to control their feelings, emotions, and activities.	1	2	3	4	5
Have knowledge of Feedback						
10	They are able to give or get information in a way that encourages the recipient to accept it, reflect on it, learn from it, and hopefully make changes for the better	1	2	3	4	5
Have knowledge of Self-knowledge and Identity						
11	They possess individual characteristics which was recognized and self-known.	1	2	3	4	5
Section 3:Attitude						
Responsibility						
12	They are responsible, answerable and accountable for their duty and task with their power and control.	1	2	3	4	5
Healthy mentality						
13	They have positive attitude and effective way of thinking towards life;	1	2	3	4	5
Confidence						
14	They are knowing what they're good at, the value they provide, and acting in a way that conveys that to others.	1	2	3	4	5
Respectful and Modest						
15	They feel and show respect with a humble opinion.	1	2	3	4	5

********** **Thank you a lot for your kind participation**********

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

APPENDIX K

Survey Questionnaire for Teachers of Fourth Year and Top-level Administrators

in Chinese Version

Assumption University of Thailand
Ramkhamheang 24, Hua Mark Bangkok, Thailand. 10240
Tel: 02-3004543-62, Website: www.au.edu

尊敬的参与者：

我是杨雅男，泰国易三仓大学教育管理学的一名博士学生。作为课程要求的一部分，我正在做一个题为“学生教师发展模式”的论文研究。本问卷旨在研究目前中国河北省师范院校学生的领导特质。

调查问卷分为两部分：第一部分包括五个问题，是受访者的情况;第二部分包括有关在中国的河北省师范院校的学生目前的领导特质的问题。将会回答问题的受访者均为大四的教师和行政人员。

研究人员感谢您对这项研究的帮助，您的合作与贡献是无价之宝。我将不胜感谢您的帮助。

杨雅男
泰国易三仓大学
曼谷，泰国。邮编10240
电邮：xiaoyarain@hotmail.com
手机：0618908852

中国河北省师范大学学生领导特色调查

第一部分：有关受访者情况的资料
方法：请根据您的真实情况，在方框☐中勾选（√）。

1. 你的大学名称：
☐河北师范大学
☐衡水师范大学
☐保定师范大学
☐沧州师范大学
☐河北师范大学
2. 性别：☐男☐女
3. 受访者的职位：
☐四年级学生

□四年级教师
□顶级管理员
4.您的主要学科背景：
□中文 □英文 □数学 □体育 □历史 □生物学 □物理 □化学 □计算机 □课程与使用 □地理 □教育行政□其他：_____
5：您的年龄段：
□20-25 □26-30 □31-35 □36-40 □41-45 □46-50

第二部分：本部分包括中国河北省师范大学目前学生领导力特质的项目。
方法：关于您的学生的总体领导力水平，请在方块里打勾（√），并仅打勾一次。

关于学生领导力特质的调查

1	2	3	4	5
非常不同意	不同意	中立	同意	非常同意

项目	问题：基于您的认知，您认为第四年学生总体上来说拥有以下学生领导特质的哪个程度？	SD 1	D 2	N 3	A 4	SA 5
第一节：技能						
规划技巧						
1	他们能够通过采取标准化管理行为和有效实施计划，拥有实现成果的能力，确保达成的方案。	1	2	3	4	5
决策技巧						
2	他们能够考虑从可用选项中选出合适的选择，并且还可以预测每个选项的结果，并且基于所有这些项目，确定哪个选项对于特定情况是最佳选择。	1	2	3	4	5
灵活性技巧						
3	他们有思考技能，并且更侧重于学生领导者适应新情况，即兴创作和转变策略以应对不同类型的挑战的能力。	1	2	3	4	5
会话技巧						
4	他们有能力并有效地传达信息给另一个人。	1	2	3	4	5
组织技能						
5	他们拥有管理身心与时间的能力。	1	2	3	4	5
第二节:知识						
远见与使命的知识						

6	他们因为未来的明确愿景和使命感到鼓舞，看到了希望，并了解为实现未来而采取的大致步骤。	1	2	3	4	5
创新的知识						
7	他们能够创建一个由学习和实践产生的新策略或过程。	1	2	3	4	5
学习原理						
8	他们不断关注认知过程中的新知识。	1	2	3	4	5
自我管理能力						
9	他们能够控制自己的感受，情感和行为。	1	2	3	4	5
具备反馈知识						
10	他们能够以鼓励接受者接受信息的方式给予或获取信息，反思，学习，并希望做出更好的改变	1	2	3	4	5
自我认知和特征						
11	他们具有被认可和自身认知的个人特征。	1	2	3	4	5
第三节:态度						
责任心						
12	他们对待自己的任务有力量控制的很好，责任心可圈可点。	1	2	3	4	5
健康的心态						
13	他们对生活有积极的态度和有效的思维方式;	1	2	3	4	5
自信心						
14	他们知道他们擅长什么，他们所提供的价值，并以一种有效的方式传达给别人。	1	2	3	4	5
尊重与谦虚						
15	他们以谦虚的观点感受并表达尊重。	1	2	3	4	5

**********谢谢您的亲切参与**********

APPENDIX L

The Reliability of Cronbach's Coefficient of the Student Survey

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.892	.761	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.677	1.983	4.717	2.733	2.378	.250	60
Item Variances	.526	.175	2.525	2.350	14.418	.080	60
Inter-Item Covariances	.018	-.649	.522	1.171	-.805	.007	60
Inter-Item Correlations	.040	-.574	.780	1.353	-1.359	.024	60

APPENDIX M

The Reliability of Cronbach's Coefficient of the Teacher and Top-level Administrators' Survey

Case Processing Summary

		N	%
Cases	Valid	60	100.0
	Excluded[a]	0	.0
	Total	60	100.0

a. Listwise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.912	.761	60

Summary Item Statistics

	Mean	Minimum	Maximum	Range	Maximum / Minimum	Variance	N of Items
Item Means	3.677	1.983	4.717	2.733	2.378	.250	60
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Inter-Item Covariances	.018	-.649	.522	1.171	-.805	.007	60
Inter-Item Correlations	.040	-.574	.780	1.353	-1.359	.024	60

ASSUMPTION UNIVERSITY OF THAILAND SINCE 1969

APPENDIX N

Certificate of Structured Interview Questions Translation Validation

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ

ASSUMPTION UNIVERSITY OF THAILAND
SINCE 1969
มหาวิทยาลัยอัสสัมชัญ
BROTHERS of St. GABRIEL
LABOR VINCIT OMNIA

APPENDIX O

Interview Questions for Market Employers of Internship in English Version

1. As a senior student internship market employer, can you provide an overall assessment of senior students in this session; especially relate to their leadership characteristics?

2. In your opinion, what are core contents of Chinese Normal university students' leadership education should be included?

3. Could you share some of the students' experience during internship process in this session, which has large and sustained influence on seniors' leadership?

4. Because internship contains rich practice and challenges, through observation what do you think about their leadership characteristics lacks of, such as aspects about knowledge, skills and attitudes?

5. According to cultivating future leaders and developing positive changes, do you have any positive suggestions for all Hebei Normal Universities?

6. Through this internship you have got certain understanding of these students, since most of them could be the future teachers, about their identity conversion between students and teachers, in your own opinion, what elements the students focus on will make leadership characteristics get better sublimation?

Thanks for all your cooperation and valuable advice.

APPENDIX P

Interview Questions for Market Employers of Internship in Chinese Version

致实习市场雇主们的面试问题

1. 您作为学生实习管理的资深工作者，能不能对这一届来实习的大学生领导力做一个总体评价？
2. 您认为，我们中国师范院校大学生的领导力教育，比较核心的内容应该包含哪些？
3. 您能不能分享一下在这次的实习过程当中，对大四学生的领导力特点形成影响比较大且持久的一些经历？
4. 因为实习工作包含实践与考验，通过观察，您认为关于他们的领导力特点最最欠缺的部分是什么？比如知识，技能，态度方面的。
5. 您对河北省的师范院校，关于领导力的引领，培养与改变，您有什么积极的建议？
6. 通过本届的实习，您对这些学生有了一定的了解，由于这些学生将是未来的老师，关于他们现在在校是学生，入社会是老师，这样的身份转换，他们的领导力特点如何才能得到更好的升华？

感谢您的所有配合与宝贵的意见。

APPENDIX Q

The Summary of Answers of Interview Questions

Q1: As a senior student internship market employer, can you provide an overall assessment of senior students in this session; especially relate to their leadership characteristics?

Q1.1: In short they are diligent team. In my opinion there is one obvious weak point is lacking of creativity, a little bit rigid.

Q1.2: They are all kind and hospitable young men, I hope they can pay more attention on their work plans in the future.

Q1.3: I really satisfied with them, I was inspired by their youth and energy.

Q1.4: They all cooperates with the arrangement of internship program, however when they face challenges, some students did not show their confidence and courage to face the difficulties.

Q1.5: I hope they could be responsible all the time, for example for caused mistakes, should take on oneself, not pass the buck.

Q1.6: They are united with great spirits.

Q1.7: They are cute and active, helpful and sympathetic to help others.

Q1.8: Actually planning is very important for each process, they should be aware of their planning skills, especially in goal setting.

Q1.9: They all built strong friendship like a family with unity.

Q1.10: I like them pretty much, they are really good at leadership, am very happy to have chance to work with them.

Q1.11: If some knowledge issues they understand already, they can do it well. But if some points they never meet them, some students escape from study deeply.

Q1.12: I hope they did not bury their heads into the sand when some barriers or any changes happened.

Q1.13: They should adapt themselves to changing circumstances, I think they still have space to make progress about this part.

Q1.14: They have open-minded attitude to listen to others' ideas.

Q1.15: They understand their vision and mission well, however the situation is not stable, they should understand flexible changes are normal too.

Q1.16: They are a lovely team, I am so happy to see them during the whole internship program.

Q1.17: Self-planning ability should be enhanced in the future.

Q1.18: They are active for awards, but passive for problem solving.

Q1.19: They work hard, if they could arrange their plans better, they could achieve their target earlier and better.

Q1.20: Responsibility is an essential characteristics, I am so sorry to say that they did not to show that adequately.

Q1.21: Actually I treat them as my colleagues and friends, but they don't communicate with us on equal terms, they look like try to avoid to talk with us.

Q1.22: They are in a younger age than us, but they look like not easy to change their minds when situations are changed as well.

Q1.23: They got a successful teaching practice here.

Q1.24: They learned new knowledge during internship program, I wish them a bright future.

Q1.25: During the scientific research issues, they are very careful and modest, I really feel moved by their attitude.

Q1.26: They have passion to do work, but sometimes efficiency is low because of lack of well-arranged plan.

Q1.27: They can talk about the vision and mission in fluency, however I worry about they really have common goals to achieve or not, especially when the changes happened, they are kind of flurried.

Q1.28: During presentation, they are all well-prepared, however they are not good at negotiation and debate issues.

Q1.29: They have enthusiasm to learn new knowledge.

Q1.30: Some tasks were not done perfectly, some students initially not thought about personal reasons, they didn't want to take risks for weak results.

Q1.31: When the conditions changed, most of students are not happy to adapt to the new environment.

Q1.32: If any problems caused, most of students not choose to communicate with us at the initial time, they also not deal with the problems firstly, and I saw some students did complaints each other.

Q1.33: Sometimes their minds are tough, not easy to be influenced.

Q1.34: I hope in the future they provide less complaints, put more efforts.

Q1.35: I hope if they need any help, just tell us and ask us directly, and we really want to support them.

Q1.36: They are a bit lazy, lazy to be creative, for example they still look like to use the previous existed lesson plans.

Q1.37: They should understand this: mind setting can be changed in case of necessary SOS.

Q1.38: They are a helpful and wonderful batch.

Q1.39: They can do everything better if they have outlined plans for everyday during Internship.

Q1.40: They should understand everything is possible, and doing everything will have risk more or less.

Q1.41: I hope they can be braver especially when they are talking in the public places in the near future.

Q1.42: Having willingness to communicate with us and also including the feedback will be important for students to have a smooth process during internship.

Q1.43: Sometimes their minds are not easy to be changed by persuasion.

Q1.44: Most of the students' communication skills should be enhanced.

Q1.45: They are good at listening, however not speak a lot.

Q1.46: For problem solving, they are not very mature, sometimes most of the students look like wish the problems not happened.

Q1.47: Overall their performances are general good.

Q1.48: Most of the students preferred others provide plans to them, not plan by themselves.

Q1.49: Their attitude are modest and sincere.

Q1.50: Most of students do not show their comprehensive flexibility skills yet.

Q1.51: Most of students try to avoid risks, but they also are afraid of risks.

Q1.52: They should understand everything can happen anytime, so don't always stick to original vision especially the situation is changed a lot.

Q2: In your opinion, what are core contents of Chinese Normal university students' leadership education should be included?

Q2.1: The universities cannot lose our culture since ancient times, such as Confucian leadership education.

Q2.2: The universities should focus on preparation for cultivating outstanding alumnus.

Q2.3: The universities should have obligation to focus on doing knowledge implantation of student leadership.

Q2.4: The universities should provide chances to develop students' leading skills.

Q2.5: The universities should support students to build their positive habits and minds in campus-based training.

Q2.6: The universities should teach students to understand their essential values about student leadership.

Q2.7: The universities should support students to build their positive habits and minds through co-curricular activities.

Q2.8: The universities should cultivate students to have positive attitude.

Q2.9: Now the market request more contents of students' achievement, so better let students have development in an all-around way.

Q2.10: The universities still have a long way to go for cultivating students' flexibility skills.

Q2.11: The universities still have an important role to let students trust themselves they are leaders.

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Q2.48: The universities should cultivate students to have positive attitude.

Q2.49: Now the market request more contents of students' achievement, so better let students have development in an all-around way.

Q2.50: The universities still have a long way to go for cultivating students' flexibility skills.

Q2.51: The universities still have an important role to let students trust themselves they are leaders.

Q2.52： The universities should cultivate students to have positive attitude for responsibility.

Q3: Could you share some of the students' experience during internship process in this session, which has large and sustained influence on seniors' leadership?

Q3.1: They get to understand that teamwork is more powerful.

Q3.2: They are able to handle more complicated situation after internship.

Q3.3: They will be more disciplined after some work during internship.

Q3.4: They get to understand more about the whole system of work and leadership.

Q3.5: They are more self-motivated against work under internship.

Q3.6: They are able to learn more basic work to be ready for upgrading their role in the organization.

Q3.7: The rules of internship will push them to behave themselves to be ready.

Q3.8: In order to be a leader of the team, the students must be professional after systematical, long-lasting practice.

Q3.9: They will learn from each other to understand how to coordinate with each other.

Q3.10: They are able to be educated to learn the rules of internship and the practical knowledge of the internship to be a specialist in the future.

Q3.11: To solve a case, it takes student's wisdom and time to get it done and this is how the students' experiences will be gathered.

Q3.12: Students have to be more dedicated and more focus on their work.

Q3.13: They must be self-managed to behave well.

Q3.14: Students start to organize all kinds of resources to learn and work, but they can do better communication among team.

Q3.15: Students have to be more connected to analyze and to find and to solve the case.

Q3.16: They use all what they have learned to re-definite their study, I suggest them to listen to others firstly, then describe what you want to achieve, no need to show your target at the first time, especially you don't understand the situation yet..

Q3.17: They will be getting more practical and clear-minded in terms of future work and study

Q3.18: Internship is a big platform for students to combine their knowledge and study.

Q3.19: To be qualified, they must show whatever they have learned and done.

Q3.20: Students start to have their direct view on some certain case.

Q3.21: Students will start to share and exchange with other partners.

Q3.22: It is a good chance to be a well-organized and systematical learner during internship.

Q3.23: The best knowledge always come from hard work and practice. This is the best lesson for students.

Q3.24: It is always important to combine theory and practice during the study and work.

Q3.25: All of the study must be logical and step by step. To achieve best things, we need to do our best.

Q3.26: During students' communication part, they still have space to be improved.

Q3.27: Study itself is like work which is boring. Students need to be patient and consistent.

Q3.28: They know how to help each other in a practical case since internship.

Q3.29: To achieve the best study, it is always important to get along with others and study from them.

Q3.30: Internship's experience and knowledge are key to the practical application of what they have learned.

Q3.31: Internship helps students to spread their ideas and widen their view against the practical world.

Q3.32: The internship push students to be more knowledgeable and to be more professional and to be more confident.

Q3.33 Internship provides more chances to allow students form a good value of loyalty, team coordinating, self-restricting.

Q3.34: Good internship allows students to know how to express themselves.

Q3.35: Students should know exactly how to build up their ability of convincing.

Q3.36: The internship built up a good platform for students to know how to set up a long distant goal and how to achieve that goal.

Q3.37: Students become be well-rounded to review other's words and how to make their own words better.

Q3.38: After internship, most of students' communication ability should be highly improved. This will be very helpful for future professional dialogue.

Q3.39: The internship quality will reflect to student's self-study and self-management.

Q3.40: The successful internship will be conductive to student's confidence to understand how to be a professional leader.

Q3.41: The students explore themselves more to understand the weakness of themselves.

Q3.42: They are more mature after some training in terms of mental world.

Q3.43: They are respecting what they have studied and love what they study.

Q3.44: They understand it is always important to improve the efficiency of communication and work.

Q3.45: The internship is very useful to improve their psychological world

Q3.46: The students understand more about the charming of leadership and are ready to work hard against it.

Q3.47: The students pay attention to his characteristics more to shape his future leadership

Q3.48: A lot of practical skills like management skills are learned from the internship to help students to work more practically and professionally

Q3.49: The students also understand the importance of taking responsibility against their study

Q3.50: The students learned how to work under big pressure and carry out their goal.

Q3.51: They obtained that it is always important to set up a good thinking before communication.

Q3.52: They get to know that passions is important but rational thinking of communication is also crucial.

Q4: Because internship contains rich practice and challenges, through observation what do you think about their leadership characteristics lacks of, such as aspects about knowledge, skills and attitudes?

Q4.1: The students understood the importance of taking responsibility against their performance of internship.

Q4.2: Students started to know real practice was different from their minds, challenges are everywhere.

Q4.3: When students face different situations, especially emergency, flexibility skills are very important.

Q4.3: Internship contains rich practice and challenges, when students face to the new barriers,

how to get new solutions is the main task for them.

Q4.4: Students should have more skills about playing to the score tactically.

Q4.5: Students should adapt themselves to changing circumstances.

Q4.6: Students should be adaptable anytime.

Q4.7: Students should have decision-making skills when the flexible cases are coming.

Q4.8: Students should have the ability to select the best option to solve the problems when the emergency calls.

Q4.9: Through internship, the students got more experiences for flexible skills.

Q4.10: Students have faced several unpredictable cases, their flexibility should be improved.

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Q4.52: Students started to know real practice was different from their minds, challenges are everywhere.

Q5: According to cultivating future leaders and developing positive changes, do you have any positive suggestions for all Hebei Normal Universities?

Q5.1: The universities still have an important role to let students trust themselves they are leaders.

Q5.2: The universities should focus on cultivating positive modest attitude, and shouldn't be too hurry to express their ideas before they really understood other's ideas.

Q5.3: The universities should have obligation to focus on cultivating communication skills of student leadership.

Q5.4: The universities should provide chances to develop students' communication skills through activities.

Q5.5: The universities should make students understand during communication, stress the agreement before jumping to disagreement areas, and finally give out a constructive different ideas.

Q5.6: The universities should encourage and motivate students as often as they can do.

Q5.7: The universities should support students to build their positive habits and minds through co-curricular activities.

Q5.8: The universities should cultivate students to have more creative ideas.

Q5.9: Now the market request more contents of students' achievement, so better let students have development in an all-around way.

Q5.10: The universities still have a long way to put more efforts to enhance student communication skills.

Q5.11: The universities still have an important role to let students trust themselves they are leaders.

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Q5.45: The universities should make students understand during communication, stress the agreement before jumping to disagreement areas, and finally give out a constructive different ideas.

Q5.46: The universities should encourage and motivate students as often as they can do.

Q5.47: The universities should support students to build their positive habits and minds through co-curricular activities.

Q5.48: The universities should cultivate students to have more creative ideas.

Q5.49: Now the market request more contents of students' achievement, so better let students have development in an all-around way.

Q5.50: The universities still have a long way to put more efforts to enhance student communication skills.

Q5.51: The universities should make students have a clear understanding about everyone works hard towards common goals.

Q5.52: The universities should establish a positive leading environment for all students.

Q6: Through this internship you have got certain understanding of these students, since most of them could be the future teachers, about their identity conversion between students and teachers, in your own opinion, what elements the students focus on will make leadership characteristics get better sublimation?

Q6.1: accurate expression.

Q6.2: verbal communication skills.
Q6.3: listening skills
Q6.4: non-verbal communication skills.
Q6.5: comprehension of person involved.
Q6.6: open-minded.
Q6.7: open to listen to advices.
Q6.8: provide feedback
Q6.9: effective communication
Q6.10: open to listen to others
Q6.11: commitment to others' description.
Q6.12: listening skills.
Q6.13: logical thinking
Q6.14: decision-making skills
Q6.15: flexibility skills
Q6.16:non-verbal and verbal communication
Q6.17: rational thinking before speaking
Q6.18: open-mind to express yourself and listen to others.
Q6.19: patience to listen to others firstly.
Q6.20: Be confidence when do any speech or presentation.
Q6.21: accurate expression.
.**Q6.22:** logical thinking
Q6.23: verbal communication skills.
Q6.24: listening skills
Q6.25: non-verbal communication skills.
Q6.26: comprehension of person involved.
Q6.27: open-minded.
Q6.28: open to listen to advices
Q6.29: provide feedback
Q6.30: effective communication
Q6.31: open to listen to others
Q6.32: commitment to others' description.
Q6.33: listening skills.
Q6.34: Be confidence when do any speech or presentation.
Q6.35: accurate expression.
Q6.36: open-minded.
Q6.37: verbal communication skills.
Q6.3: listening skills
Q6.10: open to listen to others suggestions
Q6.11: commitment to others' description.
Q6.12: listening skills.
Q6.13: logical thinking
Q6.38: non-verbal communication skills.
Q6.39: comprehension of person involved.
Q6.40: open-minded to other's ideas.

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Q6.41: open to listen to advices.
Q6.42: provide feedback
Q6.43: effective communication
Q6.44: commitment to other's input.
Q6.45: Be confidence when do any speech or presentation.
Q6.46: accurate expression.
Q6.47: verbal communication skills.
Q6.48: listening skills
Q6.49: open to listen to others suggestions
Q6.50: commitment to others' description.
Q6.51: negotiation skills.
Q6.52: presentation skills.

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APPENDIX R

Permission for Model Implementation

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APPENDIX S

Model Validation Form

Graduate School of Human Sciences of Assumption University

Model Validity Approval Form

Student Name: Ms. Yanan. Yang

Contact Information (Phone / email): 0618908852 / xiaoyarain@hotmail.com

Dissertation Title: The Model for a Development of Student Leadership Characteristics at Normal Universities in Hebei Province of China.

Model Validity Approval

Do you approve this model for a development of student leadership characteristics?

☐ Yes. I, _____, have read and certify the validity of this Model for a development of student leadership characteristics at Normal Universities in Hebei Province of China questionnaire. My comments, suggestions are noted below.

☐ No. I, _____, have read and certify the validity of this Model for a development of student leadership characteristics at Normal Universities in Hebei Province of China questionnaire. My comments, suggestions are noted below.

Comments / Suggestions:

……

……

……

_____

Validity Expert Signature

Date:_____

APPENDIX T

Questionnaire for Pre & Post Test of Implementation in English Version

Assumption University of Thailand
Ramkhamheang 24, Hua Mark Bangkok, Thailand. 10240
Tel: 02-3004543-62, Website: www.au.edu

Dear Participant:

I am Yanan. Yang, a PhD from Assumption University of Thailand. I am doing a dissertation research entitled "The Model for the Development of Student Teacher Leadership at Normal Universities in Hebei Province of China" as part of the course requirements. This questionnaire is intended to study the current student leadership characteristics of Normal Universities in Hebei Province of China, and it is divided into two parts: Part I includes the conditions of the respondents with five questions; Part II includes questions about the student leadership characteristics development program, There is no wrong or right answer, please provide your real ideas and thoughts here, your cooperation and contribution for this research is invaluable, I will be overwhelmed with gratitude for your help.

Yanan. Yang
Assumption University of Thailand
Bangkok, Thailand. 10240
Email: xiaoyarain@hotmail.com
Mobile: 0618908852

Part I: Personal Information of the respondents

Directions: Please tick (√) in the box □ according to the real situation about yourself in the following form.

1. Your gender
   □Male □Female
2. Your age
   □15-20 □21-25 □26-30 □above 30

Part II: Questions related to student teacher leadership characteristics development

Likert 5-point Scale Survey of Student Leadership Characteristics development

1	2	3	4	5
Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree

No.	**Questions: To what extent you think the student…**	1	2	3	4	5
1	Student leadership characteristics development program helps me to adapt to new situations and concepts.					
2	Student leadership characteristics development program helps me to understand the interests, priorities, and goals of all parties					
3	Student leadership characteristics development program helps me to identify my own barriers during communication and how to overcome them					
4	Student leadership characteristics development program encourages me to try to manage my emotions under different conditions.					
5	Student leadership characteristics development program helps me to handle making mistakes.					
6.	Student leadership characteristics development program helps me to speak at the right time and in the right way.					
7.	Student leadership characteristics development program helps me to construct a message with logical and easy way to follow.					
8.	Student leadership characteristics development program helps me to be					

	adaptable and improvised when things don't go according to plan.					
9.	Student leadership characteristics development program enables me to become more efficient and have a greater competitive edge, leading to a happy and sustainable life with organizational skills.					
10.	Student leadership characteristics development program helps me to look ahead and accomplish goals, planning skills let me make and implement decisions.					
11.	Student leadership characteristics development program helps me to understand staying in learning to shift one's thinking positively.					
12.	Student leadership characteristics development program helps me to improve organized learning definitely wider than formal studying.					
13.	Student leadership characteristics development program helps me to have a creation resulting from study and experimentation.					
14.	Student leadership characteristics development program helps me to understand the fact of being who I am.					
15.	Student leadership characteristics development program helps me to understand how to decrease enmity and relational stresses through effective feedback.					
16.	Student leadership characteristics development program helps me to be most familiar with study in the context of degree course, and also widely applicable in the work world.					
17.	Student leadership characteristics development program helps me to establish the confidence for a fair or better deal.					
18.	Student leadership characteristics development program helps me to involve deliberate application of information, imagination and initiative in deriving greater or different values from resources.					
19.	Student leadership characteristics					

	development program helps me to include all processes by which new ideas are generated and converted into useful outcomes.					
20.	Student leadership characteristics development program helps me to understand one's own capabilities, character, feelings, or motivations.					
21.	Student leadership characteristics development program helps me to identify own particular mental state, including my own emotion, feelings, desires.					
22.	Student leadership characteristics development program helps me to hold the awareness of my own limitation.					
23.	Student leadership characteristics development program helps me to understand we can do to keep mind and body as healthy as possible and contribute to improved outcomes.					
24.	Student leadership characteristics development program helps me to develop a sense of empathy and help the underprivileged.					
25.	Student leadership characteristics development program helps me to understand the obligation to satisfactorily perform or complete a task that must fulfill.					
26.	Student leadership characteristics development program helps me to be modest, be respectful of others, and try to understand.					
27.	Student leadership characteristics development program helps me to take charge in a duty to make certain particular things to be done.					
28.	Student leadership characteristics development program helps me to make offers at the right time and in the right way.					
29.	Student leadership characteristics development program helps me to deal with irrational people and challenging relationships.					
30.	Student leadership characteristics development program helps me to establish a relation of trust.					

APPENDIX U

Questionnaire for Pre & Post Test of Implementation in Chinese Version

Assumption University of Thailand
Ramkhamheang 24, Hua Mark Bangkok, Thailand. 10240
Tel: 02-3004543-62, Website: www.au.edu

尊敬的参与者：

我是杨雅男，泰国易三仓大学教育管理学的一名博士学生。作为课程要求的一部分，我正在做一个题为“学生教师发展模式”的论文研究。本问卷旨在研究目前中国河北省师范院校学生的领导特质的发展项目运用如何。

调查问卷分为两部分：第一部分包括五个问题，是受访者的情况;第二部分包括有关在中国的河北省师范院校的学生目前的领导特质的问题。研究人员感谢您对这项研究的帮助，您的合作与贡献是无价之宝。我将不胜感谢您的帮助。

杨雅男
泰国易三仓大学
曼谷，泰国。邮编 10240
电邮：xiaoyarain@hotmail.com
手机：0618908852

中国河北省师范院校学生的领导特质技能知识态度 SKA 问卷调查

第一部分：关于受访者的身份信息
方法：根据下列表格对自己的真实情况，请打勾（√）在方块中□。

1. 性别：□男□女

2. 你是什么年龄段？
□15-20 □21-25 □26-30 □30 以上

第二部分：这部分包括在中国河北省师范院校的学生目前的领导特征的问题。
方法：关于学生在你的学校领导水平，请在方块里打勾（√），并仅打勾一次。

关于学生领导力特性发展项目运用的调查

1	2	3	4	5
非常不同意	不同意	中立	同意	非常同意

序号	问题：你在多大程度上认为……	1	2	3	4	5
1	学生领导特色发展项目有助于我适应新情况和新概念。					
2	学生领导特色发展项目有助于我了解各方的利益，优先事项和目标。					
3	学生领导特色发展项目有助于我在交流过程中明确自己的障碍以及如何克服这些障碍					
4	学生领导特色发展项目鼓励我尝试在不同情境下管理好我的情绪。					
5	学生领导特色发展项目有助于我处理已经发生的错误。					
6.	学生领导特色发展项目有助于我在正确的时间和用正确的方式发言。					
7.	学生领导特色发展项目有助于我用逻辑和简明的方式构建内容。					
8.	学生领导特色发展项目有助于我根据计划进行适应性和即兴创作。					
9.	学生领导特色发展项目使我能够更有效率，拥有更大的竞争优势，从而带来组织能力的快乐和愉悦的生活。					
10.	学生领导特色发展项目有助于我展望未来，完成目标，好的规划让我做出决策。					
11.	学生领导特色发展项目有助于我理解在学习中积极转变思想。					
12.	学生领导特色发展项目有助于我改善有组织的学习，而不是死板的学习。					
13.	学生领导特色发展项目有助于我通过学习和实践取得创作。					
14.	学生领导特色发展项目有助于我了解我究竟是谁的事实。					
15.	学生领导特色发展项目帮助我了解如何通过有效的反馈来减少敌意和关系压力。					
16.	学生领导特色发展项目有助于我在课程上熟知学习，也能广泛适用于工作环境中去。					
17.	学生领导特色发展项目有助于我建立一个公平或更好的交易信心。					
18.	学生领导特色发展项目有助于我有意识地					

	采用信息，想象力和主动性，从资源中获得更大或不同的价值观。					
19.	学生领导特色发展项目有助于我将所有产生新想法的过程结合出有用的结果。					
20.	学生领导特色发展项目有助于我了解自己的能力，品格，感受或动机。					
21.	学生领导特色发展项目有助于我识别自己特定的精神状态，包括我自己的情感，感受，欲望。					
22.	学生领导特色发展项目有助于我有意识地掌握自己的局限。					
23.	学生领导特色发展项目有助于我理解我们应该尽可能保持心灵和身体健康，并有助于改善结果。					
24.	学生领导特色发展项目教会我发展同情心，帮助弱势群体。					
25.	学生领导特色发展项目有助于我理解履行或完成必须履行的任务与义务。					
26.	学生领导特色发展计划有助于我谦虚，尊重他人，并尝试了解这个世界。					
27.	学生领导特色发展计划有助于我做某些特定事情的工作并且负责。					
28.	学生领导特色发展计划帮助我在正确的时间和正确的方式出现。					
29.	学生领导特色发展计划有助于我应对无理的人和挑战性的关系。					
30.	学生领导特色发展计划有助于我建立与他人的信任关系。					

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APPENDIX V

List of Experts for the Validation of the results of Content Analysis

No.	Name	Educational Qualification	Position	Years of Experiences
1	Dr. Lizhen. Shen	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	22 years
2	Mrs. Shuqiong. Wang	MA. , M. Ed	Student League Branch Secretary, Hengshui Normal University.	18 years
3	Dr. Zhilei. Zhang	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	12years
4	Dr. Yaping. Pang	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	16 years
5	Dr. Allen. Cao	Ph. D	Dean, Faculty of Elementary Education, Hengshui Normal University	15 years
6	Asst. Prof. Yating. Ma	MA., M. Ed	Assistant Professor, Hengshui Normal University.	21 years
7	Dr. Pan. Wang	Ph. D	Chairman of Student Union, Hengshui Normal University	19 years
8	Dr. Shouzhong. Wang	Ph. D	President, Hengshui Normal University	18 years
9	Asst. Prof. Youmei. Yu	MA., M. phil.	Dean, Faculty of child psychology, Hengshui Normal University	17 years
10	Dr. Run. Wang	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	8 years
11	Dr. Xiaowei. Wu	Ph. D	Person in charge of Student Community,	6 years

			Hengshui Normal University. PhD in Educational Leadership	
12	Dr. Jianming. Li	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	10 years
13	Dr. Wen. Sun	MA., M. phil.	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	12 years
14	Prof. Haitao. Wu	Ph. D	Dean, Faculty of Preschool Education, Hengshui Normal University. PhD in Educational Leadership	26 years
15	Asst. Prof. Guoshuang. Song	Ph. D	Secretary of Communist party branch, Hengshui Normal University.	22 years
16	Asst. Prof. Yuxiao. Wang	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	15 years
17	Asst. Prof. Junwei. Wu	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	16 years
18	Asst. Prof. Yongxia. Li	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	10 years
19	Asst. Prof. Jianguang. Zhang	Ph. D	Director of Discipline, Hengshui Normal University	8 years
20	Dr. Lei. Qian	Ph. D	Director, Student Affairs, Hengshui Normal University	10 years
21	Dr. Hui. Liu	Ph. D	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	9 years

APPENDIX W

List of Experts for the IOC of the Research Instruments

No.	Name	Educational Qualification	Position	Experience
1	Dr. Pan. Wang	PhD	Chairman of Student Union, Hengshui Normal University	19 years
2	Dr. Wen. Sun	MA., M. phil.	Assistant Professor, Hengshui Normal University. PhD in Educational Leadership	12 years
3	Dr. Xiaowei. Wu	PhD	Person in charge of Student Community, Hengshui Normal University. (Specialist in Educational Leadership)	6 years
4	Asst. Prof. Jianguang. Zhang	PhD	Director of Discipline, Hengshui Normal University	8 years
5	Dr. Lei. Qian	PhD	Director, Student Affairs, Hengshui Normal University	10 years

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APPENDIX X

Student Leadership Characteristics Development Program for Hengshui Normal Universities in Hebei Province

Contact Hours: 100 hours

Period: March to June 2017

Student Leadership Characteristics Development Program Held by Student Affairs. The Student Leadership Development Treatment in Hengshui Normal University aims to develop senior students as high quality leaders with great characteristics.

Vision:

Every senior student would be respected as a high quality leader who displays exemplary Leadership competencies.

Mission:

We are committed to providing opportunities to all students to develop their Leadership competencies and become a high quality Leader with great characteristics.

Objectives:

At the end of the treatment, the students will be able to

1. Develop their skills about flexibility skills, organizational skills, communication skills and planning skills as their essential cultivated student leadership characteristics.

2. Acquire their knowledge about learning principles, innovation, self-knowledge and identity as their essential cultivated student leadership characteristics.
3. Open up their attitudes about healthy mentality, being respectful and modest, responsibilities and confidence as their essential cultivated student leadership characteristics.

Model the Way: Student Leadership Characteristics Development Conferences (5 hours)

Support structure – Student leaders understand the importance of their relationships with their families and how those relationships influence their leadership style and success.

Traits of a leader – Student leaders learn the character traits of a leader, the importance of courage, taking calculated risks. They also learn how persistence, resilience and acceptance affect their performance in a positive way.

Intensive contents – Make students understand "All of You Are Leaders".

Inspire a Shared Vision: Local Community Service Outreach (15 hours)

Long-distance service for Love: Students did services in the community nursing homes for the elderly people, while their own team also helped each other to dedicate their love.

Challenge the Process: Empowering Leaders' Camp (15 hours)

Empowering beliefs – Student leaders learn to adopt empowering beliefs that will lead them towards being successful, emphatic and confident leaders.

The student leadership camp provides participants the opportunity to learn how to

construct an idea and present it in a confident, powerful and convincing way. They practice the most effective public speaking techniques and gain tools to express themselves is a very assertive and efficient way.

Enable Others to Act: Co-curriculum Activities base on Campus Training: (60 hours)

Developing Skills: (20 hours)

Grand Debate – Student leaders learn ways to present their ideas in a confident, powerful and convincing way. They practice the most effective public speaking techniques and gain tools to express themselves are very assertive and efficient way.

Social skills– Student leaders learn the various social skills of a leader and the importance of developing these social skills in their leadership role.

Speech Competition – Student leaders learn the power of language in communication and relationships. They learn to give and receive a feedback in a productive and empowering way and also given conversation tools to avoid conflict and enhance their group relationships.

Providing Knowledge: (20 hours)

Students Mega-Event Show on campus

Goal setting – Student leaders learn the power behind purpose goal setting and expectations and how they impact our success.

Importance of support structure – Student leaders understand the importance of their relationships with their families and how those relationships influence their leadership style and success.

Social activism and making difference- Student leaders learn about diversity, assumptions, judgment, discrimination, inclusion, exclusion, bullying and the power of the bystanders. They learn the difference between fairness, justice and equality.

Creative leadership – Student leaders learn to appreciate their own uniqueness and consider options in a creative way.

Courage and creativity – Student leaders learn the connection between courage and creativity. They discover the importance of developing confidence in order to think outside the box, a very important skill on their leadership journey

Fostering Attitude: (20 hours)

Attitude to failure- Student leaders consider failure as an opportunity rather than an obstacle in their quest for a goal.

Role Play – Student leaders learn the challenges of leaders as public figures and how to set an example for others.

Positive mindset – Student leaders learn the character traits of the leader, the importance of taking calculated risks and how persistence, resilience and acceptance affect their performance in a positive way.

Moderation – role play to help students to understand doing something in moderation means not doing things excessively, and also get the quality of being moderate and avoiding extremes.

Evaluation and Feedback (5 hours)

All of the activities above the student leaders involved and conducted by themselves and prepared individual reports, then the last stage was presentations of what they got.

Finally the researcher responded the involved students about the treatment process in which part of the output of a developing treatment is returned to its input, in order to regulate its further output, thanked students' efforts and participation, and admitted students' fulfillment of student leadership characteristics development.

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APPENDIX Y

Original Progress Independent Sample T Test

Progress Independent sample t test of skills for both control and experimental groups

Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
skills	experimental group	25	.8926	.09801	.01960
	control group	25	.2694	.04583	.00917

Independent Samples t-test

		Levene's test for Equality of Variances		t-test for Equality of Means					
									95% Confidence Interval of the Difference
		F	Sig	t	df	Sig.(2-tailed)	Mean Differences	Std. error Difference	Lower	Upper
skills	Equal variances assumed	8.571	.005	28.798	48	.000	.62316	.02164	.57965	.66667
	Equal variances not assumed			28.798	34.015	.000	.62316	.02164	.57918	.66714

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Progress Independent sample t test of knowledge for both control and experimental groups

Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
Knowledge	experimental group	25	.9523	.20848	.04170
	control group	25	-.0642	.10139	.02028

Independent sample t-test

		Levene's test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig	t	df	Sig.(2-tailed)	Mean Differences	Std. error Difference	Lower	Upper
Knowledge	Equal variances assumed	13.403	.001	21.923	48	.000	1.01650	.04637	.92327	1.10972
	Equal variances not assumed			21.923	34.752	.000	1.01650	.04637	.92234	1.11065

Progress Independent sample t test of attitude for both control and experimental groups

Group Statistics

	Groups	N	Mean	Std. Deviation	Std. Error Mean
attitude	experimental group	25	.8901	.06381	.01276
	control group	25	-.0519	.07358	.01472

Independent Sample t-test

		Levene's test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig	t	df	Sig.(2-tailed)	Mean Differences	Std. error Difference	Lower	Upper
attitude	Equal variances assumed	.610	.439	48.359	48	.000	.94202	.01948	.90286	.98119
	Equal variances not assumed			48.359	47.058	.000	.94202	.01948	.90284	.98121

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BIOGRAPHY

Name： Yanan. Yang

Date of Birth: 09/11/1982

Position: Ph.D student in Educational Leadership of Graduate School of Human Sciences, Assumption University of Thailand.

Education:

Assumption University of Bangkok, Thailand.

Master degree of Major in English Language Teaching of Master of Arts Faculty.

June 2008 to May 2011.

Assumption University of Bangkok, Thailand.

Bachelor degree of Major in Advertising of Communication Arts faculty.

January 2003 to October 2007.

Experience:

Teaching Chinese at Saint Louis College of Chachoengsao Province of Thailand.

As Part time job, June 2003 to September 2007.

Teaching Chinese at Sarasas Witead Thonburi School of Thailand.

As full time job, March 2008 to Apr 2010.

Teaching English Intensive Course at Assumption University.

As teaching practice, Summer vacation of 2009.

Teaching two subjects as follows: “Consumer Behavior” and “International Business and Effects on Changes’’ in Ramhkamheang University.

As part time job，July & August 2010

Teaching Chinese at The Regent’s School of Bangkok

As permanent job, June 2012 to September 2015