

**The Thainess Creative Leadership Skill Development for Undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University by using Integrated Instructional Activities**

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### ABSTRACT

Objectives of this research were 1) to develop and study the creative leadership skill based on Thainess of undergraduates, and 2) to study satisfaction of teaching an integrated learning activities to undergraduates, Faculty of Education, Nakhon Ratchasima Rajabhat University. The research methodology used the pre-experimental method. The target groups are 262 undergraduates who are from General Sciences, Physics Education and Sport science Education program. The tools that used to collect the research data consist of 1) three Specification courses, 2) questionnaire the creative leadership skill based on Thainess in teaching an integrated learning activities. The percentage, average and standard deviation were used as tolls for data analysis.

The research findings were as follows ; 1) the creative leadership skill based on undergraduates' Thainess found the course specification (TQF 3) that is a component of consistent subjects, 2) the creative leadership skill based on undergraduates' Thainess which found at the same high level in the wisdom, imagination and flexibility, 3) the overview basic undergraduates' Thainess in the behavior found in the highest level by the top three of the behavior are the manners, corporation and the interpersonal, however the lowest one is appropriate teachership, 4) satisfaction of undergraduates' learning is at the highest level, which they satisfied in the integration and followed by knowledge transferring method and the teacher's knowledge, respectively. The lowest satisfaction is in the preparation of teaching materials.

Keywords: integrated, instructional, activity, Thainess, creative leadership skill.

### 1. INTRODUCTION

The quality of education that people would need is to be cooperation promoting the potential of learners to be developed potentially. Nevertheless in the tertiary education there is the crisis has reflected the quality of undergraduates that cannot meet the country's developmental goal, and the transformation of society, such as academic concentrations, the lack of ethics etc. The research results and academic seminars in the quality of

graduate teachers presented on July 3rd, 2009, organized by the Thai Council of Deans of Education, it showed the assumptions in the problem of producing graduates, less teaching a course in professional development of the teachers, both by the number of credits, courses and duration of five years, and professional experiences also found quality problems in a matter of leadership and ethics required for the teaching profession, Faculty of Education, Nakhon Ratchasima Rajabhat University. Its tasks are to produce the educated undergraduates by teacher training at the Teachers' Council which consists of a standard set of knowledge and experience, standard operating procedures and standards under the Code of Conduct for Teachers. According to the Thailand Qualification Framework(TQF)and standards in education, undergraduates were tracked by the course, involving the undergraduates' benefit in all sectors. Key recommendations were provided to improve the quality of graduates of the faculty of education in developing the leadership and creativity on the basis of undergraduates in Thailand.

Subsequently, the instructional design of integrated learning activities between the constructivism theory and the cooperative learning theory are vital. Learning activities are organized and the research team had increased stresses that students found while preformed their different abilities. They can learn together happily, be responsible and help each other, and show a debate in learning experience and diverse opinions among group members as well as working with others develop leadership skills creatively. In addition to teaching, integrated learning activities, it provides also a learning activity to develop attitudes and values on the basis. Undergraduates' behavior problems are analysed according to their progress to reflect themselves and enrich their own interpersonal, which affect three reasons: 1) knowledge and understanding of the course material, 2) social skills, especially leadership skills, and 3) creativity that explain the need to develop the skills of undergraduates in this research.

## **2. RESEARCH OBJECTIVES**

Objectives of the Thainess creative leadership skill development for undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University by using integrated instructional activities were:

- 2.1 to develop the creative leadership skill based on Thainess
- 2.2 to study the creative leadership skill based on Thainess and
- 2.3 to study the satisfaction of teaching an integrated learning activities of the creative leadership skill based on Thainess of undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University by using integrated instructional activities.

## **3. METHODOLOGY**

### **3.1 Delimitation**

This research is an experimental research and the scope of the research is as follows ;

3.1.1 Target group in a research students registered in bachelor of education in three subjects, which were 61 undergraduates in Learning Design and Instructional Management code 102321, 101 undergraduates of Education and Community Development code 106322, and 100 undergraduates of Health Project in School code 109243 in second semester of academic year 2013, totally 262 undergraduates.

3.1.2 The manipulations include teaching, integrated learning activities.

3.1.3 Knowledge of studies are creative leadership skills, attribute based on the basis of Thailand and the undergraduates' satisfaction to teaching activities integrated learning activities.

3.2 The research tools in this research were the experiments was detailed course (TQF 3) in three courses are Learning Design and Instructional Management code 102321, Education and Community Development code 106322, Health Project in School code 109243, using the integrated teaching learning activities. Besides collecting the data query creative leadership on the basis of Thailand and student satisfaction with teaching were divided into four sections ; 1) information of respondents were a checklist, 2) creative leadership of the students, 3) the fundamental aspects attribute based on the basis of Thailand and 4) satisfaction of teaching, which the last three shows the result in a rating scale.

3.3 Data collection the research was conducted by using 15 weeks of the detailed teaching courses in second semester of academic year 2013. Student respondents based on creative leadership of Thailand and their satisfaction in teaching.

3.4 Analysis of the data in finding the frequency, percentage, average and standard deviation values.

### 3.5 Research Framework

Instructional Design, which defines the pattern of advance events, was used in finding the Thainess creative leadership skill development for undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University by using integrated instructional activities. It is clear that the research results contain various elements of activities, including learning objectives, learning instruction media assessment, and other support activities. A continuing attraction is to provide undergraduates' learning achievement and aims of the teaching activity. Thus, design teaching needs to allow the instructors to conduct learning activities more easily. The problem has risen in teaching, however, it is important that undergraduates learn to change their behavior and develop their desirable characteristics (Rasameprom, 1999: 45; Dick and Carey, 1997; Kemp, Morrison, and Ross, 1994)

Developing leadership skills creatively can be clear to use the study illustrates the leadership traits. To create a framework to of Creative Leadership for undergraduates, the concept of Dubrin (2010) defined feature of the creative leader in his book. Principles of Leadership in mind for community is composed of knowledge and Passion for the Task while Isaksen, Dorval & Treffinger(2011) has claimed that the certain attributes of creativity in the book title; Creative: Approaches to Problem Solving that includes flexibility, imagination and independence. Thus, in this research study includes defining the scope of the creative imagination, flexibility and intelligence.

The integrated teaching learning activities in this theory, the researchers used the concept of Constructivism Theory, which focus on the processes and procedures of the individual to interpret and build knowledge and experience. Key elements of the learning process in creating self-knowledge has three key elements, which are: 1) the same experience or the individuals' knowledge, 2) new experiences or knowledge and factual information, 3) the cognitive skills to understand the processes in using the acquired knowledge and used for linking and knowledge to new knowledge. Another aspect is the cooperative learning theory, which is available to all subjects with the students in small groups. The goal is to develop creative leadership skills and the interaction of group

members, as well as fostering cooperation relationship that helps each other and contribute to the success of the group. Therefore, in this study the integrated use of teaching learning activities, the self-taught knowledge creation and management of cooperative learning is vital because of the teaching integrated learning activities. The creative leadership skills based on the Thainess based on teacher professional ethics can be developed and the teacher's own ethics consisting of disciplined, professional development and personality and opinion. Figure 1 shows the conceptual framework.

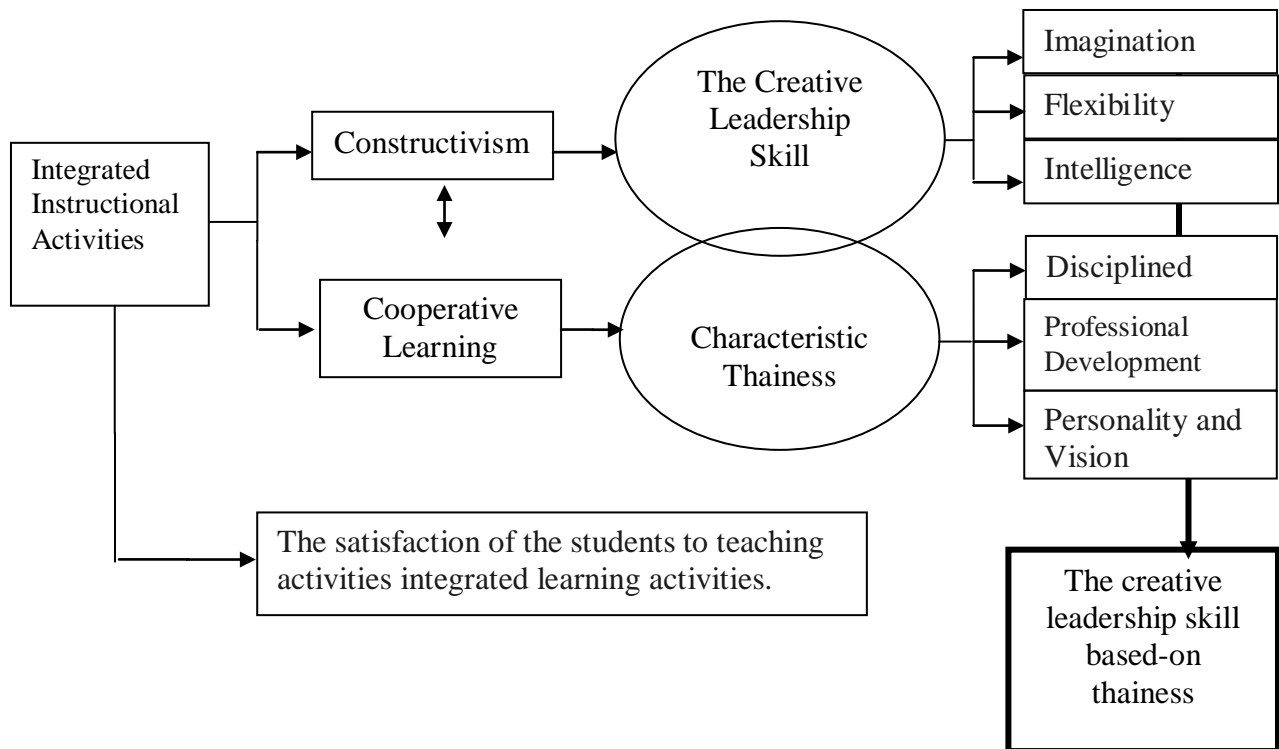


Figure 1: The integrated teaching learning activities.

#### 4. THE FINDINGS AND DISCUSSION

Research results the Thainess creative leadership skill development for undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University by using integrated instructional activities are as follows.

4.1 The Thainess creative leadership skill development for undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University by using integrated instructional activities, a TQF3 which contains three subjects were used, they are Learning Design and Instructional Management code 102321, Education and Community Development code 106322, School Health Project in School code 10924, they are consistent and suit the course elements effectively.

4.2 The overall of undergraduates' creative leadership skills found in the highest level ( $\bar{x} = 4.65$ , SD. 31) by side with the highest average ( $\bar{x} = 4.70$ , SD. 28) and the

imagination ( $\bar{x}$ 4.63 , SD. 28) and flexibility ( $\bar{x}$ 4.63 , SD. 33) in the same class. This shows that the designs of learning in the subject are placed in different level, but is found in the design of integrated teaching learning activities. Focusing on the concept of innovation is constructivism and cooperative learning. Also, orienting and building undergraduates' opportunity to express their creativity in the workplace is significant as well as the learning solution expression in finding answers. Undergraduates should not fall under the rules and should learn to adapt to different situations, accept in creating new ideas freely, for example, collaborative learning techniques using jigsaw, helping their friends and classmates to create pieces using graphic organizer, studying in group reporting, exchanging knowledge and presentations in class, operating the group writing development projects, and studying by examples, case studies and discussions. This shows that the integrated activities are diversified to encourage the development of both the wisdom, imagination and flexibility. Similarly, the concept of Narkwichit (2009) mentioned that creative leadership is the ability of a leader to motivate co-workers together to achieve better performance with multi-dimensional thinking, positive thinking and practical insights on a broad and diverse dimensions of leadership and Basadur (2008) has summarized the concept and essence of the initiative leadership that they lead learners thoroughly through the process or method with the problem in new ways and implementation of solutions. Process is the need to use language to communicate effectively and shared between their group.

Table 1: Shows the creative leadership skills of Bachelor of Education students.

No	The creative leadership skills	$\bar{x}$	SD.	Meaning
1	Imagination	4.63	.28	highest
2	Flexibility	4.63	.33	highest
3	Intelligence	4.70	.31	highest
Total average		4.65	.31	highest

4. Thai basis of a bachelor of education students in general are in the habit the most levels ( $\bar{x}$  = 4.72, SD. = .50) by 3 ranked first with the highest standards of behavior, verbal manner ( $\bar{x}$  = 4.85, SD. = 1.09) operational ( $\bar{x}$  = 4.76. , SD. = .36) and the human relations and interaction with others ( $\bar{x}$  = 4.74, SD. = .35), respectively. The section whose behavior is minimal the right personality to be a teacher ( $\bar{x}$  = 4.63, SD. = .42). It may be because much of the target audience is teachers. The development of self-knowledge, teaching skills and professional ethics. In this study, Thailand has set a basic framework. According to the teachers of the Education Council. The practice is regarded the conduct of the profession, teachers are teachers must have self-discipline. Professional development personality and vision to keep pace with the development of science, economics and politics is unparalleled. They must refrain from conduct and behavior based on behavioral patterns. Including the dress Methodist University, the verbal behavior, manners and follow the discipline of the university operational the interpersonal and work with others. The right personality to be a teacher in addition to design learning 3 courses. It has set the integration activities focused on the conduct of the students which is the aim of the course, teaching activities as well as measuring and evaluation. They have designed instructional principles which contains activity objectives of teaching, instruction media, the evaluation and other support activities which

is a continuing affinity, is to achieve its aim of teaching and other activities. To help the students to learn behavioral changes and developing the desirable characteristics. (Varin Rasameprom, 2542: 45; Dick and Carey, 1997; Kemp, Morrison, and Ross, 1994) and research of Boonsoget al (2004) who isthe research on developing teaching model for students to develop professional ethics of technology. The aim is to develop a model to study the effects of teaching and learning styles, teaching students to develop professional ethics for RIT. The integration of the concepts and techniques of teaching. The instruction is clear. As a result, most of the students to cooperate and provide care in teaching activities.

**Table 2** Shows the characteristics Thainess students of faculty of Education

No	characteristics Thainess	$\bar{x}$	SD.	Meaning
1	The dress.	4.71	0.33	most
2	The verbal behavior and manners.	4.85	1.09	most
3	The following of the discipline of the university.	4.65	0.46	most
4	The operation.	4.76	0.36	most
5	The interpersonal and work with others.	4.74	0.35	most
6	The right personality to be a teacher.	4.63	0.42	most
Total		4.72	0.50	most

5. Satisfaction with the Thainess creative leadership skill development for undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University by using integrated instructional activities as a whole is at the highest level ( $\bar{x} = 4.74$ , SD. = .26) by siding with the most satisfied, including the integration of ( $\bar{x} = 4.80$ , SD. = .24) section. The least satisfied is the preparation of teaching material ( $\bar{x} = 4.70$ , SD. = .33), which defines the scope of this study to evaluate satisfaction in four aspects, which are the ability of the instructor, the preparation of teaching material, the knowledge transferring and integration. Through the design to teaching and key concepts of this research, the researchers plan to provide the sharing teaching and learning within the guidelines. The activities focus on teaching the undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University the idea of self-knowledge and management of cooperative learning. As a result, undergraduates' satisfaction with teaching are increased. Robie and Kidwell (2003) stated the aims of ethical behavior of teachers and students about ethical and unethical behavior in teaching undergraduates that the habits related to the teaching content and evaluation of teaching atmosphere behavior and personality are imperative.



Table 3: Shows the satisfaction of the students to teaching activities integrated learning activities.

No	The satisfaction of the students to teaching	$\bar{x}$	SD.	Meaning
1	The ability of the instructor.	4.71	0.25	highest
2	The preparation of teaching material.	4.70	0.33	highest
3	The knowledge transferring	4.76	0.24	highest
4	The integration	4.80	0.24	highest
<b>Total Average</b>		<b>4.74</b>	<b>0.26</b>	<b>highest</b>

## 6. CONCLUSION

The Thainess creative leadership skill development for undergraduates of Faculty of Education in Nakhon Ratchasima Rajabhat University by using integrated instructional activities, it is managed principles based on the concept of constructivism theory and cooperative learning theory. The concept is suitable for pre-service teachers because they had seen from the results of the study which show their creative leadership and teaching profession. Leadership may help to promote the teaching profession since it is socially acceptable. At the same time, teachers need to be maintained in Thailand. Knowledge transferring of conductivity to the undergraduates, and teachers need to be raised. The undergraduates with the integration of learning activities based on the concept of self-knowledge and collaborative learning found to be effective in developing their knowledge. However, a teaching method that allows them to be successful is organized by their teachers.

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