

Developing a Framework of Self-Leadership for Undergraduate Students in Thailand

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Abstracts

Self-leadership is a topic applied for higher education today, since self-leadership could bring positive growth, develop, and change for students in higher education; Thailand needs to develop social changes successfully, thus the idealistic future leaders need to possess calm, wise and intellectual mindfulness to complex social issues; furthermore, Thailand can provide sufficient resources and platforms to develop self-leadership for students in higher education; thus, the researcher aimed to propose the framework and contribute the development of self-leadership in Thailand; the research was quantitative analysis by the five objectives: 1) to find what levels of self-leadership for undergraduate students in Thailand; 2) to find what levels of activities can assist to self-leadership for undergraduate students in Thailand; 3) to determine whether is significant difference between students' demographics and self-leadership for undergraduate students in Thailand; 4) to determine whether is relationship between leadership activities and self-leadership for undergraduate students in Thailand; 5) to propose suitable framework of self-leadership for undergraduate students in Thailand. the research conducted random sampling and online questionnaire as the tool of data collection; there were 400 valid data as the analytical data; respondents are undergraduate students from three representative universities in Bangkok, Thailand; the research including the following findings: 1) dimensions of self-leadership suitable for students in higher education in Thailand: outlook, self, action, and reflection; 2) five kinds of activities assist to self-leadership suitable for students in higher education in Thailand: keep energy, good communication, self-regulation, undertake responsibility, and smart decision-making; 3) there were not significant difference between demographics of students and self-leadership for undergraduate students in Thailand ($p > .05$) ; 4) there were significant relationship between activities and self-leadership for undergraduate students in Thailand ($p < .05$); 5) the five scholars offered approved results to the validation on the framework (≥ 0.60), thus, the framework may assist to develop self-leadership for undergraduate students; furthermore, the framework suggested stakeholders can consider organize educational platforms like lectures, seminars, learning programs to students in higher education in Thailand, they can conduct the five activities to assist to enhance self-leadership for students in Thai higher education; in conclusion, by the empirical research, the framework could assist to develop self-leadership for undergraduate students in Thailand, practitioners might adjust the context of the framework in their reality.

Keywords: Self-Leadership; Undergraduate Students; Framework; Higher Education; Thailand

Introduction

Self-leadership is a kind of intelligence to resolve complex problems, it could offer personal growth and sustainability for students in higher education, accordingly, higher education institutions applied for self-leadership into training houses or curriculums nowadays (Asbari et al., 2021); In Thailand, here surfaced social changes with complex social issues, Thailand needs future leaders to be calm and wise decision-makers to resolve to in front of complexity; as well, Thailand aimed to enhance democratic matters and the national higher education required to educate future generations possess intellectual mindfulness (Thongsawang et al., 2020), the nation developed over hundred of universities and these universities encountered international criteria (Statista Research Department, 2023)); thus, the development of self-leadership for undergraduate students suitably launched into Thailand. then. SOAR model of self-leadership was developed in business environment in 2021, however, it can applied in higher education context, since the model acclaimed personal growth, sustainably develop, intellectual mindfulness and calm and wise decision-making (Gambill & Carbonara, 2021); those are match with requirements in higher education context; thus, the researcher aimed to propose a suitable framework of self-leadership for undergraduate students in Thailand.

Research Objectives

1. To find what levels of self-leadership for undergraduate students in Thailand.
2. To find what levels of activities can assist to self-leadership for undergraduate students in Thailand.
3. To determine whether is significant difference between students' demographics and self-leadership for undergraduate students in Thailand.
4. To determine whether is relationship between leadership activities and self-leadership for undergraduate students in Thailand
5. To propose suitable framework of self-leadership for undergraduate students in Thailand.

Literature Reviews

Firstly, concepts of SOAR model of self-leadership in higher education. Concept of self-leadership termed as a kind of leadership that encourage to lead self to overcome complex problems (Neck et al., 2019; Ordaz et al., 2021; Knotts et al., 2022); self-leadership were generally applied in higher education for undergraduate students today, since it can encourage future generations to be a calmer and a wiser (Hsieh & Kong, 2023); furthermore, self-leadership could bring personal growth and sustainably development to students in higher education platforms (Harari et al., 2021); therefore, higher education institutions need to consider what and how to enhance self-leadership to undergraduate students at present (Gan et al., 2022); SOAR model of self-leadership as one kind of self-leadership applied in higher education, since the model encouraged to practitioners possess intellectual and mindfulness improvement, in front of complexity, practitioners possibly calmly and wisely considered rational resolutions, since that matched with the requirement from higher education institutions nowadays (Maya & Uzman, 2019; Maykrantz & Houghton, 2020; Nugroho et al., 2021); it was developed by Tony Gambill and Scott Carbonara in 2021, the model including four constructs: 1) self, it means knowing self and discovering self; 2) outlook, the

term defined as emotional insights for future path according on self-knowledge; 3) action, the notion told purposed behavior to accurate goals; 4) reflection, reflective thinking after process of purposed action to achieve goals (Gambill & Carbonara, 2021); Since SOAR model of self-leadership could encourage students in higher education to wisely personal growth and sustainable development, the model can applied in higher education institutions, as well, the model also acclaimed teamwork towards harmony and inclusion for students in higher education (Durnali, 2020; Pedersen & Hammond, 2021; Kumar, 2022).

Secondly, activities can assist to self-leadership for undergraduate students. Here demonstrated traditional five activities might assist to self-leadership for undergraduate students nowadays (Maksum et al., 2020; Proios et al., 2020); there were five kinds of activities might assist to self-leadership for students in higher education: 1) smart decision-making, the term called for a deeply calm and rational decision-making by individuals; 2) undertake responsibility, it means individuals understand and behave accountabilities and responsibilities; 3) self-regulation, the term regarding self-regular and self-efficacy; 4) good communication, the one told substance about clear and clarity communication interpersonally; 5) keep energy, it regarding energy recreation in front of difficulties and obstacles (Gambill & Carbonara, 2021; Sanchez et al., 2021; MTD, 2023); although, these five kinds of activities were traditionally applied in self-leadership, previous studies indicated these activities might association with self-leadership in different context (Veine et al., 2020); furthermore, in higher education institutions, stakeholders could organize the five kinds of activities in a practical education environment, like seminars, lecturers, class activities, and social practices (Hsieh & Kong, 2023).

Thirdly, demographic studies in the development of self-leadership. Generally, demographic information in higher educational research usually conduct to gender, age, and class levels, since these variables might occur significant difference results, then, higher education institutions could develop strategies/ models/ resolutions based on difference on gender, age, and class levels for improving qualities detailed demographic matters (Maksum et al., 2020; Nugroho et al., 2021; Kumar, 2022; Hsieh & Kong, 2023). Thus, the researcher would use gender, age, and class levels as the demographics of students in the research.

Fourthly, methodological recommendation in self-leadership. Related studies indicated suitable leadership activities could assist to develop to self-leadership for students in high education in different context (Maya & Uzman, 2019; Maksum et al., 2020; Nugroho et al., 2021; Kumar, 2022; Hsieh & Kong, 2023); however, the studies also recommended future researchers could conduct empirical study to affirm whether would be significant relationship between suitable activities and self-leadership for undergraduate student nowadays (Maya & Uzman, 2019; Maksum et al., 2020; Nugroho et al., 2021; Sanchez et al., 2021; Kumar, 2022; Hsieh & Kong, 2023). Thus, the research aimed to fitful the gap and conducted empirical study to affirm.

Finally, necessities for self-leadership development in higher education in Thailand. Thailand has enough sources for the development of self-leadership in higher education, the national education policies to encourage students to own basic abilities like critical thinking, independent judgement, and democratic development with individual growth; however, there were over hundred of universities in Thailand, although these universities centralized in Bangkok, their qualities are international standards surely; higher education institutions in Thailand, they provided courage to students to be a calmer and a wiser decision-makers for complex social issues emerging later, Thailand as well needs future generations can make social revolution based on sustainable development, since that, self-leadership may assist to

future leaders or generations to resolve issues from such purposed social development in Thailand (Chanthago & Jantaragaroorn, 2020; Thongsawang et al., 2020; Statista Research Department, 2023).

Research Methods

The research would conduct quantitative method, all research objectives followed quantitative research policies; then, the research selected three representative universities in Bangkok, Thailand; there were a total of 412 copies questionnaires as the collected questionnaires, 12 copies questionnaires were invalid, thus, the researcher selected to 400 copies collected questionnaires as the analytical data in the research ($400 > 385$). For the data collection, the researcher conducted online questionnaire as the collecting tool, the duration of collection in four months; for data analysis, the researcher would lead to random sampling, then, all research objectives employed quantitative analysis; for research instrument, the instrument including three parts: dimensions of self-leadership (five-Likert's scale), activities can assist to self-leadership (five-Likert's scale), and demographic information. Then, the researcher employed index of term objective consistency as the validity on the instrument and reliability testing with 40 copies in the pilot study; later, in the model validation, the researcher conducted experts' intuition, to find 5 scholars who familiar with college student development in Thailand's higher education, the five scholars possess sufficient English proficiency to read the evaluation model of CIPP, when the five scholars all approved the model, the researcher would not revise anything according to the evaluating results.

Results in validity and reliability. the researcher found five scholars who familiar with university student development in leadership in higher education in Thailand, then, there were 40 copies of questionnaires for the reliability testing; these results as the following: (1) results into validity in the research instrument with constructs regarding self-leadership by given scores from five experts (≥ 0.60 means acceptable): self was acceptable ($0.60 \geq 0.60$), outlook was acceptable ($0.80 \geq 0.60$), action was acceptable ($0.80 \geq 0.60$); reflection was acceptable ($0.60 \geq 0.60$); (2) results about validity in activities can assist to self-leadership by given scores from five experts, all dimensions of activities can assist to self-leadership were acceptable level (≥ 0.60): smart decision-making ($0.80 \geq 0.60$), undertake responsibility ($0.80 \geq 0.60$), self-regulation ($0.60 \geq 0.60$), good communication ($0.80 \geq 0.60$); keep energy ($1.00 \geq 0.60$); (3) reliability in self-leadership, all variables were good ($.800 \leq \alpha < .900$) and excellent ($\geq .900$): total level of self leadership ($\alpha = .922$), self ($\alpha = .906$), outlook ($\alpha = .898$), action ($\alpha = .896$), reflection ($\alpha = .897$); (4) reliability in activities can assist to self-leadership, all variables were excellent ($\alpha \geq .900$): total level of activities ($\alpha = .953$), smart decision-making ($\alpha = .946$), undertake responsibility ($\alpha = .941$), self-regulation ($\alpha = .945$), good communication ($\alpha = .934$), keep energy ($\alpha = .944$).

Research Conceptual Framework

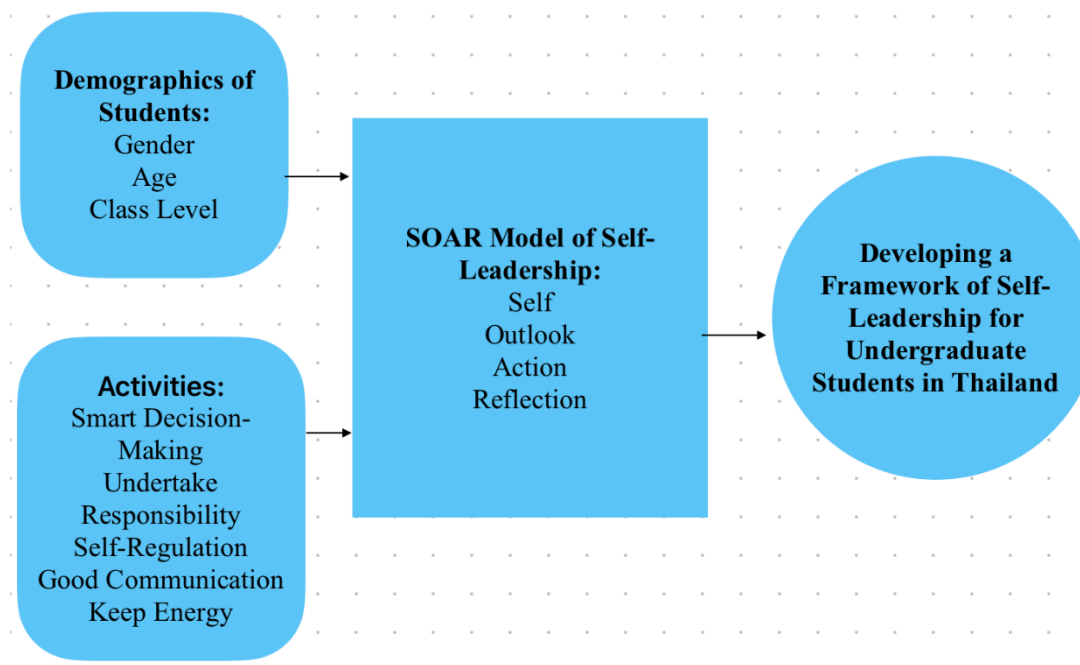


Figure1: the conceptual framework of the research

The research conducted the theory of SOAR model of self-leadership and activities can assist to self-leadership for undergraduate students; then, demographics of students and activities can assist to self-leadership as the independent variables, dimensions of the SOAR model of self-leadership as the dependent variables; however, the researcher would conduct quantitative analysis and combine major findings from the five objectives to propose the framework of self-leadership for undergraduate students in Thailand.

Results

The sector would clearly demonstrate what results in the following five objectives in the research:

Firstly, results in the first objective, it aimed to respond levels of self-leadership for undergraduate students in Thailand, the first objective mainly led to quantitative descriptive analysis, the findings as the follow: according to the criteria: M=1.00-1.80 very poor, 1.81-2.60 poor, 2.61-3.40 middle, 3.41-4.20 good, 4.21-5.00 very good, N=400; thus, the total level of self leadership for undergraduate students in Thailand was at a middle level (M=3.09, SD=1.33); then levels of individual four dimensions of self-leadership were at middle level: outlook (M=3.11, SD=1.34), self (M=3.10, SD=1.32), action (M=3.09, SD=1.30), reflection (M=3.04, SD=1.30); therefore, the results presented there was a need of improvement on the levels of self-leadership for undergraduate students in Thailand.

Secondly, the second objective to respond levels of activities can assist to self-leadership for undergraduate students in Thailand, here used to quantitative descriptive analysis too, the results as the follow: according to the criteria: M=1.00-1.80 very poor, 1.81-2.60 poor, 2.61-3.40 middle, 3.41-4.20 good, 4.21-5.00 very good, N=400; thus, the statistics displayed as:

level of total activities was at a middle level ($M=3.05$, $SD=1.35$); then, the levels of respectful five kinds of activities were at a middle level: keep energy ($M=3.11$, $SD=1.32$), self-regulation ($M=3.10$, $SD=1.34$), good communication ($M=3.08$, $SD=1.33$), undertake responsibility ($M=3.07$, $SD=1.36$), smart decision-making ($M=3.04$, $SD=1.32$); consequently, undergraduate students in Thailand need to improve levels of activities can assist to self-leadership.

Thirdly, the third objective to respond whether is significant difference between students' demographics and self-leadership by MANOVA analysis, $N=400$, the statistical results as the follow: (1) gender was not significant difference with total level of self-leadership ($F=.483$, $p=.487>.05$) and dimensions of self-leadership ($p>.05$): self ($F=1.193$, $p=.275>.05$), outlook ($F=4.679$, $p=.131>.05$), action ($F=1.542$, $p=.215>.05$), reflection ($F=1.074$, $p=.301>.05$); (2) age was not significant difference with the total level of self-leadership ($F=.466$, $p=.706>.05$) and individual dimensions of self-leadership ($p>.05$): self ($F=.245$, $p=.865>.05$), outlook ($F=.483$, $p=.694>.05$), action ($F=.418$, $p=.740>.05$), reflection ($F=.922$, $p=.430>.05$); (3) class level was not significant difference with total level of self-leadership ($F=.413$, $p=.744>.05$) and individual dimensions of self-leadership ($p>.05$): self ($F=.095$, $p=.963>.05$), outlook ($F=.030$, $p=.993>.05$), action ($F=.158$, $p=.924>.05$), reflection ($F=.361$, $p=.781>.05$). therefore, the students' demographics were not significant self-leadership and its four kinds of dimension.

Fourthly, the fourth objective respond whether is significant relationship between activities that can assist to self-leadership and dimensions of self-leadership. The sector employed regression analysis, $N=400$, the results as the following: (1) total level of activities was significant relationship with total level of self-leadership ($\beta=.155$, $p=.002<.05$), five kinds of activities were significant relationship with total level of self-leadership ($p<.05$): smart decision-making ($\beta=.165$, $p=.001<.05$), undertake responsibility ($\beta=.193$, $p=.000<.05$), self-regulation ($\beta=.120$, $p=.016<.05$), good communication ($\beta=.135$, $p=.008<.05$), keep energy ($\beta=.177$, $p=.000<.05$); (2) total level of activities was significant relationship with self ($\beta=.169$, $p=.001<.05$), four types of activities were significant relationship with self ($p<.05$): smart decision-making ($\beta=.159$, $p=.002<.05$), undertake responsibility ($\beta=.194$, $p=.000<.05$), self-regulation ($\beta=.220$, $p=.000<.05$), keep energy ($\beta=.158$, $p=.002<.05$); good communication was not significant relationship with self ($\beta=-.018$, $p=.728>.05$); (3) total level of activities was significant relationship with outlook ($\beta=.187$, $p=.000<.05$), four types of activities were significant relationship with outlook ($p<.05$): smart decision-making ($\beta=.264$, $p=.000<.05$), self-regulation ($\beta=.191$, $p=.000<.05$), good communication ($\beta=.221$, $p=.000<.05$), keep energy ($\beta=.127$, $p=.011<.05$); undertake responsibility was not significant relationship with outlook ($\beta=-.036$, $p=.464>.05$); (4) total level of activities was significant relationship with action ($\beta=.162$, $p=.002<.05$), four types of activities were significant relationship with action ($p<.05$): smart decision-making ($\beta=.199$, $p=.000<.05$), undertake responsibility ($\beta=.141$, $p=.005<.05$), self-regulation ($\beta=.175$, $p=.001<.05$), keep energy ($\beta=.159$, $p=.002<.05$), good communication was not significant relationship with action ($\beta=-.018$, $p=.120>.05$); (5) total level of activities was significant relationship with reflection ($\beta=.170$, $p=.000<.05$); four types of activities was significant relationship with reflection ($p<.05$): smart decision-making ($\beta=.170$, $p=.000<.05$), self-regulation ($\beta=.198$, $p=.000<.05$), good communication ($\beta=.155$, $p=.000<.05$), keep energy ($\beta=.202$, $p=.001<.05$), , undertake responsibility was not significant relationship with reflection ($\beta=-.036$, $p=.403>.05$).

Finally, the fifth objective to respond to propose a suitable framework for self-leadership for undergraduate students in Thailand and evaluating results in model validation from five experts as the follow:

Firstly, proposed the framework. The researcher would combine major findings from the five research objectives, then to employ the combination of the findings to propose the framework for developing self-leadership for undergraduate students in Thailand: 1) for the first objective, there were dimensions of self-leadership suitably conduct to undergraduate students in Thailand: outlook, self, action, and reflection, thus the researcher would like to include into the four dimensions into the framework; 2) in the second objective, there were dimensions of activities can assist to self-leadership for undergraduate students in Thailand: keep energy, good communication, self-regulation, undertake responsibility, smart decision-making. Thus, the researcher would include the five dimensions into the framework; (3) in the third objective, the major finding that demographics of students were not significant difference with dimensions of self-leadership, thus, the researcher would not consider include the results into the framework, that meant to the framework may not consider difference between students demographics and self-leadership based on the comparative results; (4) in the fourth objective, generally, there were significant relationship between the five kinds activities and four dimensions of self-leadership, that meant to the five kinds of activities can assist to self leadership for undergraduate students in Thailand, accordingly, the researcher would set the finding into the framework; (5) the researcher would find five experts to validate the framework by evaluation model of CIPP, they have sufficient English proficiency to read the evaluating document and give their scores for the validation, if the given scores presented invalid results, the researcher would revise, in contrasting, if the given scores were valid, the framework approved by the five scholars, it may suitably develop self-leadership for undergraduate students in Thailand.

Table1 summary of model validation

	Expert 1	Expert 2	Expert 3	Expert 4	Expert 5	Total Scores	Interpretation
Context	1	1	-1	1	1	0.60	Valid
Input	0	1	1	1	0	0.60	Valid
Process	-1	1	1	1	1	0.60	Valid
Product	1	1	0	0	1	0.60	Valid

1= agree; 0= no ideas; -1=disagree

N=5

Scores \geq 0.60= valid; Scores < 0.60= invalid

Secondly, validation on the framework. Based on the table, all experts given the scores at valid results under the evaluation model of CIPP (≥ 0.60), the results suggested there was no revision on the framework, it may assist to develop self-leadership for undergraduate students in Thailand.

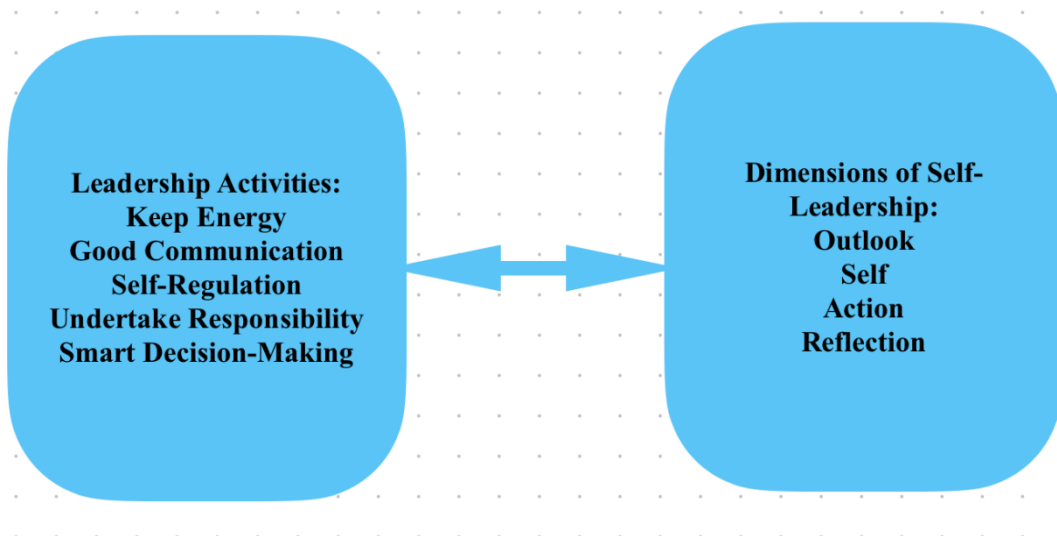


Figure 2: a framework of self-leadership for undergraduate students in Thailand

Thirdly, application of the framework. According to the major findings in the research, the framework suggested applications as the follow: 1) stakeholders can include offices of student affairs in higher education in Thailand, instructors/ educators related to leadership education in higher education in Thailand, policymakers in student development in administration departments in Thailand. or leaders in higher education institutions in Thailand may consider the framework to progress self-leadership for their students and future generation; (2) based on the empirical findings, the framework suggested stakeholders can conduct the five kinds of activities to helpfully enhance self-leadership for undergraduate students in Thailand: keep energy, good communication, self-regulation, undertake responsibility, and smart decision-making; 3) the framework can offer dimensions of self-leadership suitable for undergraduate students in Thailand: outlook, self, action, and reflection, the stakeholders can consider practice these four dimensions of self-leadership for undergraduate students in Thailand; 4) agencies of higher education in Thailand can offer to training and practice platforms like seminars, lecturers, extra-curriculum based on the framework; 5) there is adaptability for the framework practitioners, they need to flexibly adapt the framework into their real context.

Conclusions

In conclusion, by the quantitative analysis, the researcher found as the follow by the five objectives: in the first objective, according to the statistical ranking, there were five kinds of activities can assist to self-leadership for undergraduate students in Thailand: keep energy, good communication, self-regulation, undertake responsibility, and smart decision-making; in the second objective, according to the statistics, there were four dimensions of self-leadership suitable for undergraduate students in Thailand: outlook, self, action, and reflection; in the third objective, according to the comparative analysis, there were not significant differences between demographics of students and dimensions of self-leadership for undergraduate students in Thailand; in the fourth objective, by the regression analysis, there were significant relationship between the five kinds of activities and self-leadership; in the fifth objective, according to the results in validation on the framework, five scholars given the approvment on the framework, it meant to the framework possibly assist to develop self-leadership for undergraduate students in Thailand.

Discussions

Here would like to discuss what are contributions in the research:

Firstly, according to the statistics, the researcher found dimensions of self-leadership suitable for students in higher education in Thailand: outlook, self, action, and reflection, the finding was different from the previous discoveries in the literature reviews; that result possibly indicated students in higher education in Thailand focus on their purpose/ goals match with future insights as the priority, that also told undergraduate students in Thailand, they more concern practical things in their personal growth (Chanthago & Jantaragaron, 2020; Thongsawang et al., 2020).

Secondly, according to the statistics, the researcher found five kinds of activities can assist to self-leadership appropriately for students in higher education in Thailand: keep energy, good communication, self-regulation, undertake responsibility, and smart decision-making, the major finding was not same with the indications from the literature reviews; the results meant to undergraduate students in Thailand at present, they may highly focus on enhancement on the interpersonal skills and self-regulation, since these can occur effective lifestyle and workflow anyway, it would bring good fruits in their college days, whatever in learning or working (Chanthago & Jantaragaron, 2020; Thongsawang et al., 2020; Sanchez et al., 2021; Kumar, 2022).

Thirdly, according to the comparative analysis, the researcher found gender, age, and class levels were not significant difference with dimensions of self-leadership, the finding was not identical with presences in the literature reviews; the reasons may need to further studies to exploration and explanation later.

Fourthly, according to regression analysis, the researcher confirmed the five kinds of activities can assist to self-leadership for students in higher education in Thailand, the finding was confirmed similar with the indications in the literature reviews.

Fifthly, the researcher made combination of the major findings to propose the framework, then, five scholars who familiar with student development in higher education in Thailand to evaluation by experts' intuitions (knowledge, experiences, and professionals), in the end, the framework was valid by the five scholars, that was meaning the framework possibly assist to develop self-leadership for undergraduate students in Thailand, however, the researcher suggested to practitioners need to flexibly adapt the contexts of the framework according to their reality in practical process.

Recommendations

For policy recommendation. As the basis of the finding in the research, the framework suggested stakeholders can consider to actively employ the five kinds of activities (keep energy, good communication, self-regulation, undertake responsibility, and smart decision-making) to helpfully develop the four dimension of self-leadership (outlook, self, action, and reflection), they may provide financial supports or organize platforms to training and practice the framework to enhance self-leadership for future generation in Thailand.

For recommendations on the future research. Potential researcher can extend research sites out of Bangkok, Thailand, such as multiple research sites in Thailand; however, potential researcher may conduct pragmatic mixed methods research to establish comprehensive models/ programs in the research fields; finally, potential researchers could make theoretical triangulation on the other fields likely.

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