EXPLORATORY ANALYSIS ON THE LEADERSHIP OF

UNDERGRADUATES IN BANGKOK UNIVERSITY 2020

EXPLORATORY ANALYSIS ON THE LEADERSHIP OF UNDERGRADUATES

IN BANGKOK UNIVERSITY 2020

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ABSTRACT

This is research study aims to use mixed methods of the research to explore the leadership level of bachelor degree student leadership at Bangkok University. By interview 3 specific international students in order to 1) apply MBTI tools to assess level of leadership in teamwork context in classroom 2) identify the factors that support and accelerate leadership during study in international programs 3) Give recommendation of which factors effect in improving individual leadership

After conducting and interview, the researcher will respond to 74 sampling to respond the questionnaire. The questionnaire is composed of 33 questions which passed reliability and IOC test >.75 from 3 parts (Demographic, Leadership Assessment, leadership facilitation factors and recommendations).
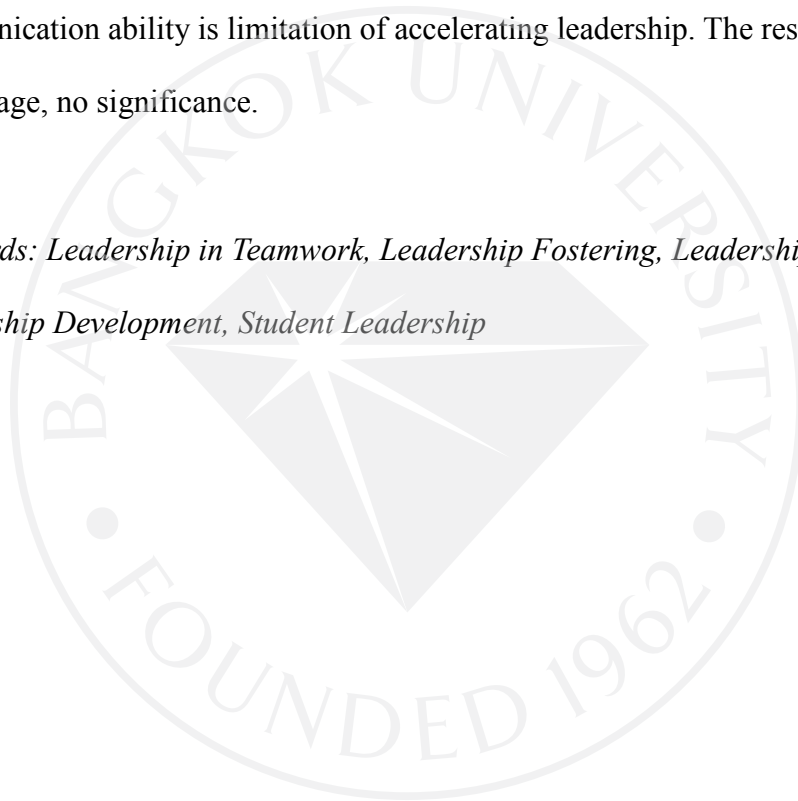
The 8 interviewees are participated in qualitative research, and 74 Bangkok University's bachelor degree students are participated into for quantitative study by specific sampling.

The qualitative study by interview and coding it is found that leadership of Bachelor Students depends on type assignment and teaching style, the non-lecture activities promoted the team work leadership. The high leadership students perform

well in group assignment and outstanding in presentation over the low leadership students.

For quantitative study, it's found that the students have improved their leadership well under open environment to diversity and positive reinforcement in classroom and international environment to meet and interact with Western students or teacher make more teamwork leadership presentation. However, English communication ability is limitation of accelerating leadership. The rest variables are on average, no significance.

Keywords: Leadership in Teamwork, Leadership Fostering, Leadership Presentation, Leadership Development, Student Leadership

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Huang Yuning

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CHAPTER 1

ITRODUCTUON

1.1 Research Background

"Leadership" becomes popular areas in the field of social science and organizational development in recent years. Especially, in the organizational teamwork context, the leadership plays a critical role in driving business and organizational success. Because high leadership manager can bring all team members working together, and play own roles in the right direction.

As early as the 1970s, Komives (2019) and other used leadership research for work, extracurricular activities and project research at the University of Tennessee and Denison University, where they offered a special leadership course. For the modern leadership academy such as "Harvard Business School" have mentioned about "Leadership role and team work building skills". The more leadership, the more team work, the more successful for project outcome. In the book of leadership written by Kuces & Posner (2009) defined that "leadership is the art of motivating people to work toward a shared vision".

In the same way, Chinese society, Chinese scholar, believed that leadership is essentially a kind of influence, especially the ability to guide people to move in the right direction or the ability to organize and influence people to achieve certain goals

As mentioned above, the university and college are pre-career development places to build up and form leaders before entering business words. Along the way of training and university program (Dugan & Komives, 2010) the students are expected to develop both hard skills and soft skills to pertains qualification to be great leaders

soon.

However, traditional leadership training like lecture based learning approach (Magolda, 2002) might not be able to stimuli and drive the students inner capability and leadership, the entire process of development, environment, and atmosphere and teaching technique and positive environment are major factors which impact Leadership in teamwork concept.

The leadership competences and its drivers to drive young talent to be groomed into the great leadership in the future can be discovered by both MBTI leadership model, and the Teamwork assignment task and other reinforcement which promotes value and skills.

So, in this independent study (IS), the research is focused on What's is the levels of leadership to Teamwork based on MBTI model (Center for the application of psychological Types (CAPT), 1978) that bachelor degree student of international college of Bangkok University pertains, in terms of creative thinking, effective communication and problem-solving abilities, self-leadership style, leadership ability and leadership experience, find their own strengths and weaknesses which effect the team.

Besides, the research is focusing on which are the factors which accelerating the develop more teamwork leadership characteristic, lastly the research is focusing on what would be the suitable recommendations to improve student leadership level in teamwork, and potential barriers to interrupt leadership of students to perform in international colleges. Without the findings of this independent study (IS), the college and schools would have no chance to know exact positive driver, and negative barriers which block student's potential to develop teamwork leadership, also losing

the chance to strengthen up the uniqueness of international college students fit to the demands of business world.

1.2 Research Questions

1.2.1 Based on applied MBTI tool, at which level of leadership in teamwork of Bachelor students have been developed during study Bachelor degree in Bangkok University?

1.2.2 What's are the drivers and factors promote and accelerate leadership?

1.2.3 What's suggestions and recommendations to support in grooming the students leadership? i.e. teaching approach, assignment format, cases, language assistance, chance for extracurricular activities?

1.3 Research Purpose

This IS study has 3 objectives to study by follows:

1.3.1 To conduct self-assess the level of importance of team leadership

1.3.2 To explore the drivers that promote team leadership of existing Bachelor degree students

1.3.3 To find the recommendation to accelerate team leadership suits to Bachelor degree students

CHAPTER 2

LITERATURE REVIEW

There are substantial researches on leadership and teamwork leadership, in large part due to studies both theories and tools such as MBTI. The goal of this IS literature review is to summarize the basic definition and MBTI leadership models in order to apply for being Conceptual research framework of Bangkok University's teamwork leadership assessment and development program, especially Bachelor degree students contexts by follows.

2.1 Leadership Concept

Many scholars and philosophers have different opinions about the research of "leadership". "Leadership is one of the most seen and least understood phenomena on earth."

Koontz1 (1979) Leadership is the art or process of influencing, or influencing, people so that they are willing to work toward the goals of a group or organization.

Jaeobs & Jaques (1990) Leadership is the process of giving members a meaningful goal, motivating them to work toward that goal, and then bringing those efforts together.

Burn (1978) stated that Leadership is Leadership is the process of influencing and teaching others to understand why and how certain activities and goals are achieved. Likewise, it constitutes a process of individual and collective effort to learn and achieve Shared organizational goals.

Badaracco (2002) and Malan & Kriger (1998) stated that Team leadership is often the product of acuity, unseen emotions, ideas, and intuitions. Action, visible behavior is only a small part of effective leadership in an organization.

Hersey & Blanchard (1969) stated that team leadership is influence. Leadership is not a kind of manipulation, but more about the influence on one's behavior, so that the leading institution and the whole organization can gain benefits. It's a win-win situation.

Kocolowski (2010) stated that team leadership is a process in which individuals (individual leaders) influence the members of an organization in order to achieve organizational goals.

No matter how the concept of leadership is defined, it contains the following elements: (1) the innate quality and charisma of the leader; (2) the static complex relationship and dynamic interaction between the leader and other organization members in the process of organization operation; (3) directivity to organizational goals, that is, leadership must be subordinated to organizational goals and strategies; (4) Leadership can be acquired through shaping and training.

2.2 The History of Leadership Studies

The research on "leadership" is an interdisciplinary systematic engineering, involving psychology, education, management and other disciplines. There are many definitions of leadership in the academic world, and the related concepts are dizzying. As early as the end of the 19th century the beginning of the 20th century, experts and scholars began to focus on the research leader in terms of potential, and put forward the classic leadership theories, including: the theory of leadership traits, leadership

behavior theory, leadership contingency theory (situational theory), leadership attribution theory, etc., research gradually thorough, from the leader's personality traits and behaviors such as individual study the effect of extending to the complex situation. The study of leadership is based on the study of leadership.

The development of the theory of leadership probably can be divided into four stages: the first stage (1940) called the trait theory of leadership, the main research leader should possess some personal traits, the second stage (1960), the main research work of all kinds of behaviors, the third stage (1970), the main research is leadership situation of leadership style and leadership style, the influence of the fourth stage (1980), the main research leadership change pattern and value orientation.

Nowadays, the modern leadership theories are introduced as "Transformational Leadership" or "Change management leadership" or "Team Leadership" which fit to the modern world's organizational change

2.3 The Rise of College Students' Leadership

Since the 1980s, in western countries represented by the United States, college students' leadership education has gradually emerged and been paid more and more attention. So far, a number of universities in the United States are implementing leadership programs for college students.

Since the 1980s, in western countries represented by the United States, college students' leadership education has gradually emerged and been paid more and more attention. So far, a number of universities in the United States are implementing leadership programs for college students. More than 600 colleges and universities have leadership programs, and many schools and research institutions have leadership

development programs. In 1968, the University of North Carolina opened the North Carolina membership program, which aims to train future leaders, in order to train students with high leadership potential. In 1978, the "national student leadership seminar" was formally established in the United States, and then various associations for studying leadership emerged one after another, and the leadership education of college students developed rapidly in the United States.

There are three organizational mechanisms for leadership development in American University: (1) On-campus training programs. By designing various training programs, the university provides targeted leadership training to college students. (2) Extracurricular practical activities. Foreign countries particularly encourage students to carry out extracurricular activities to enhance the quality and ability of citizens. This can take the form of joining community committees, organizing student forums, volunteering, political groups, and corporate participation. (3) Set up professional certificate appraisal. For example, Cleveland state university has developed "leadership certificates" and "advanced leadership certificates" to encourage students to actively participate in leadership training.

2.4 The Research and Application of College Students' Leadership

The researchers have two views on college students' leadership (1) college students' leadership is a series of traits or abilities that college students have or need to master. However, different researchers have different conclusions about the specific characteristics and abilities:

Weng & Yan (2019) believes that the essential characteristics of college students' leadership are the ability to know oneself, the ability to deal with

interpersonal relations effectively, the ability to adapt flexibly, the ability to think creatively, the ability to promise services, and the ability to grasp public policies.

Weng (2013) analyzes college students' leadership quality from four dimensions: social practice, learning ability, problem-solving ability and emotional intelligence. College students' leadership is the process that college students make use of their own and surrounding resources to finally achieve the goals of themselves and the group. In short, the former is based on leadership behavior, while the latter is based on leadership process.
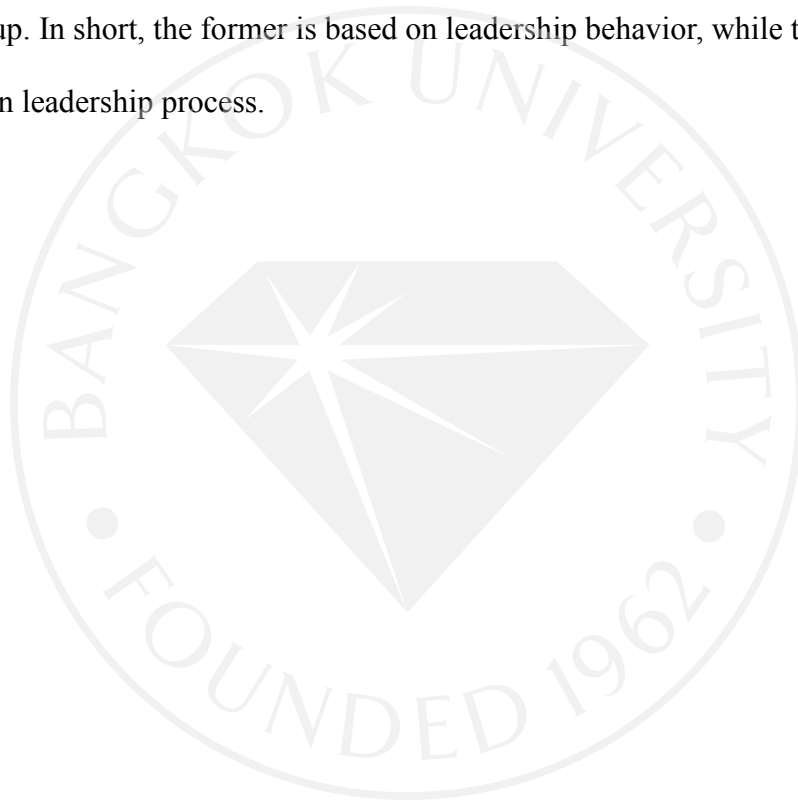
Northouse (2013) has developed its own team Leadership model
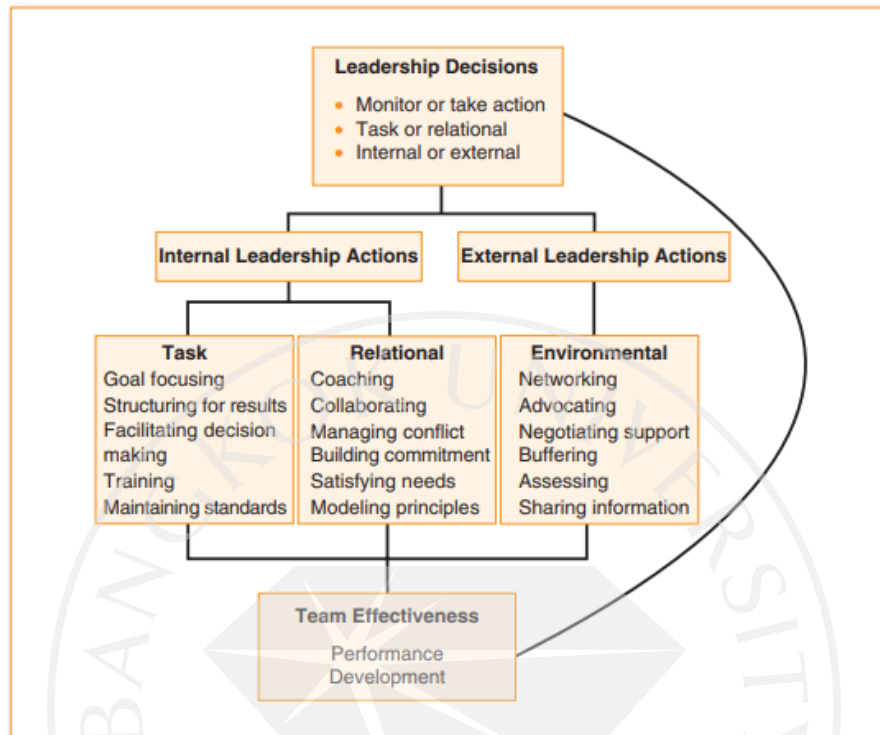
Figure 2.1: The Team Leadership Model

Sources: Northouse, P. G. (2013). *Leadership: Theory & practice* (6th ed.). Thousand

Oaks, CA: Sage.

Referring to the above research results, I believe that the essential characteristics of college students' leadership are the characteristics and abilities that college students have to guide and manage a certain team and realize the common goals and aspirations of team members. It includes the characteristics and abilities of "vision building", "strategic decision-making" and "work practice" in the process of achieving group goals.

The research object of this paper is college students, a special group in society, representatives of new technology and new ideas in society, and one of the main sources of national senior professionals. Therefore, I think that colleges and universities should not only pay attention to the education of college students' cultural knowledge, but also pay attention to the education of comprehensive quality and ability, including the education of college students' leadership. The university stage is the key period to develop the leadership ability, and the leadership potential should also be developed here. We investigate and study the influencing factors of college students' leadership, aiming at improving college students' leadership ability generally and contributing to the improvement of college students' leadership.

2.5 Factors Influencing College Students' Leadership

According to the famous Harvard psychologist (Goleman, 2013) said non-intellectual factors are responsible for up to 80% of a leader's career success. Non-intelligence factors generally refer to the ideals, beliefs, world views, emotions, interests, personalities, needs, motivations, willpower, self-control, tenacity and other aspects that are not directly related to knowledge. I intend to do some superficial research on the influence of personality on leadership

A good leader should have some excellent character traits: calm, careful, decisive, magnanimous, honest, responsible, and so on. Then there are certain bad personality traits: stubbornness, paranoia, narcissism, depression, and irritability.

In many companies, the characteristics of a leadership status and infection are influenced by subordinates, and so a leadership traits of leadership activity has the very vital significance, visible in leadership activities, the leader's personality is not

only a general sense of individual behavior, on the social attribute, the role of good

character and influence is also obvious. In the same way, in order to cultivate college

students to have student leadership, cultivating their good character traits should not

be ignored.

So I'm going to use the MBTI personality test tool to assess the various

character of Bangkok university undergraduate students, to help find every bad

personality characteristics of college students, and then think of some way to get rid

of it, you can also strengthen the cultivate its characteristics in good part, in order to

improve the Bangkok university every undergraduate student leadership.
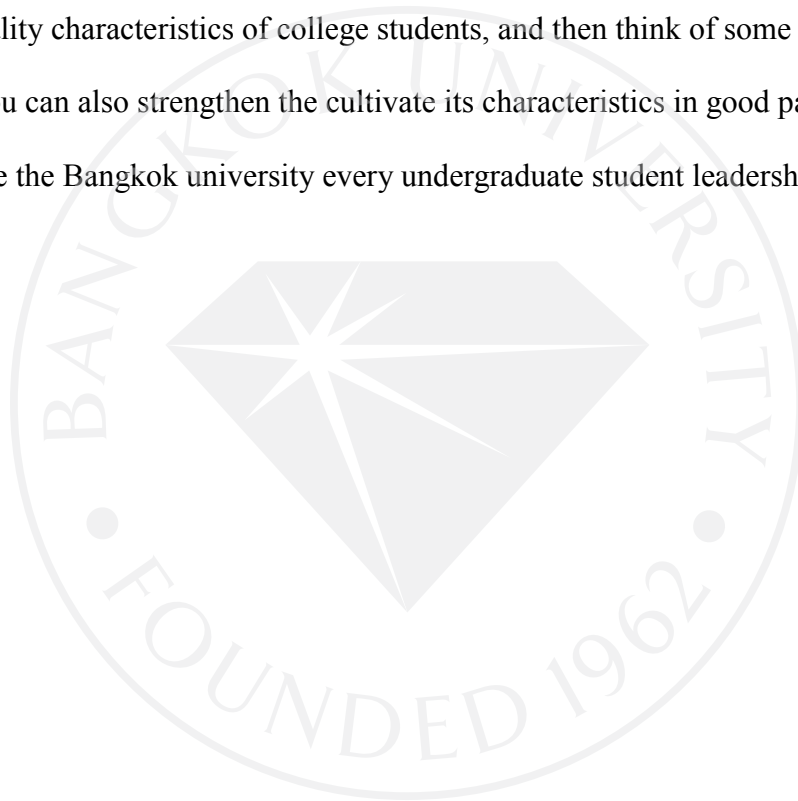
CHAPTER 3

METHODOLOGY

This chapter discusses the used Descriptive Method of Research. The second section describes the steps of mixed method design both. The third part describes the populations of the respondents for both quantitative and qualitative approach. Subsequent sections describe the tools development and its quality.

3.1 Research Design

The proponents used Interview with narrative coding to develop ground finding and questionnaires. By doing the mixed method research, the research design framework and variables to be interview guideline based on literature review literature reviews and existing student leadership assessment for undergraduate students at Bangkok University.

This chapter will assess the student leadership of Bangkok University students by invited 74 students to be research participants. The leadership satisfaction questionnaire for Bangkok University undergraduate's student.

User satisfaction index is a complex and difficult process. Access to relevant journals, research papers, and web searches is required, and public access is required.

Key words related to student leadership assessment of Bangkok University undergraduates are obtained. Thus, the main content of this chapter can be preliminarily determined, so as to prepare for the next step of issuing questionnaires.

For quantitative design, gathering and coding and categorizing the qualitative results and framework possible variables and parameters to assess students'

satisfaction and opinion.

In order to design an open interview and determine the satisfaction index of Bangkok University students' leadership, this chapter conducts an exploratory study according to the following steps:

Step 1	• Preliminary understanding of the research topic and content, extract the corresponding keywords.
Step 2	• Search for the commonality of keywords and design open interview questions
Step 3	• Use a table to record the source and citation of the corresponding keywords, Design a list of interview questions
Step 4	• Interview and analyze the keywords in the interview record to complete the conceptual framework
Step 5	• A questionnaire was prepared for undergraduate user satisfaction of Bangkok university.

Figure 3.1: Conducts an Exploratory Study Steps

From figure 3.1 following steps

1) According to the research topic and content of this paper, some main factors affecting students' leadership and students' cognition of their own leadership are summarized by reading previous studies.

2) Search out keywords similar to the research topic of this paper through the search tool, and use these keywords to design interview questions.

3) The keywords, articles, literature and other materials recorded and

compiled are presented in the form of tables. And design a list of interview questions.

4) Interview students at Bangkok University, analyze the keywords of the interview records, and then try to summarize and classify the keywords according to the literature. Exploratory analysis of the classification of keywords to verify the correctness and reliability of the classification, and determine the evaluation index of Bangkok University student readership satisfaction to complete the conceptual framework of this article.

5) Prepare a questionnaire to assess student leadership at Bangkok University. Based on the extraction of key words of the interview content, the questionnaire was made and distributed to the undergraduates of Bangkok University.

3.2 Data Collection

3.2.1 Keyword collection

Based on the research topic of this paper, I extracted some key words according to the information I consulted, as shown in the following table 3.1:

Table 3.1: Keywords Collection

Id	Evaluation indicators Keyword
1	Personal characteristics
2	Motivation
3	Self-cognition

(Continued)

Table 3.1 (Continued): Keywords Collection

Id	Evaluation indicators Keyword
4	Ability to communicate
5	Organizing ability
6	Charisma
7	The ability to learn autonomously
8	Problem-solving ability

3.2.2 Qualitative Analysis

Descriptive statistics have been used to analyze the data throughout this study. Statistics play a major role in all aspects of metrology, from evaluation to validation. Microsoft Excel was used as a tool for analyzing the data collected from the online survey. The analyzed data is presented in form of charts and table. Percentages and means were calculated for interpreting all results. The information derived from open- ended questions was used to support the overall outcome of the study.

Table 3.2: Frequency of Keywords in the Literature

Category Name
Types of student leadership
Ways to improve student leadership
The role of student leadership

According to the frequency of keywords in the literature, the keyword search intensity, and research topic, a comprehensive analysis was performed, and the corresponding independent variables, dependent variables, and evaluation indicators were obtained.

According to literature classification, three questions interview, and extracted the keywords with high frequency according to the interview results to extract independent variables. Qualitative research uses semi-structured questionnaires and prepares some specific questions so that researchers can guide the interview towards the goal of the research.

According to the keyword extraction analysis in table 3.1, the 3 main questions designed three interview questions and planned to interview 8 to 10 students from Bangkok University. Because of COVID 19, I could not go out, so I could only interview 8 Chinese students who lived together. The Chinese students are all part of Bangkok University's master's program in business innovation.

The main sample questions included in the semi-structured interview Questionnaires are as follows:

Question 1: Traits of leadership Skills which important for graduate students

Can you give specific behavior of ideal leadership? 2-3 ppl in college.

Question 2: Which kinds of activities and teaching methods that you think stimulate leadership of students?

Question 3: For the benefits to their academic performance and future career, what do you think the program can do more environments - motivation - 2 ways communication, etc.

The interview was conducted from April 8th to 12th, 2020. 8 students were interviewed for 15-20 minutes. All of their answers were recorded with audio voice to do transcribe.

3.2.4 Quantitative Analysis

For the quantitative analysis, the categories and independent variables determined in the qualitative analysis to construct the questionnaire of this independent study. According to the classification and independent variables in Figure 3.1, the content of the questionnaire includes social demographics, Students' cognition of student leadership, and satisfaction evaluation Indicators and rating scale.

This article uses 5 Likert scale to design a questionnaire for Undergraduate students at Bangkok University. There are 12 questions in the questionnaire. The Likert scale was used to reflect the students' cognitive level of leadership. Likert scale is the most widely used in the investigation and study of the scale, the use of the results of the investigation total score can be calculated for each individual for each project in the high group and the low group average score, the higher average score of those in the high group and the low group average score lower project, suitable for comparative analysis of the cognition of students for students leadership

weaknesses, find out shortage.

The 5 Likert scale is composed of a set of statements, each of which has five types of answers:

"Very satisfied", "Satisfied", "Neutral", "Dissatisfied", and "Very dissatisfied", which are scored as 5 points, 4 points, 3 points, 2 points, and 1 point.

"Very agreed ", "Agreed ", "Neutral", "Disagreed ", and "Very disagreed ", which are scored as 5 points, 4 points, 3 points, 2 points, and 1 point.

The tool was sent to 4 experts before launching the survey to ensure the items and choices are understandable and have content validity.

By doing content validity, IOC index > .75 is required to be qualified items, so that they can help me complete the questionnaire collection.

Table 3.3: Quantitative Analysis

Demographics	Questions and Answer Choices				
Age	Understand the age distribution of the respondents				
Residence Time	To understand the distribution of subjects' majors				
Nationality	Understand the country distribution of respondents				
Variables	Evaluation Indicators	Rating Scales				
		5	4	3	2	1
What do you think is the most important in teamwork leadership competency of Bachelor Degree students?	In your opinion, College should add on/integrate all leadership contents in every class?					
	Do you agree that Team Leadership is the most important abilities that college students' should be develops?					

3.3 Statistical Data Analysis

3.3.1 Sampling

1) Qualitative Research Sampling

The 8 master degree students from Bangkok University's international colleges are invited to participate into this qualitative research due to during COVID19 outbreak cannot reach any interviewees at Bachelor degree in the city campus.

2) Quantitative Research Sampling

In order to better collect the sample data of the questionnaire, this article using the free online survey link provided by the "WENJUANXING" online survey webpage, an online survey questionnaire was created and published so that respondents could access, and fill out and submit the survey questionnaire online.

Totally specific group sampling is applied to this IS research. There are total of 74 samples (59 responded in English speaking and 15 responded in Chinese questionnaires). All of which were collected from undergraduate students in Bangkok University.

The data collected via online survey from April 25, 2020 to April 29, 2020, 74 valid questionnaire samples were collected.

3.3.2 Research Tools

1) Quality of the tools and validity

For this IS survey based online, the researchers have developed totally 12 items and send for 4 experts to revised its languages and give score for Content validity (IOC) 1,0 score. The item with over 75% are acceptable items to be in the survey.

2) Paper based and online survey

For the effectiveness of the data collection during 2 months COVID 19 outbreak and generate the Bilingual survey online both Chinese and English versions to ensure the respondents have comprehensive understanding.

3) Finally, 12 items are qualified to be questionnaires and the overall online survey are in the Chinese questionnaire link:

"https://www.wjx.cn/jq/73748649.aspx" and the English questionnaire

link "https://www.wjx.cn/jq/73743420.aspx".

3.3.3 Statistic Application

This IS only analyzing quantitative research applied statistical data. The descriptive statistics, frequency, Mean and S.D. are applied into this IS.

The descriptive statistics frequency mean mainly uses three functions: frequency, descriptive, and exploration.

1) Frequencies. The frequency option can output the main indicators of the continuous and concentrated trend of continuous variables, as well as the histogram, mean, and skewness of the distribution. In addition, the main role of this process is to output the frequency table.

2) Descriptive statistics: The descriptive option normalizes the data and save as new variables.

3) Exploratory statistics: The explore option based on descriptive statistics on the original data, further describing the data, and providing more detailed results.

4) T-test and ANOVA statistics are included: in this research analysis chapter 4 and 5 due to the sample sizes are lower than 120 research respondent, however, the analysis output has been shown from merely significant level for future data collection in appendix.

This independent study uses SPSS and Excel to explorative analyze the questionnaire data. SPSS is a program for statistical analysis of sampled data. This independent study mainly uses the data of the SPSS software statistical questionnaire, and conducts exploratory analysis of the data through the powerful functions of SPSS to draw some results and conclusions.

3.4 Summary

Selecting and determining independent variables, dependent variables, and evaluation indicators, and establishing an evaluation system are key and important tasks.

The evaluation system of this independent study is based on the basic principles of objectivity and practicality. Through literature research and interviews, the independent variables and evaluation indicators related to student's leadership at Bangkok University were found. Through in-depth analysis of the literature, reasonable independent variables and evaluation indicators were constructed, which provided data support for designing the conceptual framework and questionnaire.
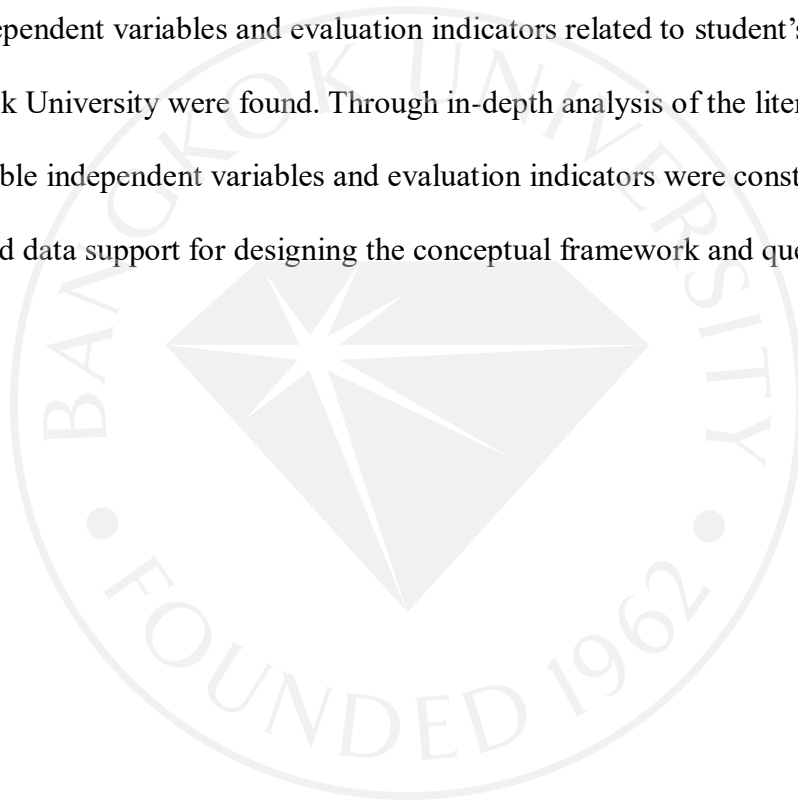
CHAPTER 4

DATA ANALYSIS

In this chapter is analysis with mixed method approach there are composed two parts. First, the qualitative analysis, and second the quantitative analysis. The result has been shown by follows:

4.1 Narrative Coding and Theme from Raw Data Interview

Question1: Traits of leadership Skills which important for graduate students can you give specific behavior of ideal team leadership? 2-3 ppl. in college.

The narrative coding and theme of Question 1 are shown in Table 4.1

Table 4.1: The narrative coding and theme of question 1 based on the interview

dialogue in Appendix C. (page 152)

Respondent 1 Interview dialogues	1.1.1 Have a big picture view. 1.1.2 Have an ability to distinguish between right and wrong, good at observation. 1.1.3 Have ability to organize and coordinate 1.1.4 Open mind, dare to innovate
Respondent 2 Interview dialogues	2.1.1 The ability to learn. 2.1.2 Communication and coordination ability

Table 4.1 (Continued): The narrative coding and theme of question 1 based on the

interview dialogue in Appendix C. (page 152)

Respondent 2 Interview dialogues	2.1.3 Analytical judgment 2.1.4 Decision making ability 2.1.5 command
Respondent 3 Interview dialogues	3.1.1 Foresight 3.1.2 Overall working ability.
Respondent 4 Interview dialogues	4.1.1 Should be a role model. What he/she asks others to do he/she can do it first. 4.1.2 Strong self-ability 4.1.3 Calm, determined. 4.1.4 Has followers 4.1.5 Having a great personality
Respondent 5 Interview dialogues	5.1.1 The ability to learn without interruption, to retain what is useful and discard what is not. 5.1.2 The ability to see the big picture and put the right people in the right places. 5.1.3 The ability to motivate
Respondent 6 Interview dialogues	6.1.1 Vision and decision making ability to push the company's projects forward. 6.1.2 Treat every employee fairly.

(Continued)

Table 4.1 (Continued): The narrative coding and theme of question 1 based on the

interview dialogue in Appendix C. (page 152)

Respondent 7 Interview dialogues	7.1.1 Leaders should have the ability to grasp the big picture. 7.1.2 Leadership behavior affects employee behavior.
Respondent 8 Interview dialogues	8.1.1 The ability to make people obey 8.1.2 Employees will imitate their leaders' working methods and attitudes 8.1.3 Leaders need to be approachable and able to communicate with employees on an equal footing. 8.1.4 Problem solving skills 8.1.5 Love this job. 8.1.6 Know how to save money and resources. 8.1.7 Ability to take risks and responsibilities. 8.1.8 Can adjust team members' communication and cooperation within the team. 8.1.9 Ability to assign work to the right people.

(Continued)

Table 4.1 (Continued): The narrative coding and theme of question 1 based on the

interview dialogue in Appendix C. (page 152)

Narrative Coding	1. A leader should be able to organize and coordinate employees in a team. 2. Employees will imitate the way and attitude of the leader. 3. Leaders inspire employees to love their jobs. 4. Know each employee and know which one is a better fit for the job 5. Ability to take responsibility for team work whether or not it is done successfully
Categorizing / Theme	1. Problem solving skills 2. Ability to make decisions 3. Ability to take responsibility 4. The ability to learn by yourself 5. Ability to motivate and convince employees 6. Have a vision, big picture view

In sum from interview question 1, the team leadership of Bangkok

University students has ideal skills which are Problem solving skills, Ability to make

decisions, Ability to take responsibility. The ability to learn by own self, Ability to

motivate and convince employees Have a vision, big picture view.

Question 2: Which kinds of activities and teaching methods that you think

stimulate leadership of students?

The narrative coding and theme of Question 1 are shown in Table 4.2

Table 4.2: The narrative coding and theme of Question 2

Respondent 1 Interview dialogues	1.1.1 Working in a team, you can exercise your leadership skills by being the person in charge. 1.1.2 Participate in the school club, responsible for or organize at least one club activity. 1.1.3 Participate in project discussions during the internship
Respondent 2 Interview dialogues	2.1.1 Let the students who study well help the students who study badly 2.1.2 Ask students to do research in a team 2.1.3 Let students set up their own newspapers and magazines 2.1.4 Encourage students to organize various activities by themselves

(Continued)

Table 4.2 (Continued): The narrative coding and theme of Question 2

Respondent 3 Interview dialogues	3.1.1 Carry out student literary evening activities. 3.1.2 Organize students to develop professional skills competitions. 3.1.3 Give students the opportunity to act as teachers in class.
Respondent 4 Interview dialogues	4.1.1 Team work, in which students can play a leading role in a team 4.1.2 Offer courses special on leadership development teamwork. 4.1.3 Courses are offered to develop communicative competence.
Respondent 5 Interview dialogues	5.1.1 Encourage any form of 5.1.2 Build negotiation skills. 5.1.3 Practice confident communication.
Respondent 6 Interview dialogues	6.1.1 Having students work as class leaders can improve students' leadership. 6.1.2 Let students study in groups and give them enough space to think.

(Continued)

Table 4.2 (Continued): The narrative coding and theme of Question 2

Respondent 6 Interview dialogues	6.1.3 Offer courses on leadership management.
Respondent 7 Interview dialogues	7.1.1 Let students understand the development process of leadership practice. 7.1.2 Analyze and discuss the leadership function in two aspects of motivation and communication.
Respondent 8 Interview dialogues	8.1.1 Let the students join some clubs or other organizations. 8.1.2 Let students go to companies or units for internship. 8.1.3 Organize more competitions or games about how to be a leader. 8.1.4 Teaching in groups to inspire students to learn the leadership skills of communication, communication and cooperation
Narrative Coding	1. Let the students join some clubs or other organizations 2. Let students go to companies or units for internship.

(Continued)

Table 4.2 (Continued): The narrative coding and theme of Question 2

Narrative Coding	3. Offer courses special on leadership development. 4. Having students work as class leaders can improve students' leadership. 5. Practice confident communication.
Categorizing / Theme	In school: 1. Offer courses on leadership management 2. Encourage students to participate in a variety of team activities to experience what it feels like to be a leader. 3. Through activities to exercise students' organizational skills and communication skills. 4. Organize students to develop professional skills competitions. Outside the school: 1. Let students go to companies or units for internship. 2. Participate in social activities in the form of volunteers to exercise ability.

In sum from interview question 2, the team leadership of Bangkok University students required the right teaching and development approach. When in

school for example, Offer courses on leadership management, Encourage students to participate in a variety of team activities to experience what it feels like to be a leader, through activities to exercise students' organizational skills and communication skills, organize students to develop professional skills competitions. Outside the school: Let students go to companies or units for internship. Participate in social activities in the form of volunteers to exercise ability.

Question 3: In order to the benefits to their academic performance and future career, what do you think the program can do more environments - motivation - 2 ways of communication – etc.

The narrative coding and theme of Question 1 are shown in Table 4.3.

Table 4.3: The narrative coding and theme of Question 3

Respondent 1 Interview dialogues	1.1.1 By explaining the importance of leadership, encourage graduate students to participate in activities that can improve their leadership. 1.1.2 Provide a suitable internship position improve the view and ability on leadership. 1.1.3 Use more practical cases to study and research.

(Continued)

Table 4.3 (Continued): The narrative coding and theme of Question 3

Respondent 2 Interview dialogues	2.1.1 Can clearly understand their own occupational characteristics and employment environment, in order to better find employment opportunities. 2.1.2 I can better improve my communication, problem solving, self-management and interpersonal skills
Respondent 3 Interview dialogues	3.1.1 Give students more opportunities to practice. 3.1.2 Carry out employment guidance activities 3.1.3 Organizing an exchange meeting for outstanding graduates.
Respondent 4 Interview dialogues	4.1.1 Enhance students' awareness of developing leadership. 4.1.2 Research specific practices that can develop students' leadership. 4.1.3 Research what is the most effective way to develop students' leadership
Respondent 5 Interview dialogues	5.1.1 If possible, teach in simple English or have an interpreter 5.1.2 Provide employment information
Respondent 6 Interview dialogues	6.1.1 Let students understand the importance of leadership.

Table 4.3 (Continued): The narrative coding and theme of Question 3

Respondent 6 Interview dialogues	6.1.2 Provide more practices for students to exercise their leadership skills and have each student.
Respondent 7 Interview dialogues	7.1.1 You can rethink your career and set realistic goals. 7.1.2 The choice of their own career and the needs of society, with the pace of development of The Times, to adapt to social needs.
Respondent 8 Interview dialogues	8.1.1 Can actually improve their leadership, that is, improve their communication skills and collaboration skills. 8.1.2 Can guide them how to choose their future career. 8.1.3 It can help them know more about themselves, including their own personality and their leadership ability. 8.1.4 It can help them understand their future career motivations.
Narrative Coding	1. Research what is the most effective way to develop students' leadership. 2. By explaining the importance of leadership, encourage graduate students to participate in activities that can improve their leadership.

(Continued)

Table 4.3 (Continued): The narrative coding and theme of Question 3

Narrative Coding	3. Can guide them how to choose their future career. 4. Research specific practices that can develop students' leadership. 5. Provide employment information.
Categorizing / Theme	1. Research what is the most effective way to develop students' leadership. 2. Help students to conduct career guidance, can better find their own job. 3. Better develop students' leadership. with providing more practices for students to exercise their leadership skills 4. Let students better understand their own strengths and weaknesses.

In sum from interview question 3, the team leadership of Bangkok University students Research what is the most effective way to develop students' leadership which the college should emphasize and accelerate team leadership of students are 1) Help students to conduct career guidance, can better find their jobs 2) Better developed students' leadership with providing more practices for students to exercise their leadership skills 3) Let students better understand their own strengths and weaknesses by using self-discovery.

4.2 Descriptive Statistics of Respondents' Demographic Variables

The descriptive overview profiles for all 33-item-questionnaire respondents are summarized in Table 4.4.   As shown, the respondents were 74 in total, and 17 male respondents (23%), 57 female respondents (77%).

Table 4.4: Frequency of the Respondents Demographics

Demographic Variable	Items	N	Percentage
Gender	Male	17	23
	Female	57	77
		74	100.00
What's your age range?	Lower than 21	47	63.5
	21-25	27	36.5
	26-30	0	0
	31-35	07	0
	Above 35	0	0
		74	100.00
What is your current major of your study in college?	Technology/IT	0	0
	Marketing	0	0
	Media/Advertising	0	0

(Continued)

Table 4.4 (Continued): Frequency of the Respondents Demographics

Demographic Variable	Items	N	Percentage
What is your current major of your study in college?	Finance	0	0
	Business	21	28.4
	Administration	53	71.6
	Other	74	100.00
What's your nationality?	Chinese	4	5.4
	Thai	70	94.6
	Other	0	0
		74	100.00

The demographic characteristics of all respondents are summarized in Table 4.4. It includes the age structure of the respondents, the majors they studied at university, and their nationality.

As can be seen from the chart above, the age groups of respondents in the questionnaire are all under 25 years old. Among them, 47 respondents were younger than 21 years old, accounting for 63.5%, and 27 respondents aged between 21 and 25 years old, accounting for 36.5%.

From all 74 questionnaires respondents, 21 (28.4%) studied business management at Bangkok university. The remaining 53 respondents were from other

majors, accounting for 71.6 percent. Only four of the 4 (5.4%) respondents were

from China, and the remaining 70 (94.6%) were all students from many parts of

Thailand.

4.3 Descriptive Statistics of Respondents' Level of agreement on team

leadership Variables

4.3.1 Descriptive analysis of a single variable

For the overall descriptive statistic finding analysis from the rating scales

1-5 which measure the level of agreement of each items the scores are by follows: =
Table 1 below is a descriptive analysis of the 33 standard variables regarding team

leadership skills and educational support in the questionnaire.

Table 4.5: Below is a Descriptive Analysis of the 33 Standard Variables Regarding

Descriptive Statistics					
variable	N	Minimum	Maximum	Mean	Std. Deviation
1) Course Leadership Training	74	1	5	3.58	.907
2) Team leadership	74	1	5	3.88	.843
3) Improving leadership skills	74	1	5	4.07	.998

(Continued)

Table 4.5 (Continued): Below is a Descriptive Analysis of the 33 Standard Variables

Regarding

Descriptive Statistics					
variable	N	Minimum	Maximum	Mean	Std. Deviation
4) Prioritize independent problem solving	74	1	5	3.50	.832
5) Education to improve team leadership	74	1	5	3.24	1.108
6) Ability to do problem solving skills	74	1	5	3.93	.833
7) Ability to make decisions	74	1	5	3.81	.839
8) Ability to take responsibility	74	1	5	3.91	.909
9) Ability to learn by yourself	74	1	5	3.81	.989
10) Ability to motivate and convince others to achieve team goal	74	2	5	3.80	.827

(Continued)

Table 4.5 (Continued): Below is a Descriptive Analysis of the 33 Standard Variables

Regarding

Descriptive Statistics					
variable	N	Minimum	Maximum	Mean	Std. Deviation
11) Visionary skills, view	74	2	5	3.69	.775
12) Organizing skills and coordinating team to less conflict	74	2	5	3.84	.741
13) Ability to see the big picture	74	2	5	3.72	.803
14) Ability to put the right people in the right places	74	1	5	3.88	.827
15) Ability to do problem solving skills	74	1	5	3.68	.829
16) Ability to make decisions	74	2	5	3.54	.744
17) Ability to take responsibility	74	2	5	3.61	.679
18) Ability to learn by yourself	74	2	5	3.64	.694

(Continued)

Table 4.5 (Continued): Below is a Descriptive Analysis of the 33 Standard Variables

Regarding

Descriptive Statistics					
variable	N	Minimum	Maximum	Mean	Std. Deviation
19) Ability to motivate and convince others to achieve team goal	74	2	5	3.66	.727
20) Visionary skills, view	74	2	5	3.55	.724
21) Organizing skills and coordinating team to less conflict	74	2	5	3.62	.716
22) Ability to see the big picture	74	1	5	3.58	.844
23) Ability to put the right people in the right places	74	1	5	3.59	.843
24) Offer courses on leadership management	74	1	5	3.53	.744

(Continued)

Table 4.5 (Continued): Below is a Descriptive Analysis of the 33 Standard Variables

Regarding

Descriptive Statistics					
variable	N	Minimum	Maximum	Mean	Std. Deviation
25) Encourage students to participate in a variety of team activities to experience what it feels like to be a leader	74	1	5	3.73	.816
26) Encourage students to participate in a variety of team activities to experience what it feels like to be a leader	74	1	5	3.59	.810
27) Organize students to develop professional skills	74	1	5	3.68	.760
28) Let students go to excel their leadership in companies or units for internship program	74	1	5	3.65	.818

(Continued)

Table 4.5 (Continued): Below is a Descriptive Analysis of the 33 Standard Variables

Regarding

Descriptive Statistics					
variable	N	Minimum	Maximum	Mean	Std. Deviation
29) Participate in social activities in the form of volunteers to exercise ability.	74	1	5	3.73	.782
30) To give students the opportunity to act as teachers in class	74	1	5	3.72	.852
31) Let students better understand their own strengths and weaknesses.	74	2	5	3.84	.828
32) Can help students better career success after graduation to lead teamwork.	74	1	5	3.77	.768

(Continued)

Table 4.5 (Continued): Below is a Descriptive Analysis of the 33 Standard Variables

Regarding

Descriptive Statistics					
variable	N	Minimum	Maximum	Mean	Std. Deviation
33) Because social development requires high-quality leadership talents.	74	1	5	3.82	.866
Valid N (listwise)	74				

As can be seen from table 4.5, the agreement of each questions items

regarding team leadership of the respondents of 74 Bangkok university students was

investigated. The highest average is 4.07, while the lowest is 3.24. It means that

Bangkok university undergraduates are still able to improve their student leadership

during their college years. Combining the variable "Team leadership skills" with the

highest average, the question is "Have you want to improve your team leadership

skills?" All undergraduate students in Bangkok University are eager to improve their

leadership skills.

Table 4.6 below is a descriptive analysis of the independent 9 and variables

for question 9. The Question 9 is" What do you think is the most important in the

teamwork leadership competency of students with a Bachelor Degree?" Next, we will

conduct a descriptive analysis of several sub-items decomposed from a large item.

According to the answers to the interview questions, we have defined 9 abilities that

belong to the leadership of students. We can infer the importance of these abilities in

students' minds based on the average score selected by all students.

Table 4.6 below is a descriptive analysis of the independent 9 and variables

for question 9

Table 4.6: Descriptive analysis of 9 independent variables

	N	Minimum	Maximum	Mean	Std. Deviation
1) ability to do problem solving skills	74	1	5	3.93	.833
2) ability to make decisions	74	1	5	3.81	.839
3) ability to take responsibility	74	1	5	3.91	.909
4) ability to learn by yourself	74	1	5	3.81	.989
5) ability to motivate and convince others to achieve team goal	74	2	5	3.80	.827

(Continued)

Table 4.6 (Continued): Descriptive analysis of 9 independent variables

	N	Minimum	Maximum	Mean	Std. Deviation
6) visionary skills, view	74	2	5	3.69	.775
7) organizing skills and coordinating team to less conflict	74	2	5	3.84	.741
8) ability to see the big picture	74	2	5	3.72	.803
9) ability to put the right people in the right places	74	1	5	3.88	.827
Valid N (listwise)	74				

According to the table 4.6, the mean value of "Ability to do problem solving skills" is 3.93, and the standard deviation is 0.833. The mean value of "Ability to make decisions" is 3.81, and the standard deviation is 0.839. The mean value of the "Ability to take responsibility" option is 3.91, and the standard deviation is 0.909. The mean value of the "Ability to learn by yourself" option Is 3.81, and the standard deviation is 0.989. The mean value of the "Ability to motivate and convince others to achieve team goal" option is 3.80, and the standard deviation is 0.827. The mean value of the "A visionary skills, big picture view" option is 3.69, and the standard deviation is 0.775. The mean value of the "Organizing skills and coordinating team to less conflict" option is 3.84, and the standard deviation is 0.741. The mean value

of the "Ability to see the big picture" option is 3.72, and the standard deviation is

0.803. The mean value of the "Ability to put the right people in the right places"

option is 3.88, and the standard deviation is 0.827.

Table 4.7 below is a descriptive analysis of the independent 9 and variables

for question 10. The Question 10 is" What do you think Bangkok University

emphasized most in developing bachelor degree students teamwork leadership?"

Next, we will conduct a descriptive analysis of several sub-items decomposed from a

large item. According to the answers to the interview questions, we have defined 9

abilities that belong to the leadership of students. We can infer the importance of

these abilities in students' minds based on the average score selected by all students.

Table 4.7: Descriptive analysis of the independent 9 and variables for question 10

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1) ability to do problem solving skills	74	1	5	3.68	.829	.688
2) ability to make decisions	74	2	5	3.54	.744	.553
3) ability to take responsibility	74	2	5	3.61	.679	.461

(Continued)

Table 4.7 (Continued): Descriptive analysis of the independent 9 and variables for

question 10

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
4) ability to learn by yourself	74	2	5	3.64	.694	.481
5) ability to motivate and convince others to achieve team goal	74	2	5	3.66	.727	.528
6) visionary skills, view	74	2	5	3.55	.724	.524
7) organizing skills and coordinating team to less conflict	74	2	5	3.62	.716	.512
8) ability to see the big picture	74	1	5	3.58	.844	.713
9) ability to put the right people in the right places	74	1	5	3.59	.843	.710
Valid N (listwise)	74					

According to the table 4.7, the mean value of "Ability to do problem solving skills" is 3.54, and the standard deviation is 0.744. The mean value of "Ability to make decisions" is 3.61, and the standard deviation is 0.679. The mean value of the "Ability to take responsibility" option is 3.64, and the standard deviation is 0.694. The mean value of the "Ability to learn by yourself" option Is 3.66, and the standard deviation is 0.727. The mean value of the "Ability to motivate and convince others to achieve team goal" option is 3.66, and the standard deviation is 0.727. The mean value of the "A visionary skills, big picture view" option is 3.55, and the standard deviation is 0.724. The mean value of the "Organizing skills and coordinating team to less conflict" option is 3.62, and the standard deviation is 0.716. The mean value of the "Ability to see the big picture" option is 3.58, and the standard deviation is 0.844. The mean value of the "Ability to put the right people in the right places" option is 3.59, and the standard deviation is 0.843.

Table 4.8 below is a descriptive analysis of the independent 7 and variables for question 11. The Question 11 is "which approach Bangkok University can improve your leadership skills as quickly as possible?" Next, we will conduct a descriptive analysis of several sub-items decomposed from a large item. According to the answers to the interview questions, we have defined 7 ways to improve the leadership of student teams. We can infer the importance of these abilities in students' minds based on the average score selected by all students

Table 4.8: Descriptive analysis of the independent 7 and variables for question 11

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1) Offer courses on leadership management	74	1	5	3.53	.744	.554
2) Encourage students to participate in a variety of team activities to experience what it feels like to be a leader	74	1	5	3.73	.816	.666
3) to develop students' organizational and communication skills through activities	74	1	5	3.59	.810	.655
4) Organize students to develop professional skills	74	1	5	3.68	.760	.578

(Continued)

Table 4.8 (Continued): Descriptive analysis of the independent 7 and variables for

question 11

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
5) Let students go to excel their leadership in companies or units for internship program	74	1	5	3.65	.818	.669
6) Participate in social activities in the form of volunteers to exercise ability.	74	1	5	3.73	.782	.611
7) to Give students the opportunity to act as teachers in class	74	1	5	3.72	.852	.727
Valid N (listwise)	74					

According to the table 4.8, the mean value of "Offer courses on leadership

management" is 3.53, and the standard deviation is 0.744. The mean value of

"Encourage students to participate in a variety of team activities to experience what it

feels like to be a leader" is 3.73, and the standard deviation is 0.816. The mean value of the "Through activities to exercise students' organizational skills and communication skills" option is 3.59, and the standard deviation is 0.810. The mean value of the "Organize students to develop professional skills" option is 3.68, and the standard deviation is 0.760. The mean value of the "Let students go to companies or units for internship program" option is 3.65, and the standard deviation is 0.818. The mean value of the "Participate in social activities in the form of volunteers to exercise ability." option is 3.73, and the standard deviation is 0.782. The mean value of the "Give students the opportunity to act as teachers in class" option is 3.72, and the standard deviation is 0.852.

Table 4.9 below is a descriptive analysis of the independent 3 and variables for question 12.The Question 12 is "What do you think is the greatest benefit of improving leadership among college students?" Next, we will conduct a descriptive analysis of several sub-items decomposed from a large item. According to the answers to the interview questions, the three options are all about the advantages of students in improving team leadership. We can infer the importance of these abilities in students' minds based on the average score selected by all students.

Table 4.9: Descriptive analysis of the independent 3 and variables for question 12

	N	Minimum	Maximum	Mean	Std. Deviation	Variance
1) let students better understand their own strengths and weaknesses.	74	2	5	3.84	.828	.686
2) Can help students better career success after graduation to lead teamwork.	74	1	5	3.77	.768	.590
3) Because social development requires high-quality leadership talents.	74	1	5	3.82	.866	.750
Valid N (listwise)	74					

According to the table analysis, the mean value of "Let students better understand their own strengths and weaknesses" is 3.84, and the standard deviation is 0.828. The mean value of "It can help students better career success after graduation to lead teamwork" is 3.77, and the standard deviation is 0.768. The mean value of the

"High-quality leadership talents are the realistic needs of social development" option

is 3.82, and the standard deviation is 0.866.

     4.3.2 Mixed analysis of independent variables of questionnaire and gender

Level of agreement on team leadership

Table 4.10: What choices do male and female students have regarding whether to

agree to add team leadership content in class?

		Gender		Total
		Male	Female	
In your opinion, College should add on/integrate all leadership contents in every class?	Strongly disagree	5.90%	1.80%	2.70%
	Disagree	5.90%	1.80%	2.70%
	Neutral	52.90%	43.90%	45.90%
	Agree	23.50%	33.30%	31.10%
	Strongly agree	11.80%	19.20%	17.60%
Total		100.0%	100.00%	100.0%

It can be seen from the above chart that, on the survey of this independent

variable, the choices of male students and female students are very similar. "Neutral"

has become the most selected option among students, accounting for 52.9% of male

classmates, more than half of the proportion. The proportion of female classmates

reached 43.9%, which is also close to half of the proportion.

Table 4.11: Shows the choices of male and female students on whether they think

leadership is the most important ability for college students

		Gender		
		Male	Female	Total
Do you agree that	Strongly disagree	5.90%	1.80%	2.70%
Team Leadership	Disagree	0.00%	0.00%	0.00%
is the most	Neutral	35.30%	22.80%	25.70%
important abilities	Agree	41.20%	52.60%	50.00%
that college	Strongly agree	17.60%	22.80%	21.60%
students' should be				
develop?				
Total		100.0%	100.00%	100.0%

On this issue, male students are more focused on the two options of "neutral"

and "agree". The proportions of these two options accounted for 35.3% and 41.2%,

respectively. The two proportions add up to nearly 80%. The highest proportion of

female classmates is also "Agree", reaching 52.6%. The remaining choices are

concentrated in "Neutral" and "Strongly agree" the same proportion is 22.8%.

Table 4.12: Shows what choices do male and female students have on the question of

whether they are willing to improve their leadership skills?

		Gender		Total
		Male	Female	
Do you want to improving your leadership skills?	Strongly disagree	11.80%	0.00%	2.70%
	Disagree	0.00%	3.50%	2.70%
	Neutral	29.40%	19.30%	21.60%
	Agree	35.30%	29.80%	31.10%
	Strongly agree	23.50%	47.40%	41.90%
Total		100.0%	100.00%	100.0%

On this issue, male students are more focused on the option of "agreeing".
The proportion is 35.3%. The second largest number of students chose "neutral" for
29.4%, and 23.5% of male students who chose "Strongly agree". All the remaining
male students chose "Strongly disagree", which accounted for 11.8%. "Strongly
agree" was the most popular choice among female classmates, reaching 41.9%. The
proportion of female students who chose "agree" and "Neutral" reached 29.80% and
19.3% respectively. 3.5% of female classmates chose the option "Disagree", and none
of the female students chose the option "Strongly disagree".

Table 4.13: Whether male students and female students have the confidence to solve

the problems they encounter and what choices do they have?

		Gender		Total
		Male	Female	
In classroom, do you often work on your own problems first?	Strongly disagree	0.00%	1.80%	1.40%
	Disagree	5.90%	8.80%	8.10%
	Neutral	35.30%	40.40%	39.20%
	Agree	41.20%	42.10%	41.80%
	Strongly agree	17.60%	7.00%	9.50%
Total		100.0%	100.00%	100.0%

Through the above table16, it is found that there are more male students who

choose the two options of "agree" and "neutral". The male students who choose

"agree" are the most, accounting for 41.2% and 35.3% of the male students. Select

"Neutral". 17.6% of the male students chose "Strongly agree", and 5.9% of the male

students chose "Disagree". As for the "Strongly disagree" option, none of the male

students chose. The selection rate of female classmates is mostly concentrated in the

two options of "Agree" and "Neutral", the proportion of these two options is 41.8%

and 39.2% respectively. Another 9.5% of female classmates chose "Strongly agree"

and 8.1% of female classmates who chose "Disagree". Finally, 1.4% of the female

students chose "Strongly disagree".

Table 4.14: Shows what options do male and female students have on how to improve

their team leadership?

		Gender		Total
		Male	Female	
What kind of leadership education to improve Teamwork Leadership?	No need to be in coursework	5.90%	5.30%	5.40%
	Professional lectures on team leadership	29.40%	22.80%	24.30%
	Outdoor extension team leadership training	11.80%	24.60%	21.50%
	Leadership development programs for social organizations	41.20%	36.80%	37.90%
	Others	11.80%	10.50%	10.90%
Total		100.0%	100.00%	100.0%

As can be seen from the above table, among the options for students to

improve their leadership team skills, 41.2% of male students chose "Leadership

development programs for social organizations", and 29.4% of male students wanted

to pass "Professional lectures" "on team leadership" this way to enhance their team

leadership. The male students who chose "Outdoor extension team leadership

training" and "other" were also 11.8%. Only 5.9% of male students believe that it is

not necessary to participate in courses to improve leadership.

Let's take a look at the selection of female students. The option with the largest number of students is "Leadership development programs for social organizations". A total of 37.9% of girls choose this. Then 24.3% and 21.5% of the female students chose "Professional lectures on team leadership" and "Outdoor extension team leadership training". 10.9% of female students choose other training methods. Even so, there are still 5.4 female students who feel that they do not need to participate in courses to improve student leadership.

4.4 Independent Sample T Test of Variables and Genders

4.4.1 Independent sample T test of gender and variables

This part attempts to mix gender variables with the custom variables in the questionnaire. Sig values were used to observe whether the same student leadership variable was different between males and female.

Table 4.15: Is the independent variable "Course Leadership Training". Is it related to

gender?

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Course Leadership Training	Equal variances assumed	.001	.981	-1.500	72	.138	-.373	.248
	Equal variances not assumed			-1.403	23.993	.173	-.373	.265

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.981, and the value of 0.981 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.138 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "Course Leadership Training".

Table 4.16: Is the independent variable "Team leadership". Is it related to gender?

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Team leadership	Equal variances assumed	2.096	.152	-1.295	72	.200	-.300	.232
	Equal variances not assumed			-1.141	22.318	.266	-.300	.263

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.152, and the value of 0.152 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.200 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "Team leadership".

Table 4.17: Is the independent variable "leadership skills". Is it related to gender?

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
leadership skills	Equal variances assumed	2.002	.161	-2.324	72	.023	-.622	.268

(Continued)

Table 4.17 (Continued): Is the independent variable "leadership skills". Is it related

to gender?

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
leadership skills	Equal variances not assumed			-1.946	21.1 50	.065	-.622	.320

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.161, and the value of 0.161 is greater than 0.05, so it can be

judged that the variance of two samples is relatively homogeneous. Therefore, we

should use data about "Equal variances assumed", and Sig. (2-tailed) 0.023 under

"Equal variances assumed" is less than 0.05, indicating a significant difference

between the two samples. Therefore, it can be concluded that male and female

students at Bangkok University choose the variable of "leadership skills" in a

significantly different way, and they will make different choices according to their

gender.

Table 4.18: Is the independent variable "Prioritize independent problem solving". Is it

related to gender?

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Prioritize independent problem solving	Equal variances assumed	.003	.954	-1.166	72	.248	-.267	.229
	Equal variances not assumed			-1.147	25.680	.262	-.267	.233

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.954, and the value of 0.954 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.248 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "Prioritize independent problem solving".

Table 4.19: Is the independent variable "Education to improve team leadership". Is it

related to gender?

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Education to improve team	Equal variances assumed	.608	.438	-0.33	72	.973	-.010	.308

(Continued)

Table 4.19 (Continued): Is the independent variable "Education to improve team

leadership". Is it related to gender?

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
leadership	Equal variances not assumed			-0.32	24.417	.975	-.010	.325

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.438, and the value of 0.438 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.973 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "Education to improve team leadership".

4.4.2 Matrix variable analysis

The next independent sample tests the selected variables. Is about the

question "What do you think is the most important in the teamwork leadership

competency of students with a Bachelor Degree?" Custom 9 variables independent

samples were used to test whether the Rating Scales of these variables were

correlated with gender.

Table 4.20: Is the variable "ability to do problem solving skills"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
ability to do problem solving skills	Equal variances assumed	.081	.777	-1.979	72	.052	-.447	.226
	Equal variances not assumed			-1.892	24.657	.070	-.447	.236

According to the above table, the value of "Sig" under "Levene's test for

Equality of variance" is 0.777, and the value of 0.777 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.520 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "ability to do problem solving skills".

Table 4.21: Is the variable "ability to make decisions"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. 2-tailed	Mean	SD.
ability to make decisions	Equal variances assumed	1.131	.291	-1.252	72	.215	-.289	.231
	Equal variances not assumed			-1.093	22.092	.282	-.289	.264

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.291, and the value of 0.291 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.215 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "ability to make decisions".

Table 4.22: Is the variable "ability to take responsibility"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. 2-tailed	Mean	SD.
ability to take responsibility	Equal variances assumed	.033	.857	-2.313	72	.024	-.564	.244
	Equal variances not assumed			-2.329	26.577	.028	-.564	.242

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.857, and the value of 0.857 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use data about "Equal variances assumed", and Sig. (2-tailed) 0.024 under "Equal variances assumed" is less than 0.05, indicating a significant difference between the two samples. Therefore, it can be concluded that male and female students at Bangkok university choose the variable of "ability to take responsibility" in a significantly different way, and they will make different choices according to their gender.

Table 4.23: Is the variable "ability to learn by yourself"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
ability to learn by yourself	Equal variances assumed	.307	.581	-.776	72	.440	-.213	.274
	Equal variances not assumed			-.712	23.420	.483	-.213	.298

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.581, and the value of 0.518 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.440 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "ability to motivate and convince others to achieve team goal".

Table 4.24: Is the variable "ability to motivate and convince others to achieve team

      goal"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
ability to motivate and convince others to achieve team goal	Equal variances assumed	.012	.914	-1.888	72	.063	-.424	.225
	Equal variances not assumed			-1.910	26.764	.067	-.424	.222

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.914, and the value of 0.914 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.063 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of 'ability to motivate and convince others to achieve team goal ".

Table 4.25: Is the variable "visionary skills, view"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
visionary skills, view	Equal variances assumed	.203	.654	-1.332	72	.187	-.284	.213
	Equal variances not assumed			-1.298	25.319	.206	-.284	.239

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.654, and the value of 0.654 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.187 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of ' visionary skills, view ".

Table 4.26: Is the variable "organizing skills and coordinating team to less conflict"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
organizing skills and coordinating team to less conflict	Equal variances assumed	.105	.747	-1.214	72	.229	-.248	.204
	Equal variances not assumed			-1.257	27.779	.219	-.248	.197

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.747, and the value of 0.747 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.229 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of ' organizing skills and coordinating team to less conflict ".

Table 4.27: Is the variable "ability to see the big picture"

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | |
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
ability to see the big picture	Equal variances assumed	.909	.344	-1.095	72	.277	-.243	.222
	Equal variances not assumed			-1.181	29.755	.247	-.243	.205

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.344, and the value of 0.344 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.277 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "ability to see the big picture".

Table 4.28: Is the variable "ability to put the right people in the right places"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
ability to put the right people in the right places	Equal variances assumed	1.487	.227	-1.321	72	.191	-.300	.227
	Equal variances not assumed			-1.146	21.941	.264	-.300	.262

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.227, and the value of 0.227 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.191 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of ' ability to put the right people in the right places".

The next independent sample tests the selected variables. Is about the question" What do you think Bangkok University emphasized most in developing bachelor degree students teamwork leadership?" Custom 9 variables Independent samples were used to test whether the Rating Scales of these variables were correlated with gender.

Table 4.29: Is the variable "ability to do problem solving skills"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	Std.Error Difference
ability to do problem solving skills	Equal variances assumed	2.114	.150	-2.219	72	.030	-.495	.223
	Equal variances not assumed			-2.714	38.496	.010	-.495	.183

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.150, and the value of 0.150 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use data about "Equal variances assumed", and Sig. (2-tailed) 0.030 under "Equal variances assumed" is less than 0.05, indicating a significant difference between the two samples. Therefore, it can be concluded that male and female students at Bangkok university choose the variable of "ability to do problem solving skills" in a significantly different way, and they will make different choices according

to their gender.

Table 4.30: Is the variable "ability to make decisions"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
ability to make decisions	Equal variances assumed	.873	.353	-1.966	72	.053	-.396	.202
	Equal variances not assumed			-2.096	29.169	.045	-.396	.189

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.353, and the value of 0.353 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.053 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "ability to make decisions".

Table 4.31: Is the variable "ability to take responsibility"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. 2-tailed	Mean	SD.
ability to take responsibility	Equal variances assumed	.100	.753	-1.367	72	.167	-.255	.186
	Equal variances not assumed			-1.315	24.882	.200	-.255	.194

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.753, and the value of 0.753 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.167 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "ability to take responsibility".

Table 4.32: Is the variable "ability to learn by yourself"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. 2-tailed	Mean	SD.
ability to learn by yourself	Equal variances assumed	.515	.475	-1.526	72	.131	-.290	.190
	Equal variances not assumed			-1.641	29.591	.111	-.290	.177

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.475, and the value of 0.475 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.131 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "ability to learn by yourself".

Table 4.33: Is the variable "ability to motivate and convince others to achieve team goal"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. 2-tailed	Mean	SD.
ability to motivate and convince others to achieve team goal	Equal variances assumed	.000	.998	-2.042	72	.045	-.401	.197
	Equal variances not assumed			-2.061	26.679	.049	-.401	.195

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.998, and the value of 0.998 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use data about "Equal variances assumed", and Sig. (2-tailed) 0.045 under" Equal variances assumed" is less than 0.05, indicating a significant difference between the two samples. Therefore, it can be concluded that male and female students at Bangkok university choose the variable of "ability to motivate and convince others to achieve team goal" in a significantly different way, and they will make different choices according to their gender.

Table 4.34: Is the variable "visionary skills, view"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
visionary skills, view	Equal variances assumed	.019	.892	-1.311	72	.194	-.261	.199

(Continued)

Table 4.34 (Continued): Is the variable "visionary skills, view"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
	Equal variances not assumed			-1.335	27.050	.193	-.261	.196

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.892, and the value of 0.892 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.194 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "visionary skills, view ".

Table 4.35: Is the variable "organizing skills and coordinating team to less conflict"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
organizing skills and coordinatin g team to less conflict	Equal variances assumed	.589	.446	-.991	72	.325	-.196	.198
	Equal variances not assumed			-.914	23.561	.370	-.196	.214

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.446, and the value of 0.446 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.325 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "organizing skills and coordinating team to less conflict".

Table 4.36: Is the variable "ability to see the big picture"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
ability to see the big picture	Equal variances assumed	.052	.821	-.286	72	.776	-.067	.235
	Equal variances not assumed			-.280	25.518	.782	-.067	.240

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.821, and the value of 0.821 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.776 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "organizing skills and coordinating team to less conflict ".

Table 4.37: Is the variable "ability to put the right people in the right places"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	MD	SD
ability to put the right people in the right places	Equal variances assumed	.087	.768	-1.355	72	.180	-.314	.232
	Equal variances not assumed			-1.255	23.670	.222	-.314	.250

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.768, and the value of 0.768 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.180 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "ability to put the right people in the right places".

The next independent sample tests the selected variables. Is about the

question "Which approach Bangkok University can improve your leadership skills as

quickly as possible?" Custom 7 variables. Independent samples were used to test

whether the Rating Scales of these variables were correlated with gender.

Table 4.38: Is the variable "Offer courses on leadership management"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Offer courses on leadership management	Equal variances assumed	1.143	.289	-.384	72	.702	-.079	.207
	Equal variances not assumed			-.324	21.318	.749	-.079	.245

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.289, and the value of 0.289 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.702 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of offer courses on leadership management.

Table 4.39: Is the variable "Encourage students to participate in a variety of team

activities to experience what it feels like to be a leader"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Encourage students to participate in a variety of team activities to experience what it feels like to be a leader	Equal variances assumed	.068	.795	-.200	72	.842	-.045	.227
	Equal variances not assumed			-.177	22.413	.861	-.045	.257

According to the above table, the value of "Sig" under "Levene's test for Equality of variance" is 0.795, and the value of 0.795 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.842 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "Encourage students to participate in a variety of team activities to experience what it feels like to be a leader"

Table 4.40: Is the variable "To develop students organizational and communication skills through activities"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
To develop students'	Equal variances assumed	1.276	.262	-1.412	72	.162	-.314	.222

(Continued)

Table 4.40 (Continued): Is the variable "To develop students organizational and

communication skills through activities"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
organizational and communication skills through activities	Equal variances not assumed			-1.203	21.532	.242	-.314	.261

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.262, and the value of 0.262 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.162 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "To develop students "organizational and communication skills

through activities".

Table 4.41: Is the variable "Organize students to develop professional skills"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Organize students to develop professional skills	Equal variances assumed	.482	.490	-.176	72	.861	-.037	.212
	Equal variances not assumed			-.152	21.857	.881	-.037	.245

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.490, and the value of 0.490 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.861 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "Organize students to develop professional skills".

Table 4.42: Is the variable "Let students go to excel their leadership in companies or units for internship program"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Let students go to excel their leadership	Equal variances assumed	.273	.603	-.682	72	.497	-.155	.227

(Continued)

Table 4.42 (Continued): Is the variable "Let students go to excel their leadership in

companies or units for internship program"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
in companies or units for internship program	Equal variances not assumed	.273	.603	-.616	22.971	.544	-.155	.251

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.603, and the value of 0.603 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.497 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "Let students go to excel their leadership in companies or units for

internship program".

Table 4.43: Is the variable "Participate in social activities in the form of volunteers to

exercise ability"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Participate in social activities in the form of volunteers to exercise ability.	Equal variances assumed	.000	.997	-.849	72	.399	-.184	.216
	Equal variances not assumed			-.786	23.677	.440	-.184	.234

According to the above table, the value of "Sig" under "Levene's test for Equality of variance" is 0.997, and the value of 0.997 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.399 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "Participate in social activities in the form of volunteers to exercise ability".

Table 4.44: Is the variable "To give students the opportunity to act as teachers in class"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
To Give students the opportunity	Equal variances assumed	.328	.569	-1.700	72	.094	-.395	.233

(Continued)

Table 4.44 (Continued): Is the variable "To give students the opportunity to act as

teachers in class"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
to act as teachers in class	Equal variances not assumed	.328	.569	-1.569	23.582	.130	-.395	.252

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.569, and the value of 0.569 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed ", and the Sig. (2-tailed) 0.094

of the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "To give students the opportunity to act as teachers in class".

The next independent sample tests the selected variables. Is about the question "What do you think is the greatest benefit of improving leadership among college students?" custom 3 variables. Independent samples were used to test whether the Rating Scales of these variables were correlated with gender.

Table 4.45: Is the variable "Let students better understand their own strengths and weaknesses"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Let students better understand their own strengths and weaknesses	Equal variances assumed	.015	.904	-1.084	72	.282	-.248	.229
	Equal variances not assumed			-1.123	27.792	.271	-.248	.221

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.904, and the value of 0.904 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.282 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "Let students better understand their own strengths and weaknesses".

Table 4.46: Is the variable "Can help students better career success after graduation to lead teamwork"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Can help students better	Equal variances assumed	.026	.872	-1.863	72	.067	-.389	.209

(Continued)

Table 4.46 (Continued): Is the variable "Can help students better career success after

graduation to lead teamwork"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
career success after graduation to lead teamwork	Equal variances not assumed	.026	.872	-1.789	24.815	.086	-.389	.217

According to the above table, the value of "Sig" under "Levene's Test for

Equality of variance" is 0.872, and the value of 0.872 is greater than 0.05, so it can

be judged that the variance of two samples is relatively homogeneous. Therefore, we

should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.067 of

the condition "Equal variances assumed" is greater than 0.05, indicating that the

difference between the two samples is not significant. Therefore, it can be concluded

that there is no significant difference between male and female students in the survey

of the variable of "Can help students better career success after graduation to lead

teamwork".

Table 4.47: Is the variable "Because social development requires high-quality

leadership talents"

		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig	t	df	Sig. (2-tailed)	Mean	SD.
Because social development requires high-quality leadership talents	Equal variances assumed	.181	.671	-1.618	72	.110	-.383	.237
	Equal variances not assumed			-1.509	23.876	.145	-.383	.254

According to the above table, the value of "Sig" under "Levene's Test for Equality of variance" is 0.671, and the value of 0.671 is greater than 0.05, so it can be judged that the variance of two samples is relatively homogeneous. Therefore, we should use the data about "Equal variances assumed", and the Sig. (2-tailed) 0.110 of the condition "Equal variances assumed" is greater than 0.05, indicating that the difference between the two samples is not significant. Therefore, it can be concluded that there is no significant difference between male and female students in the survey of the variable of "Because social development requires high-quality leadership talents".

4.5 Frequency and Comparative Means of Respondents' Level of agreement on team leadership Variables

4.5.1 In your opinion, College should add on/integrate all leadership contents in every class

Table 4.48: Frequency and percentage of Level of agreement on team leadership with

the variable "Course Leadership Training" for students majoring in

business management and other majors.

| | | | Major | | |
			Business Administration	Others	Total
Course Leadership Training	Strongly disagreed	Count	1	1	2
		% within Major	4.8%	1.9%	2.7%
	Disagreed	Count	2	0	2
		% within Major	9.5%	.0%	2.7%
	Neutral	Count	7	27	34
		% within Major	33.3%	50.9%	45.9%
	Agreed	Count	10	13	23
		% within Major	47.6%	24.5%	31.1%
	Strongly Agreed	Count	1	12	13
		% within Major	4.8%	22.6%	17.6%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.48, most students majoring in business management

agree (47.6%) and neutral (33.3%) on the question of adding leadership learning

content in the classroom, followed by respondents choosing "Disagreed" (9.5 %).

Only a few respondents strongly agreed (4.8%) and strongly disagreed (4.8%). Then

for students whose majors are other majors, more choices for this question are neutral

(50.9%), followed by respondents who choose "agree" (24.5%) and choose "strongly

agree" (22.6%), only a small number of students choose to disagree (1.9%).

Table 4.49: The comparison of the "Course Leadership Training" variable between the

major students of enterprise management and other major students

Course Leadership Training					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.38	21	.921	.201	26.8%
Others	3.66	53	.898	.123	73.2%
Total	3.58	74	.907	.105	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "Course

Leadership Training" is 3.38, and the Mean value of other major students for this

variable is 3.66. The average Mean value of the interviewers was 3.58.

4.5.2 Do you agree that Team Leadership is the most important abilities that college students' should be developing?

Table 4.50: Frequency and percentage of Level of agreement on team leadership with the variable "Team leadership" for students majoring in business management and other majors

			Major		Total
			Business Administration	Others	
Team leadership	Strongly disagreed	Count	2	0	2
		% within Major	9.5%	.0%	2.7%
	Neutral	Count	6	13	19
		% within Major	28.6%	24.5%	25.7%
	Agreed	Count	7	30	37
		% within Major	33.3%	56.6%	50.0%
	Strongly Agreed	Count	6	10	16
		% within Major	28.6%	18.9%	21.6%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.50 Students who major in business management choose to agree more (33.3%), followed by students who choose neutral and strongly agree (28.6%), and finally only (9.5%) students the choice strongly disagrees. The other major students choose to agree the most (56.6%), followed by (24.5%) students choose neutral, and (18.9%) students strongly agree.

Table 4.51: The comparison of the "Team leadership" variable between the major students of enterprise management and other major students

Team leadership					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.71	21	1.189	.260	27.2%
Others	3.94	53	.663	.091	72.8%
Total	3.88	74	.843	.098	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "Team leadership" is 3.71, and the Mean value of other major students for this variable is 3.94. The average Mean value of the interviewers was 3.88.

4.5.3 Do you want to improving your leadership skills.

Table 4.52: Frequency and percentage of level of agreement on team leadership with
the variable "leadership skills" for students majoring in business
management and other majors

			Major		Total
			Business Administration	Others	
leadership skills	Strongly disagreed	Count	1	1	2
		% within Major	4.8%	1.9%	2.7%
	Disagreed	Count	1	1	2
		% within Major	4.8%	1.9%	2.7%
	Neutral	Count	8	8	16
		% within Major	38.1%	15.1%	21.6%
	Agreed	Count	3	20	23
		% within Major	14.3%	37.7%	31.1%
	Strongly Agreed	Count	8	23	31
		% within Major	38.1%	43.4%	41.9%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.52 Two of the students who major in business management choose the same, which are neutral (38.1%) and strongly agree (38.1%), followed by students who choose to agree (14.3%), and finally both students who chose to disagree and strongly disagree (4.8%). The other major students who choose the most are strongly agree (43.4%), followed by (37.7%) students choose to agree, and (15.1%) students choose neutral. There are also the same numbers of students who choose to disagree and strongly disagree (1.9%).

Table 4.53: The comparison of the "leadership skills" variable between the major students of enterprise management and other major students

leadership skills					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.76	21	1.179	.257	26.2%
Others	4.19	53	.900	.124	73.8%
Total	4.07	74	.998	.116	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "leadership skills" is 3.76, and the Mean value of other major students for this variable is 4.19.

The average Mean value of the interviewers was 4.07

4.5.4 In classroom, do you often work on your own problems first?

Table 4.54: Frequency and percentage of Level of agreement on team leadership with

the variable "Prioritize independent problem solving" for students

majoring in business management and other majors

			Major		
			Business Administration	Others	Total
Prioritize independent problem solving	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	0	6	6
		% within Major	.0%	11.3%	8.1%
	Neutral	Count	7	22	29
		% within Major	33.3%	41.5%	39.2%
	Agreed	Count	11	20	31
		% within Major	52.4%	37.7%	41.9%
	Strongly Agreed	Count	2	5	7
		% within Major	9.5%	9.4%	9.5%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.54: The students who major in business management

choose the most (52.4%), followed by the neutral students (33.3%), and finally the

students who strongly agree (9.5%) and strongly disagree Students are (4.8%). The

other major students choose the most neutral (41.5%), followed by (37.7%) students

choose to agree, and some (11.3%) students choose not to agree. There are also

students who choose not to agree (9.4%).

Table 4.55: The comparison of the "Prioritize independent problem solving" variable

between the major students of enterprise management and other major

students

Prioritize independent problem solving					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.62	21	.865	.189	29.3%
Others	3.45	53	.822	.113	70.7%
Total	3.50	74	.832	.097	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "Prioritize

independent problem solving" is 3.62, and the Mean value of other major students for

this variable is 3.45. The average Mean value of the interviewers was 3.50.

4.5.5 What kind of leadership education to improve Teamwork Leadership?

Table 4.56: Frequency and percentage of Level of agreement on team leadership with

the variable "Education to improve team leadership" for students

majoring in business management and other majors

			Major		Total
			Business Administration	Others	
Education to improve team leadership	No need to be in coursework	Count	0	4	4
		% within Major	.0%	7.5%	5.4%
	Professional lectures on team leadership	Count	5	13	18
		% within Major	23.8%	24.5%	24.3%
	Outdoor extension team leadership training	Count	5	11	16
		% within Major	23.8%	20.8%	21.6%

(Continued)

Table 4.56 (Continued): Frequency and percentage of Level of agreement on team

leadership with the variable "Education to improve team

leadership" for students majoring in business management

and other majors.

			Major		Total
			Business Administration	Others	
Leadership development programs for social organizations		Count	8	20	28
		% within Major	38.1%	37.7%	37.8%
	Others	Count	3	5	8
		% within Major	14.3%	9.4%	10.8%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.56 "Leadership development programs for social

organizations" (38.1%) are the most popular choices for students majoring in business

management, followed by "Professional lectures on team leadership" and "Outdoor

extension team leadership training" It's the same (23.8%), and finally select other

students (14.3%). The other major students choose the most is "Leadership

development programs for social organizations" (37.7%), followed by (24.5%)

students choose "Professional lectures on team leadership", and (20.8%) students

choose "Outdoor extension" team leadership training". There are also other students

(9.4%). Finally, (7.5%) students chose not to take coursework.

Table 4.57: The comparison, the Mean value of the students majoring in business

management for this variable "Education to improve team leadership"

Report					
Education to improve team leadership					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.43	21	1.028	.224	30.0%
Others	3.17	53	1.139	.156	70.0%
Total	3.24	74	1.108	.129	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable" Education to

improve team leadership "is 3.43, and the Mean value of other major students for this variable is 3.17. The average Mean value of the interviewers was 3.24.

4.5.6 What do you think is the most important in teamwork leadership competency of Bachelor Degree students? The question below defines nine variables for students to choose from, using a cross table of majors and variables and a mean comparison of one variable after another.

Table 4.58: Frequency and percentage of level of agreement on team leadership with the first variable "ability to do problem solving skills" for students majoring in business management and other majors

			Major		Total
			Business Administration	Others	
ability to do problem solving skills	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	0	1	1
		% within Major	.0%	1.9%	1.4%
	Neutral	Count	7	12	19
		% within Major	33.3%	22.6%	25.7%

(Continued)

Table 4.58 (Continued): Frequency and percentage of level of agreement on team

leadership with the first variable "ability to do problem

solving skills" for students majoring in business

management and other majors.

			Major		Total
			Business Administration	Others	
	Agreed	Count	9	25	34
		% within Major	42.9%	47.2%	45.9%
	Strongly Agreed	Count	4	15	19
		% within Major	19.0%	28.3%	25.7%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.58 Students who major in business management choose

the most (42.9%), followed by neutral students (33.3%), and those who strongly agree

(19.0%) finally disagree of students (4.8%). The other major students who choose the

most are also agree (47.2%), followed by (28.3%) students who strongly agree, and

(22.6%) who choose neutral. There are also students who choose not to agree (1.9%).

In the end, no student chose to disagree.

Table 4.59: The comparison of the "ability to do problem solving skills" variable

between the major students of enterprise management and other major

students

ability to do problem solving skills					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.71	21	.956	.209	26.8%
Others	4.02	53	.772	.106	73.2%
Total	3.93	74	.833	.097	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "ability to do

problem solving skills" is 3.71, and the Mean value of other major students for this

variable is 4.02. The average Mean value of the interviewers was 3.93.

4.5.7 Frequency and percentage of Level of agreement on team leadership

with the second variable "ability to make decisions" for students majoring in business

management and other majors.

Table 4.60: Frequency and percentage of Level of agreement on team leadership with

the second variable "ability to make decisions" for students majoring in

business management and other majors

			Major		Total
			Business Administration	Others	
ability to make decisions	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	1	1	2
		% within Major	4.8%	1.9%	2.7%
	Neutral	Count	6	16	22
		% within Major	28.6%	30.2%	29.7%
	Agreed	Count	10	24	34
		% within Major	47.6%	45.3%	45.9%
	Strongly Agreed	Count	3	12	15
		% within Major	14.3%	22.6%	20.3%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.60 students who major in business management choose

the most (47.6%), followed by neutral students (28.6%), and those who strongly agree

(14.3%) finally disagree same as the students who disagree (4.8%). The other major

students who choose the most are also agree (45.3%), followed by (30.2%) students

choose neutral, and some (22.6%) students strongly agree. There are also students

who choose not to agree (1.9%). In the end, no student chose to disagree.

Table 4.61: The comparison of the "ability to make decisions" variable between the

major students of enterprise management and other major students

Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.62	21	.973	.212	27.0%
Others	3.89	53	.776	.107	73.0%
Total	3.81	74	.839	.097	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "ability to

make decisions" is 3.62, and the Mean value of other major students for this variable

is 3.89. The average Mean value of the interviewers was 3.81.

4.5.8 Frequency and percentage of Level of agreement on team

Table 4.62: Frequency and percentage of Level of agreement on team leadership with
the third variable "ability to take responsibility" for students majoring in
business management and other majors.

| | | | Major | | |
			Business Administration	Others	Total
ability to take responsibility	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	1	2	3
		% within Major	4.8%	3.8%	4.1%
	Neutral	Count	8	11	19
		% within Major	38.1%	20.8%	25.7%
	Agreed	Count	9	21	30
		% within Major	42.9%	39.6%	40.5%
	Strongly Agreed	Count	2	19	21
		% within Major	9.5%	35.8%	28.4%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.62 the student who majored in business management chose to agree the most (42.9%), followed by the neutral student (38.1%), and the students who strongly agreed (9.5%), and finally chose strongly agreed same as the students who disagree (4.8%). The other students with the most major choices also agree (39.6%), followed by (35.8%) students who strongly agree and (20.8%) who choose neutral. There are also students who disagree (3.8%). Finally, no students chose strongly agreed.

Table 4.63: The comparison of the "ability to take responsibility" variable between the major students of enterprise management and other major students

ability to take responsibility					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.48	21	.928	.203	25.3%
Others	4.08	53	.851	.117	74.7%
Total	3.91	74	.909	.106	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "ability to

take responsibility "is 3.48, and the Mean value of other major students for this

variable is 4.08. The average Mean value of the interviewers was 3.91.

4.5.9 Frequency and percentage of Level of agreement on team leadership

Table 4.64: Frequency and percentage of Level of agreement on team leadership with

the fourth variable "ability to learn by yourself" for students majoring in

business management and other majors

ability to learn by yourself * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to learn by yourself	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	2	3	5
		% within Major	9.5%	5.7%	6.8%
	Neutral	Count	8	15	23
		% within Major	38.1%	28.3%	31.1%
	Agreed	Count	5	18	23
		% within Major	23.8%	34.0%	31.1%

(Continued)

Table 4.64 (Continued): Frequency and percentage of Level of agreement on team

leadership with the fourth variable "ability to learn by

yourself" for students majoring in business management and

other majors.

ability to learn by yourself * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
	Strongly Agreed	Count	5	17	22
		% within Major	23.8%	32.1%	29.7%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.64 the students who major in business management

choose the most neutral (38.1%), followed by students who choose to agree and

strongly agree (23.8%), and students who choose Disagreed (9.5%), and finally the

students who choose Strongly Agreed are (4.8%). The other students with the most

major choices also agree (34%), followed by (32.1%) students who strongly agree,

and (28.3%) students who choose neutral. There are also students who choose

Disagreed (5.7%). Finally, no students chose strongly agreed.

Table 4.65: The comparison of the "ability to learn by yourself" variable between the

major students of enterprise management and other major students

Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.52	21	1.123	.245	26.2%
Others	3.92	53	.917	.126	73.8%
Total	3.81	74	.989	.115	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "ability to

learn by yourself" is 3.52, and the Mean value of other major students for this variable

is 3.92. The average Mean value of the interviewers was 3.81.

4.5.10 Frequency and percentage of Level of agreement on team leadership

with the fifth variable "ability to motivate and convince others to achieve team goal"

for students majoring in business management and other majors.

Table 4.66: Frequency and percentage of Level of agreement on team leadership with

the fifth variable "ability to motivate and convince others to achieve team

goal" for students majoring in business management and other majors

ability to motivate and convince others to achieve team goal * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to motivate and convince others to achieve team goal	Disagreed	Count	1	1	2
		% within Major	4.8%	1.9%	2.7%
	Neutral	Count	8	20	28
		% within Major	38.1%	37.7%	37.8%
	Agreed	Count	9	18	27
		% within Major	42.9%	34.0%	36.5%
	Strongly Agreed	Count	3	14	17
		% within Major	14.3%	26.4%	23.0%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.66 students who major in business management choose

the most (42.9%), followed by neutral students (38.1%), Strongly Agreed students

(14.3%), and Disagreed Students are (4.8%). No one chooses Strongly Disagreed. The

other major students choose the most is neutral (37.7%), followed by (34%) students

choose to agree, and (26.4%) students choose Strongly Agreed. There are also

students who choose Disagreed (1.9%). Finally, no student chose Strongly Disagreed.

Table 4.67: The comparison of the "ability to motivate and convince others to achieve

team goal" variable between the major students of enterprise management

and other major students

Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.67	21	.796	.174	27.4%
Others	3.85	53	.841	.116	72.6%
Total	3.80	74	.827	.096	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable " ability to

motivate and convince others to achieve team goal " is 3.67, and the Mean value of

other major students for this variable is 3.85. The average Mean value of the

interviewers was 3.80.

　　　4.5.11 Frequency and percentage of Level of agreement on team leadership
with the sixth variable "visionary skills, view" for students majoring in business
management and other majors

Table 4.68: Frequency and percentage of Level of agreement on team leadership with
the sixth variable "visionary skills, view" for students majoring in
business management and other majors

visionary skills, view* Major Crosstabulation					
			Major		
			Business Administration	Others	Total
visionary skills, view	Disagreed	Count	1	3	4
		% within Major	4.8%	5.7%	5.4%
	Neutral	Count	9	16	25
		% within Major	42.9%	30.2%	33.8%
	Agreed	Count	8	27	35
		% within Major	38.1%	50.9%	47.3%

(Continued)

Table 4.68 (Continued): Frequency and percentage of Level of agreement on team

leadership with the sixth variable "visionary skills, view" for

students majoring in business management and other majors

visionary skills, view* Major Crosstabulation					
			Major		
			Business Administration	Others	Total
	Strongly Agreed	Count	3	7	10
		% within Major	14.3%	13.2%	13.5%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.68 the students who major in business management

choose the most neutral (42.9%), the students who agree to agree (38.1%), the

students who choose Strongly Agreed (14.3%), and the Disagreed Students are (4.8%).

No one chooses Strongly Disagreed. The other major students choose to agree the

most (50.9%), followed by (30.2%) students choose neutral, and (13.2%) students

choose Strongly Agreed. There are also students who choose Disagreed (5.7%).

Finally, no student chose Strongly Disagreed.

Table 4.69: The comparison of the "visionary skills, view" variable between the major

students of enterprise management and other major students

visionary skills, view					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.62	21	.805	.176	27.8%
Others	3.72	53	.769	.106	72.2%
Total	3.69	74	.775	.090	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "visionary

skills, view" is 3.62, and the Mean value of other major students for this variable is

3.72. The average Mean value of the interviewers was 3.69.

4.5.12 Frequency and percentage of Level of agreement on team leadership

with the seventh variable "organizing skills and coordinating team to less conflict" for

students majoring in business management and other majors.

Table 4.70: Frequency and percentage of Level of agreement on team leadership with

the seventh variable "organizing skills and coordinating team to less

conflict" for students majoring in business management and other majors

organizing skills and coordinating team to less conflict * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
organizing skills and coordinating team to less conflict	Disagreed	Count	0	1	1
		% within Major	.0%	1.9%	1.4%
	Neutral	Count	8	16	24
		% within Major	38.1%	30.2%	32.4%
	Agreed	Count	9	26	35
		% within Major	42.9%	49.1%	47.3%
	Strongly Agreed	Count	4	10	14
		% within Major	19.0%	18.9%	18.9%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.70 students who major in business management choose

the most (42.9%), followed by neutral students (38.1%), and Strongly Agreed

students (19%), no one chooses Strongly Disagreed and Disagreed. The other major

students choose the most agree (49.1%), followed by (30.2%) students choose neutral,

and (18.9%) students choose Strongly Agreed. There are also students who choose

Disagreed (1.9%). In the end, no students chose Strongly Disagreed.

Table 4.71: The comparison of the "organizing skills and coordinating team to less

conflict" variable between the major students of enterprise management

and other major students

organizing skills and coordinating team to less conflict					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.81	21	.750	.164	28.2%
Others	3.85	53	.744	.102	71.8%
Total	3.84	74	.741	.086	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "organizing

skills and coordinating team to less conflict "is 3.81, and the Mean value of other

major students for this variable is 3.85. The average Mean value of the interviewers

was 3.84.

4.5.13 Frequency and percentage of Level of agreement on team leadership with the eighth variable "ability to see the big picture" for students majoring in business management and other majors.

Table 4.72: Frequency and percentage of Level of agreement on team leadership with the eighth variable "ability to see the big picture" for students majoring in business management and other majors

ability to see the big picture * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to see the big picture	Disagreed	Count	1	2	3
		% within Major	4.8%	3.8%	4.1%
	Neutral	Count	7	21	28
		% within Major	33.3%	39.6%	37.8%
	Agreed	Count	8	22	30
		% within Major	38.1%	41.5%	40.5%

(Continued)

Table 4.72 (Continued): Frequency and percentage of Level of agreement on team

leadership with the eighth variable "ability to see the big

picture" for students majoring in business management and

other majors

ability to see the big picture * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
	Strongly Agreed	Count	5	8	13
		% within Major	23.8%	15.1%	17.6%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.72 students who major in business management choose

the most (38.3%), followed by neutral students (33.3%), Strongly Agreed students

(28.3%), Disagreed Yes (4.8%), no one chooses Strongly Disagreed. The other major

students choose to agree the most (41.5%), followed by (39.6%) students choose

neutral, and (15.1%) students choose Strongly Agreed. There are also students who

choose Disagreed (3.8%). In the end, no students chose Strongly Disagreed.

Table 4.73: The comparison of the "ability to see the big picture" variable between the

major students of enterprise management and other major students

ability to see the big picture					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.81	21	.873	.190	29.1%
Others	3.68	53	.779	.107	70.9%
Total	3.72	74	.803	.093	100.0%

It can also be seen from the table 4.73 that both refer to the comparison, the

Mean value of the students majoring in business management for this variable "ability

to see the big picture" is 3.81, and the Mean value of other major students for this

variable is 3.68. The average Mean value of the interviewers was 3.72.

4.5.14 Frequency and percentage of level of agreement on team leadership

with the ninth variable "ability to put the right people in the right places" for students

majoring in business management and other majors.

Table 4.74: Frequency and percentage of Level of agreement on team leadership with

the ninth variable "ability to put the right people in the right places" for

students majoring in business management and other majors

ability to put the right people in the right places * Major Crosstabulation					
			Major		Total
			Business Administration	Others	
ability to put the right people in the right places	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Neutral	Count	8	16	24
		% within Major	38.1%	30.2%	32.4%
	Agreed	Count	7	24	31
		% within Major	33.3%	45.3%	41.9%
	Strongly Agreed	Count	5	13	18
		% within Major	23.8%	24.5%	24.3%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.74 the students who major in business management

choose the most neutral (38.1%), followed by agreeable students (33.3%), and

Strongly Agreed students (23.8%), choose Strongly Disagreed Of students are (4.8%) and no one chooses Disagreed. The other major students choose the most agree (45.3%), followed by (30.2%) students choose neutral, and (24.5%) students choose Strongly Agreed. Finally, no students chose the two options Strongly Disagreed and Disagreed.

Table 4.75: The comparison of the "ability to put the right people in the right places" variable between the major students of enterprise management and other major students

ability to put the right people in the right places					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.71	21	1.007	.220	27.2%
Others	3.94	53	.745	.102	72.8%
Total	3.88	74	.827	.096	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "ability to put the right people in the right places" is 3.71, and the Mean value of other major

students for this variable is 3.94. The average Mean value of the interviewers was

3.88.

4.5.15 What do you think Bangkok University emphasized most in

developing bachelor degree students teamwork leadership? The question below

defines nine variables for students to choose from, using a cross table of majors and

variables and a mean comparison of one variable after another.

Table 4.76: Frequency and percentage of Level of agreement on team leadership with

the first variable "ability to do problem solving skills" for students

majoring in business management and other majors

ability to do problem solving skills * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to do problem solving skills	Strongly disagreed	Count	0	1	1
		% within Major	.0%	1.9%	1.4%
	Disagreed	Count	2	0	2
		% within Major	9.5%	.0%	2.7%

(Continued)

Table 4.76 (Continued): Frequency and percentage of Level of agreement on team

leadership with the first variable "ability to do problem

solving skills" for students majoring in business

management and other majors.

ability to do problem solving skills * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Neutral		Count	8	21	29
		% within Major	38.1%	39.6%	39.2%
Agreed		Count	9	21	30
		% within Major	42.9%	39.6%	40.5%
Strongly Agreed		Count	2	10	12
		% within Major	9.5%	18.9%	16.2%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.76 the students who majored in business management

chose to agree the most (42.9%), followed by neutral students (38.1%), and Strongly

Agreed students (9.5%), and disagreed students yes (9.5%), students who choose

Strongly Disagreed do not. Other major students choose the most agreeable and

neutral (39.6%), followed by (18.9%) students choose neutral, and (1.9%) students

choose Strongly Disagreed. Finally, no student chose the option Disagreed.

Table 4.77: The comparison of the "ability to do problem solving skills" variable

between the major students of enterprise management and other major

students

ability to do problem solving skills					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.52	21	.814	.178	27.2%
Others	3.74	53	.836	.115	72.8%
Total	3.68	74	.829	.096	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "ability to do

problem solving skills" is 3.52, and the Mean value of other major students for this

variable is 3.74. The average Mean value of the interviewers was 3.68.

4.5.16 Frequency and percentage of level of agreement on team leadership with the second variable "ability to make decisions" for students majoring in business management and other majors.

Table 4.78: Frequency and percentage of Level of agreement on team leadership with the second variable "ability to make decisions" for students majoring in business management and other majors.

ability to make decisions * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to make decisions	Disagreed	Count	2	3	5
		% within Major	9.5%	5.7%	6.8%
	Neutral	Count	8	22	30
		% within Major	38.1%	41.5%	40.5%
	Agreed	Count	10	23	33
		% within Major	47.6%	43.4%	44.6%
	Strongly Agreed	Count	1	5	6
		% within Major	4.8%	9.4%	8.1%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.78 the students who majored in business management chose to agree the most (47.6%), followed by neutral students (38.1%), and Disagreed students (9.5%), Strongly Agreed students Yes (4.8%), students who choose Strongly Disagreed do not. The other major students choose to agree the most (43.4%), neutral students (41.5%), followed by (9.4%) students choose Strongly Agreed, and (5.7%) students choose Disagreed. Finally, no student chose the option Strongly Disagreed.

Table 4.79: The comparison of the "ability to make decisions" variable between the major students of enterprise management and other major students

ability to make decisions					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.48	21	.750	.164	27.9%
Others	3.57	53	.747	.103	72.1%
Total	3.54	74	.744	.086	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "ability to make decisions" is 3.48, and the Mean value of other major students for this variable

is 3.57. The average Mean value of the interviewers was 3.54.

4.5.17 Frequency and percentage of Level of agreement on team leadership with the third variable "ability to take responsibility" for students majoring in business management and other majors.

Table 4.80: Frequency and percentage of Level of agreement on team leadership with the third variable "ability to take responsibility" for students majoring in business management and other majors

ability to take responsibility * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to take responsibility	Disagreed	Count	2	0	2
		% within Major	9.5%	.0%	2.7%
	Neutral	Count	10	21	31
		% within Major	47.6%	39.6%	41.9%
	Agreed	Count	8	27	35
		% within Major	38.1%	50.9%	47.3%

(Continued)

Table 4.80 (Continued): Frequency and percentage of Level of agreement on team

leadership with the third variable "ability to take

responsibility" for students majoring in business

management and other majors

ability to take responsibility * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
	Strongly Agreed	Count	1	5	6
		% within Major	4.8%	9.4%	8.1%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.80 the students who major in business management

choose the most neutral (47.6%), followed by students who agree (38.1%), and

students who choose Disagreed (9.5%), students who choose Strongly Agreed Yes

(4.8%), students who choose Strongly Disagreed do not. The other major students

choose to agree the most (50.9%), neutral students (39.6%), followed by (9.4%)

students choose Strongly Agreed. Finally, no students chose the two options Strongly

Disagreed and Disagreed.

Table 4.81: The comparison of the "ability to take responsibility" variable between

the major students of enterprise management and other major students

ability to take responsibility					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.38	21	.740	.161	26.6%
Others	3.70	53	.638	.088	73.4%
Total	3.61	74	.679	.079	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "ability to

take responsibility" is 3.38, and the Mean value of other major students for this

variable is 3.70. The average Mean value of the interviewers was 3.61.

4.5.18 Frequency and percentage of Level of agreement on team leadership

with the fourth variable "ability to learn by yourself" for students majoring in business

management and other majors.

Table 4.82: Frequency and percentage of Level of agreement on team leadership with

the fourth variable "ability to learn by yourself" for students majoring in

business management and other majors

ability to learn by yourself * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to learn by yourself	Disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Neutral	Count	12	21	33
		% within Major	57.1%	39.6%	44.6%
	Agreed	Count	6	26	32
		% within Major	28.6%	49.1%	43.2%
	Strongly Agreed	Count	2	6	8
		% within Major	9.5%	11.3%	10.8%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.82 the students who major in business management

choose the most neutral (57.1%), followed by students who agree with (28.6%), and

students who choose Strongly Agreed (9.5%), students who choose Disagreed yes

(4.8%), students who choose Strongly Disagreed do not. The other major students

choose to agree the most (49.1%), the neutral students (39.6%), and the second

(11.3%) students choose Strongly Agreed. Finally, no students chose the two options

Strongly Disagreed and Disagreed.

Table 4.83: The comparison of the "ability to learn by yourself" variable between the

major students of enterprise management and other major students

have ability to learn by yourself					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.43	21	.746	.163	26.8%
Others	3.72	53	.662	.091	73.2%
Total	3.64	74	.694	.081	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "ability to

learn by yourself" is 3.43, and the Mean value of other major students for this variable

is 3.72. The average Mean value of the interviewers was 3.64.

4.5.19 Frequency and percentage of Level of agreement on team leadership with the fifth variable "ability to motivate and convince others to achieve team goal" for students majoring in business management and other majors.

Table 4.84: Frequency and percentage of Level of agreement on team leadership with the fifth variable "ability to motivate and convince others to achieve team goal" for students majoring in business management and other majors

ability to motivate and convince others to achieve team goal * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to motivate and convince others to achieve team goal	Disagreed	Count	1	1	2
		% within Major	4.8%	1.9%	2.7%
	Neutral	Count	8	22	30
		% within Major	38.1%	41.5%	40.5%
	Agreed	Count	9	24	33
		% within Major	42.9%	45.3%	44.6%

(Continued)

Table 4.84 (Continued): Frequency and percentage of Level of agreement on team

leadership with the fifth variable "ability to motivate and

convince others to achieve team goal" for students majoring

in business management and other majors.

ability to motivate and convince others to achieve team goal * Major Crosstabulation			Business Administration	Others	Total
	Strongly Agreed	Count	3	6	9
		% within Major	14.3%	11.3%	12.2%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.84 students who major in business management choose

the most (42.9%), followed by neutral students (38.1%), and Strongly Agreed

students (14.3%), Disagreed students Yes (4.8%), students who choose Strongly

Disagreed do not. The other major students choose the most agree (45.3%), neutral

students (41.5%), followed by (11.3%) students choose strongly agreed. The student

who chose the option Disagreed is (1.9%). Finally, no student chose the option

Strongly Disagreed.

Table 4.85: The comparison of the "ability to motivate and convince others to achieve

team goal" variable between the major students of enterprise management

and other major students

have ability to motivate and convince others to achieve team goal					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.67	21	.796	.174	28.4%
Others	3.66	53	.706	.097	71.6%
Total	3.66	74	.727	.084	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "ability to

motivate and convince others to achieve team goal" is 3.67, and the Mean value of

other major students for this variable is 3.66. The average Mean value of the

interviewers was 3.66.

4.5.20 Frequency and percentage of level of agreement on team leadership

with the sixth variable "visionary skills, view" for students majoring in business

management and other majors.

Table 4.86: Frequency and percentage of Level of agreement on team leadership with

the sixth variable "visionary skills, view" for students majoring in

business management and other majors

visionary skills, view * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
visionary skills, view	Disagreed	Count	3	2	5
		% within Major	14.3%	3.8%	6.8%
	Neutral	Count	7	21	28
		% within Major	33.3%	39.6%	37.8%
	Agreed	Count	9	27	36
		% within Major	42.9%	50.9%	48.6%
	Strongly Agreed	Count	2	3	5
		% within Major	9.5%	5.7%	6.8%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.86 the students who majored in business management chose the most (42.9%), followed by neutral students (33.3%), Strongly Agreed students (9.5%), and Disagreed Yes (14.3%), students who choose Strongly Disagreed do not. The other major students choose to agree the most (50.9%), the neutral students (39.6%), and the second (5.7%) students choose Strongly Agreed. The student who chose the option Disagreed is (3.8%). Finally, no student chose the option Strongly Disagreed.

Table 4.87: The comparison of the "visionary skills, view" variable between the major students of enterprise management and other major students

have visionary skills, view					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.48	21	.873	.190	27.8%
Others	3.58	53	.663	.091	72.2%
Total	3.55	74	.724	.084	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "visionary

skills, view" is 3.48, and the Mean value of other major students for this variable is

3.58. The average Mean value of the interviewers was 3.55.

4.5.21 Frequency and percentage of Level of agreement on team leadership

with the seventh variable "organizing skills and coordinating team to less conflict" for

students majoring in business management and other majors.

Table 4.88: Frequency and percentage of Level of agreement on team leadership with

the seventh variable "organizing skills and coordinating team to less

conflict" for students majoring in business management and other majors

organizing skills and coordinating team to less conflict * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
organizing skills and coordinating team to less conflict	Disagreed	Count	1	1	2
		% within Major	4.8%	1.9%	2.7%
	Neutral	Count	8	24	32
		% within Major	38.1%	45.3%	43.2%
	Agreed	Count	12	20	32
		% within Major	57.1%	37.7%	43.2%

(Continued)

Table 4.88 (Continued): Frequency and percentage of Level of agreement on team

leadership with the seventh variable "organizing skills and

coordinating team to less conflict" for students majoring in

business management and other majors

organizing skills and coordinating team to less conflict * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
	Strongly Agreed	Count	0	8	8
		% within Major	.0%	15.1%	10.8%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.88 students who major in business management choose

the most (57.1%), followed by neutral students (38.1%), and Disagreed (4.8%),

Strongly Disagreed and Strongly None of students agree. The other major students

choose the most neutral (45.3%), the students who choose to agree (37.7%), and the

second (15.1%) students choose Strongly Agreed. The student who chose the option

Disagreed is (1.9%). Finally, no student chose the option Strongly Disagreed.

Table 4.89: The comparison of the "organizing skills and coordinating team to less

conflict" variable between the major students of enterprise management

and other major students

organizing skills and coordinating team to less conflict					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.52	21	.602	.131	27.6%
Others	3.66	53	.758	.104	72.4%
Total	3.62	74	.716	.083	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "organizing

skills and coordinating team to less conflict" is 3.52, and the Mean value of other

major students for this variable is 3.66. The average Mean value of the interviewers

was 3.62.

4.5.22 Frequency and percentage of level of agreement on team leadership

with the eighth variable "ability to see the big picture" for students majoring in

business management and other majors.

Table 4.90: Frequency and percentage of Level of agreement on team leadership with
the eighth variable "ability to see the big picture" for students majoring in
business management and other majors

ability to see the big picture * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
ability to see the big picture	Strongly disagreed	Count	0	1	1
		% within Major	.0%	1.9%	1.4%
	Disagreed	Count	1	3	4
		% within Major	4.8%	5.7%	5.4%
	Neutral	Count	8	22	30
		% within Major	38.1%	41.5%	40.5%
	Agreed	Count	8	21	29
		% within Major	38.1%	39.6%	39.2%
	Strongly Agreed	Count	4	6	10
		% within Major	19.0%	11.3%	13.5%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.90 the students who major in business management choose the two options of consent and neutrality (38.1%), followed by Strongly Agreed students (19.8%), and Disagreed students (4.8%)), None of the students who choose Strongly Disagreed. The other major students choose the most neutral (41.5%), the students who choose to agree (39.6%), followed by (11.3%) students choose Strongly Agreed. The students who choose the option Disagreed are (5.7%). Finally (1.9%) students choose the option Strongly Disagreed.

Table 4.91: The comparison of the "ability to see the big picture" variable between the

major students of enterprise management and other major students

ability to see the big picture					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.71	21	.845	.184	29.4%
Others	3.53	53	.846	.116	70.6%
Total	3.58	74	.844	.098	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "ability to see

the big picture" is 3.71, and the Mean value of other major students for this variable is

3.53. The average Mean value of the interviewers was 3.58.

4.5.23 Frequency and percentage of level of agreement on team leadership

with the ninth variable "ability to put the right people in the right places" for students

majoring in business management and other majors.

Table 4.92: Frequency and percentage of Level of agreement on team leadership with
the ninth variable "ability to put the right people in the right places" for
students majoring in business management and other majors

ability to put the right people in the right places * Major Crosstabulation					
			Major		Total
			Business Administration	Others	
ability to put the right people in the right places	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	2	2	4
		% within Major	9.5%	3.8%	5.4%
	Neutral	Count	7	22	29
		% within Major	33.3%	41.5%	39.2%

(Continued)

Table 4.92 (Continued): Frequency and percentage of Level of agreement on team

leadership with the ninth variable "ability to put the right

people in the right places" for students majoring in business

management and other majors.

ability to put the right people in the right places * Major Crosstabulation					
			Major		Total
			Business Administration	Others	
	Agreed	Count	8	22	30
		% within Major	38.1%	41.5%	40.5%
	Strongly Agreed	Count	3	7	10
		% within Major	14.3%	13.2%	13.5%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.92 the student who majored in business management

chose the most option (38.1%), followed by the neutral student (33.3%), and the

strongly agreed student (14.3%), in addition the students who choose Disagreed are

(9.5%), and the students who choose Strongly Disagreed are (4.8%). The other major

students choose the most neutral and agree options (41.5%), followed by (13.2%)

students choose Strongly Agreed. The student who chose the option Disagreed is

(3.8%). Finally, no student chose the option Strongly Disagreed.

Table 4.93: The comparison of the "ability to put the right people in the right places"

variable between the major students of enterprise management and other

major students

ability to put the right people in the right places					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.48	21	1.030	.225	27.4%
Others	3.64	53	.762	.105	72.6%
Total	3.59	74	.843	.098	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "ability to put

the right people in the right places" is 3.48, and the Mean value of other major

students for this variable is 3.64. The average Mean value of the interviewers was

3.59.

Which approach Bangkok University can improve your leadership skills as

quickly as possible? The question below defines seven variables for students to

choose from, using a cross table of majors and variables and a mean comparison of

one variable after another.

4.5.24 Frequency and percentage of level of agreement on team leadership

with the first variable "Offer courses on leadership management" for students

majoring in business management and other majors.

Table 4.94: Frequency and percentage of Level of agreement on team leadership with

the first variable "Offer courses on leadership management" for students

majoring in business management and other majors

Offer courses on leadership management * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Offer courses on leadership management	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%

(Continued)

Table 4.94 (Continued): Frequency and percentage of Level of agreement on team

leadership with the first variable "Offer courses on

leadership management" for students majoring in business

management and other majors

Offer courses on leadership management * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Neutral		Count	9	28	37
		% within Major	42.9%	52.8%	50.0%
Agreed		Count	7	21	28
		% within Major	33.3%	39.6%	37.8%
Strongly Agreed		Count	3	4	7
		% within Major	14.3%	7.5%	9.5%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.94 the student who majors in business management

chooses the neutral option most (42.9%), followed by those who agree to this option

(33.9%), and those who choose Strongly Agreed (14.3%), in addition The students

who choose Disagreed are (4.8%), and the students who choose Strongly Disagreed

are (4.8%). The other major students choose the most neutral option (52.8%),

followed by (7.5%) students choose Strongly Agreed option. Finally, no students

chose the two options Strongly Disagreed and Disagreed.

Table 4.95: The comparison of the "Offer courses on leadership management"

variable between the major students of enterprise management and other

major students

Offer courses on leadership management					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.48	21	.981	.214	28.0%
Others	3.55	53	.637	.088	72.0%
Total	3.53	74	.744	.087	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "Offer

courses on leadership management" is 3.48, and the Mean value of other major

students for this variable is 3.55. The average Mean value of the interviewers was

3.53.

4.5.25 Frequency and percentage of Level of agreement on team leadership with the second variable "Encourage students to participate in a variety of team activities to experience what it feels like to be a leader" for students majoring in business management and other majors.

Table 4.96: Frequency and percentage of Level of agreement on team leadership with the second variable "Encourage students to participate in a variety of team activities to experience what it feels like to be a leader" for students majoring in business management and other majors

Encourage students to participate in a variety of team activities to experience what it feels like to be a leader * Major Cross tabulation					
			Major		
			Business Administration	Others	Total
Encourage students to participate in a	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	0	2	2
		% within Major	.0%	3.8%	2.7%

(Continued)

Table 4.96 (Continued): Frequency and percentage of Level of agreement on team

leadership with the second variable "Encourage students to

participate in a variety of team activities to experience what

it feels like to be a leader" for students majoring in business

management and other majors.

Encourage students to participate in a variety of team activities to experience what it feels like to be a leader * Major Cross tabulation					
			Major		Total
			Business Administration	Others	
variety of team activities torience what it feels like to be a leader	Neutral	Count	6	19	25
		% within Major	28.6%	35.8%	33.8%
	Agreed	Count	11	23	34
		% within Major	52.4%	43.4%	45.9%
	Strongly Agreed	Count	3	9	12
		% within Major	14.3%	17.0%	16.2%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.96 the student who majored in business management

chose the most option (52.4%), followed by the neutral student (28.6%), and the

strongly Agree student (14.3%). The students who choose Strongly Disagreed are

(4.8%), and no students choose the option Disagreed. The other major students choose

the most is to agree to this option (43.4%), followed by (35.8%) students choose the

neutral option. Strongly Agreed has (17%) student choice. Finally (3.8%) students

chose the option Disagreed but no students chose the option Strongly Disagreed.

Table 4.97: The comparison of the "Encourage students to participate in a variety of

team activities to experience what it feels like to be a leader" variable

between the major students of enterprise management and other major

students

Encourage students to participate in a variety of team activities to experience what it feels like to be a leader					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.71	21	.902	.197	28.3%
Others	3.74	53	.788	.108	71.7%
Total	3.73	74	.816	.095	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "Encourage students to participate in a variety of team activities to experience what it feels like to be a leader" is 3.71, and the Mean value of other major students for this variable is 3.74. The average Mean value of the interviewers was 3.73.

4.5.26 Frequency and percentage of Level of agreement on team leadership with the third variable "to develop students organizational and communication skills through activities" for students majoring in business management and other majors.

Table 4.98: Frequency and percentage of Level of agreement on team leadership with the third variable "to develop students organizational and communication skills through activities" for students majoring in business management and other majors

organizational and communication skills through activities * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
to develop students'	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%

(Continued)

Table 4.98 (Continued): Frequency and percentage of Level of agreement on team

leadership with the third variable "to develop students

organizational and communication skills through activities"

for students majoring in business management and other

majors.

organizational and communication skills through activities * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
organizational and communication skills through activities	Disagreed	Count	1	2	3
		% within Major	4.8%	3.8%	4.1%
	Neutral	Count	6	24	30
		% within Major	28.6%	45.3%	40.5%
	Agreed	Count	12	19	31
		% within Major	57.1%	35.8%	41.9%
	Strongly Agreed	Count	1	8	9
		% within Major	4.8%	15.1%	12.2%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.98 the student who majored in business management chose the most option (57.1%), followed by the neutral student (28.6%), and the strongly Agreed student (4.8%). The students who choose Strongly Disagreed are (4.8%), and finally (4.8%) students choose the option Disagreed. The other major students choose the neutral option (45.3%), followed by (35.8%) students who choose to agree to this option. Strongly Agreed has (15.1%) student choice. Finally (3.8%) students chose the option Disagreed but no students chose the option Strongly Disagreed.

Table 4.99: The comparison of the "To develop students' organizational and communication skills through activities" variable between the major students of enterprise management and other major students

Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.52	21	.873	.190	27.8%
Others	3.62	53	.790	.109	72.2%
Total	3.59	74	.810	.094	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "to develop

students's organizational and communication skills through activities" is 3.52, and the

Mean value of other major students for this variable is 3.62. The average Mean value

of the interviewers was 3.59.

4.5.27 Frequency and percentage of Level of agreement on team leadership

with the fourth variable "Organize students to develop professional skills" for students

majoring in business management and other majors.

Table 4.100: Frequency and percentage of Level of agreement on team leadership

with the fourth variable "Organize students to develop professional

skills" for students majoring in business management and other majors

Organize students to develop professional skills * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Organize students to develop professional	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%

(Continued)

Table 4.100 (Continued): Frequency and percentage of Level of agreement on team

leadership with the fourth variable "Organize students to

develop professional skills" for students majoring in

business management and other majors

Organize students to develop professional skills * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
skills	Neutral	Count	6	22	28
		% within Major	28.6%	41.5%	37.8%
	Agreed	Count	8	27	35
		% within Major	38.1%	50.9%	47.3%
	Strongly Agreed	Count	5	4	9
		% within Major	23.8%	7.5%	12.2%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.100 the student who majored in business management

chose the most option (38.1%), followed by the neutral student (28.6%), and the

strongly Agreed student (23.8%). The students who choose Strongly Disagreed are

(4.8%), and finally (4.8%) students choose Disagreed. The other major students

choose the most is to agree to this option (50.9%), followed by (41.5%) students

choose the neutral option. Strongly Agreed has (7.5%) student choice. Finally, no

students chose Disagreed and Strongly Disagreed.

Table 4.101: The comparison of the "Organize students to develop professional skills"

variable between the major students of enterprise management and

other major students

Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.71	21	1.056	.230	28.7%
Others	3.66	53	.618	.085	71.3%
Total	3.68	74	.760	.088	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "Organize

students to develop professional skills" is 3.71, and the Mean value of other major

students for this variable is 3.66. The average Mean value of the interviewers was

3.68.

4.5.28: Frequency and percentage of level of agreement on team leadership with the fifth variable "Let students go to excel their leadership in companies or units for internship program" for students majoring in business management and other majors.

Table 4.102: Frequency and percentage of Level of agreement on team leadership with the fifth variable "Let students go to excel their leadership in companies or units for internship program" for students majoring in business management and other majors

Let students go to excel their leadership in companies or units for internship program * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Let students go to excel their leadership in companies or units	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Disagreed	Count	1	1	2
		% within Major	4.8%	1.9%	2.7%

(Continued)

Table 4.102 (Continued): Frequency and percentage of Level of agreement on team

leadership with the fifth variable "Let students go to excel

their leadership in companies or units for internship

program" for students majoring in business management

and other majors

<table>
<tr><td colspan="9">Let students go to excel their leadership in companies or units for internship

program * Major Crosstabulation</td></tr>
<tr><td rowspan="2"></td><td rowspan="2"></td><td rowspan="2"></td><td colspan="2">Major</td><td rowspan="2"></td></tr>
<tr><td>Business

Administration</td><td>Others</td><td>Total</td></tr>
<tr><td rowspan="4">for internship

program</td><td rowspan="2">Neutral</td><td>Count</td><td>6</td><td>24</td><td>30</td></tr>
<tr><td>% within Major</td><td>28.6%</td><td>45.3%</td><td>40.5%</td></tr>
<tr><td rowspan="2">Agreed</td><td>Count</td><td>9</td><td>21</td><td>30</td></tr>
<tr><td>% within Major</td><td>42.9%</td><td>39.6%</td><td>40.5%</td></tr>
<tr><td rowspan="2">Strongly

Agreed</td><td>Count</td><td>4</td><td>7</td><td>11</td></tr>
<tr><td>% within Major</td><td>19.0%</td><td>13.2%</td><td>14.9%</td></tr>
<tr><td colspan="2" rowspan="2">Total</td><td>Count</td><td>21</td><td>53</td><td>74</td></tr>
<tr><td>% within Major</td><td>100.0%</td><td>100.0%</td><td>100.0%</td></tr>
</table>

According to table 4.102 the student who majored in business management

chose the most option (42.9%), followed by the neutral student (28.6%), and the

strongly agreed student (19%). The students who choose Strongly Disagreed are

(4.8%), and finally (4.8%) students choose the option Disagreed. The other major

students choose the most neutral option (45.3%), followed by (39.6%) students

choose to agree to this option. Strongly Agreed has the option of (13.2%) students. In

the end, only (1.9%) students chose the option Disagreed. No student chooses the

Strongly Disagreed option.

Table 4.103: The comparison of the "Let students go to excel their leadership in

companies or units for internship program" variable between the major

students of enterprise management and other major students

Let students go to excel their leadership in companies or units for internship program					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.67	21	1.017	.222	28.5%
Others	3.64	53	.736	.101	71.5%
Total	3.65	74	.818	.095	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "Let students go to excel their leadership in companies or units for internship program" is 3.67, and the Mean value of other major students for this variable is 3.64. The average Mean value of the interviewers was 3.65

4.5.29 Frequency and percentage of Level of agreement on team leadership with the sixth variable "Participate in social activities in the form of volunteers to exercise ability" for students majoring in business management and other majors.
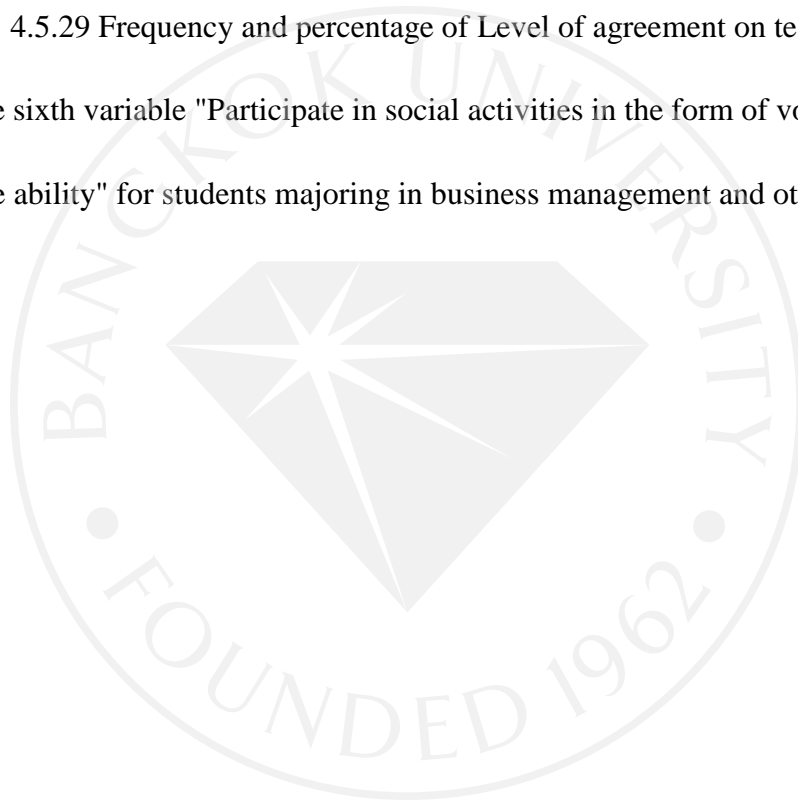
Table 4.104: Frequency and percentage of Level of agreement on team leadership

with the sixth variable "Participate in social activities in the form of

volunteers to exercise ability" for students majoring in business

management and other majors

Participate in social activities in the form of volunteers to exercise ability. * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Participate in social activities in the form of volunteers to exercise ability	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Neutral	Count	9	20	29
		% within Major	42.9%	37.7%	39.2%
	Agreed	Count	8	24	32
		% within Major	38.1%	45.3%	43.2%
	Strongly Agreed	Count	3	9	12
		% within Major	14.3%	17.0%	16.2%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.104 the student who majored in business management chose the neutral option (42.9%), followed by those who agreed to this option (38.1%), and those who chose Strongly Agreed (14.3%). The students who choose Strongly Disagreed are (4.8%), and no students choose the option Disagreed. The other major students choose the most to agree to this option (45.3%), followed by (37.7%) students choose to agree to this option. Strongly Agreed has (17%) student choice. None of the students chose the two options Strongly Disagreed and Disagreed.

Table 4.105: The comparison of the "Participate in social activities in the form of volunteers to exercise ability" variable between the major students of enterprise management and other major students

Participate in social activities in the form of volunteers to exercise ability					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.57	21	.926	.202	27.2%
Others	3.79	53	.717	.098	72.8%
Total	3.73	74	.782	.091	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable " Participate

in social activities in the form of volunteers to exercise ability " is 3.57, and the Mean

value of other major students for this variable is 3.79. The average Mean value of the

interviewers was 3.73.

4.5.30 Frequency and percentage of Level of agreement on team leadership

with the seventh variable "To Give students the opportunity to act as teachers in class"

for students majoring in business management and other majors

Table 4.106: Frequency and percentage of Level of agreement on team leadership

with the seventh variable "To Give students the opportunity to act as

teachers in class" for students majoring in business management and

other majors

To Give students the opportunity to act as teachers in class * Major Crosstabulation					
			Major		Total
			Business Administration	Others	
To Give students the opportunity	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%

(Continued)

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Table 4.106 (Continued): Frequency and percentage of Level of agreement on team

leadership with the seventh variable "To Give students the

opportunity to act as teachers in class" for students

majoring in business management and other majors

To Give students the opportunity to act as teachers in class * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
to act as teachers in class	Disagreed	Count	0	3	3
		% within Major	.0%	5.7%	4.1%
	Neutral	Count	9	16	25
		% within Major	42.9%	30.2%	33.8%
	Agreed	Count	10	22	32
		% within Major	47.6%	41.5%	43.2%
	Strongly Agreed	Count	1	12	13
		% within Major	4.8%	22.6%	17.6%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.106 the students who major in business management

agree with this option the most (47.6%), followed by the students who choose the

neutral option (42.9%), and those who choose Strongly Agreed (4.8%) The students

who choose Strongly Disagreed are (4.8%), and no students choose the option

Disagreed. The other major students choose the most is to agree to this option (41.5%),

followed by (30.2%) students choose the neutral option. Strongly Agreed option

(22.6%) students choose. In addition, (5.7%) students choose the option Disagreed.

No student chooses the Strongly Disagreed option.

Table 4.107: The comparison of the "To Give students the opportunity to act as

teachers in class" variable between the major students of enterprise

management and other major students

To Give students the opportunity to act as teachers in class					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.48	21	.814	.178	26.5%
Others	3.81	53	.856	.118	73.5%
Total	3.72	74	.852	.099	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "To Give students the opportunity to act as teachers in class" is 3.48, and the Mean value of other major students for this variable is 3.81. The average Mean value of the interviewers was 3.72.

4.5.31 What do you think is the greatest benefit of improving leadership among college students? The question below defines three variables for students to choose from, using a cross table of majors and variables and a mean comparison of one variable after another.

Table 4.108: Frequency and percentage of Level of agreement on team leadership with the first variable "Let students better understand their own strengths and weaknesses" for students majoring in business management and other majors

Let students better understand their own strengths and weaknesses * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Let students better understand	Disagreed	Count	2	1	3
		% within Major	9.5%	1.9%	4.1%

(Continued)

Table 4.108 (Continued): Frequency and percentage of Level of agreement on team

leadership with the first variable "Let students better

understand their own strengths and weaknesses" for

students majoring in business management and other

majors

Let students better understand their own strengths and weaknesses * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
their own strengths and weaknesses.	Neutral	Count	8	15	23
		% within Major	38.1%	28.3%	31.1%
	Agreed	Count	5	26	31
		% within Major	23.8%	49.1%	41.9%
	Strongly Agreed	Count	6	11	17
		% within Major	28.6%	20.8%	23.0%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.108 the student who majored in business management

chose the neutral option (38.1%), followed by those who agreed to this option

(23.8%), and those who chose Strongly Agreed (28.6%), in addition The students who

choose Disagreed are (9.5%), and no students choose the option of Strongly

Disagreed. The other major students choose the most is to agree to this option (49.1%),

followed by (28.3%) students choose the neutral option. Strongly Agreed option

(20.8%) students choose. In addition (1.9%) students choose the option Disagreed. No

student chooses the Strongly Disagreed option.

Table 4.109: The comparison of the "Let students better understand their own

strengths and weaknesses" variable between the major students of

enterprise management and other major students

Let students better understand their own strengths and weaknesses					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.71	21	1.007	.220	27.5%
Others	3.89	53	.751	.103	72.5%
Total	3.84	74	.828	.096	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "Let students better understand their own strengths and weaknesses" is 3.71, and the Mean value of other major students for this variable is 3.89. The average Mean value of the interviewers was 3.84.

4.5.32 Frequency and percentage of Level of agreement on team leadership with the second variable "Can help students better career success after graduation to lead teamwork" for students majoring in business management and other majors.

Table 4.110: Frequency and percentage of Level of agreement on team leadership with the second variable "Can help students better career success after graduation to lead teamwork" for students majoring in business management and other majors

Can help students better career success after graduation to lead teamwork * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Can help students better	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%

(Continued)

Table 4.110 (Continued): Frequency and percentage of Level of agreement on team

leadership with the second variable "Can help students

better career success after graduation to lead teamwork" for

students majoring in business management and other

majors

Can help students better career success after graduation to lead teamwork * Major Crosstabulation					
			Major		
			Business Administration	Others	Total
career success after graduation to lead teamwork.	Neutral	Count	10	16	26
		% within Major	47.6%	30.2%	35.1%
	Agreed	Count	8	27	35
		% within Major	38.1%	50.9%	47.3%
	Strongly Agreed	Count	2	10	12
		% within Major	9.5%	18.9%	16.2%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to table 4.110 the students who major in business management

choose the neutral option (47.6%), followed by those who agree to this option

(38.1%), and those who choose Strongly Agreed (9.5%) The students who choose

Disagreed are (4.8%), and no students choose the option Strongly Disagreed. The

other major students choose the most is to agree to this option (50.9%), followed by

(30.2%) students choose the neutral option. Strongly Agreed has (18.9%) student

choice. None of the students chose the two options Strongly Disagreed and Disagreed.

Table 4.111: The comparison of the "Can help students better career success after

graduation to lead teamwork" variable between the major students of

enterprise management and other major students

Can help students better career success after graduation to lead teamwork					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.48	21	.873	.190	26.2%
Others	3.89	53	.698	.096	73.8%
Total	3.77	74	.768	.089	100.0%

It can also be seen from the table that both refer to the comparison, the Mean

value of the students majoring in business management for this variable "Can help

students better career success after graduation to lead teamwork" is 3.48, and the

Mean value of other major students for this variable is 3.89. The average Mean value

of the interviewers was 3.77.

    4.5.33 Frequency and percentage of Level of agreement on team leadership

with the second variable "Because social development requires high-quality

leadership talents" for students majoring in business management and other majors.

Table 4.112: Frequency and percentage of Level of agreement on team leadership

    with the second variable "Because social development requires

    high-quality leadership talents" for students majoring in business

    management and other majors

Because social development requires high-quality leadership talents* Major Crosstabulation					
			Major		
			Business Administration	Others	Total
Because social development	Strongly disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%

(Continued)

Table 4.112 (Continued): Frequency and percentage of Level of agreement on team

leadership with the second variable "Because social

development requires high-quality leadership talents" for

students majoring in business management and other

majors.

Because social development requires high-quality leadership talents* Major Crosstabulation					
			Major		Total
			Business Administration	Others	
requires high-quality leadership talents	Disagreed	Count	1	0	1
		% within Major	4.8%	.0%	1.4%
	Neutral	Count	8	18	26
		% within Major	38.1%	34.0%	35.1%
	Agreed	Count	7	21	28
		% within Major	33.3%	39.6%	37.8%
	Strongly Agreed	Count	4	14	18
		% within Major	19.0%	26.4%	24.3%
Total		Count	21	53	74
		% within Major	100.0%	100.0%	100.0%

According to Table 4.112 the student who majored in business management chose the neutral option (38.1%), followed by those who agreed to this option (33.3%), and those who chose Strongly Agreed (19%), in addition The student who chooses Disagreed is (4.8%), and the student who chooses Strongly Disagreed is (4.8%). The other major students choose the most is to agree to this option (39.6%), followed by (34%) students choose the neutral option. Strongly Agreed option (26.4%) students choose. None of the students chose the two options Strongly Disagreed and Disagreed.

Table 4.113: The comparison of the "Because social development requires high-quality leadership talents" variable between the major students of enterprise management and other major students

Because social development requires high-quality leadership talents					
Major	Mean	N	Std. Deviation	Std. Error of Mean	% of Total Sum
Business Administration	3.57	21	1.028	.224	26.5%
Others	3.92	53	.781	.107	73.5%
Total	3.82	74	.866	.101	100.0%

It can also be seen from the table that both refer to the comparison, the Mean value of the students majoring in business management for this variable "Because social development requires high-quality leadership talents" is 3.57, and the Mean value of other major students for this variable is 3.92. The average Mean value of the interviewers was 3.82.

CHAPTER 5

CONCLUSION AND DISCUSSION

This chapter is summarized of total research finding and discussion comparing the results with previous research as the main part, with research suggestions and solutions for the problems based on the finding in the analysis, and reference directions for future research.

5.1 Summary of Research

This study found that the team leadership level of undergraduates at Bangkok University is generally higher than average. If college can continue to improve the undergraduate leadership development program with the suitable approach at Bangkok University, the comprehensive quality of students will be strengthened, whether it is a good thing for the school or for the students themselves.

For the qualitative findings there are finding by follows:

5.1.1 From interview question 1, the team leadership of Bangkok University students has ideal skills which are Problem solving skills, Ability to make decisions, Ability to take responsibility. The ability to learn by own self, Ability to motivate and convince employees Have a vision, big picture view.

5.1.2 From interview question 2, the team leadership of Bangkok University students required the right teaching and development approach. When in school for example, Offer courses on leadership management, Encourage students to participate in a variety of team activities to experience what it feels like to be a leader, through activities to exercise students' organizational skills and communication skills,

organize students to develop professional skills competitions. Outside the school: Let students go to companies or units for internship, Participate in social activities in the form of volunteers to exercise ability.

5.1.3 From interview question 3, Improving students' team leadership can help Bangkok university and the student union in the following three aspects: 1) Let students better understand their own strengths and weaknesses. 2) Help students to conduct career guidance, can better find their own job. 3) Research what is the most effective way to develop students' leadership.

1) The question "Do you think the university should add / integrate all leadership content in each class?" 45.9% of students choose "Neutral" and 31.1% of students choose "Agree". More than half of the students don't mind the schools. The course adds content about leadership. This shows that more than half of the undergraduates at Bangkok University realize that it is feasible to improve student leadership during the university.

2) The question "Do you agree that team leadership is the most important ability that college students should develop?" The number of students who selected "Agree" reached 50%, and the number of students who chose "Strongly agree" also reached 21.6%, indicating that undergraduates at Bangkok University led the school. The importance of force training is very supportive, which should be a satisfactory result. Students must first understand the importance of student leadership development before students will be willing to accept targeted learning from the school or develop their leadership consciously and consciously. On the other hand, the concept of the importance of cultivating leadership qualities has not been fully

popularized by all college students, and Bangkok University still needs to continue to improve the leadership awareness of college students.

       3) The question "Do you want to improve your leadership?" 41.9% of students choose "Strongly agree", and 31.1% of students choose "Agree". Most students participating in the Level of agreement on team leadership survey hope to improve their leadership skills. Leadership can be trained in the workplace, but it can also be developed from the time the students go to school. Bangkok University should be aware of this, and talents with leadership skills should start to pay attention to training during their studies. At school, we must not only focus on developing students' professional skills, but also pay attention to the education of scientific theory of student leadership.

       4) Question "Do you usually solve your own problems first in the classroom?" 41.8% of students chose "Agree" and 39.2% chose "Neutral". Almost half of the students choose to try to solve their problems first. This process can improve students' ability to solve problems themselves, and it can also train students to learn to think independently. Students usually learn knowledge in the classroom, but independent thinking can transform knowledge into the ability to do good deeds. Schools should encourage students to try to solve their own problems independently.

       5) The question "What kind of leadership education can improve team leadership?" 37.9% of students chose the "Social Organization Leadership Development Plan", 34.3% of students chose "Professional Lecture on Team Leadership", and 21.5%. The students chose "Leadership Training for Outdoor Promotion Team". More than half of the students choose the training place for

enhanced leadership outside the school, which reflects that students generally feel that certain social practice experience can improve their leadership skills.

6) In addition, the Level of agreement on team leadership survey can also be found through Question 9. The two most important abilities among students for the most important abilities of team abilities are "problem solving ability" and "ability to take responsibility".

7) In addition, it can be found through the question 10 Level of agreement on team leadership survey. Students feel that the most important abilities of the school in the development of students 'team leadership skills are "ability to solve problems" and "ability to motivate and convince others to achieve team goal".

8) In addition, it can be found through the question 11 Level of agreement on team leadership n survey. Students feel that there are three ways to improve student leadership through the fastest speed. The number of choices for these three methods is very close. They are "Encourage students to participate in a variety of team activities to experience what it feels like to be a leader", "Participate in social activities in the form of volunteers to exercise ability." And "Give students the opportunity to act as teachers in class ".

9) For the rest 12 item survey, the results are in the same way of the first 8 items. Bangkok University students feel that improving their leadership can better discover their strengths and weaknesses. They also believe that people with team leadership are what college students need in this society.

In summary, the 9-point discovery can better understand students' understanding of leadership for Bangkok University. It can also help schools to find the shortcomings of student leadership development and find corresponding solutions.

For the quantitative finding parts, through the 74 questionnaires in Rangsit campus, we can still find some differences between male students and female students in the Level of agreement on team leadership survey of student leadership. Through the T test, we found that 4 out of 34 independent variables were selected. There are significant differences, and the results of the Level of agreement on team leadership survey will vary according to the gender of the students. These subtle findings can help us better understand the status of student leadership at Bangkok University. The following is the detailed content:

1) The T test result of the independent variable "leadership skills" shows that there are significant differences between the two samples. The Mean value of female students in this option is much greater than that of male students.

2) The T test result of the independent variable "Bangkok university wants to Undergraduates have ability to motivate and convince others to achieve team goal" shows that there is a significant difference between the two samples.

3) The T test result of the independent variable "Undergraduates' ability to take responsibility" shows that there is a significant difference between the two samples.

4) The T test result of the independent variable "Bangkok university wants to Undergraduates have ability to do problem solving skills" shows that there is a significant difference between the two samples.

5) By comparing the Level of agreement on team leadership frequency and percentage of the 33 variables of business management and other professional students, it is found that business management students prefer to solve the problems encountered by themselves.

6) By comparing the Level of agreement on team leadership frequency and percentage of the 33 variables of 4.5 business management and other professional students, it is found that students of business management hope that they have "the ability to motivate and persuade others to achieve team goals" than other students majoring in Bangkok University.

7) By comparing the Level of agreement on team leadership frequency and percentage of the 33 variables of 4.5 students in business management and other majors, it is found that students of business management hope to have "ability to see the big picture" more than other students majoring in Bangkok University.

8) The Level of agreement on team leadership n mean value of female students is generally higher than that of male students.

9) Both male and female students choose "Leadership development programs for social organizations" as the most desirable way to participate in leadership development.

10) In terms of whether to increase the content of team leadership in each class, 45.9% of students chose "neutral".

11) Compared with team leadership training within the school, students are more willing to participate in leadership training activities in society.

5.2 Discussion and Interpretation of Findings

From our main 5 parts of research findings comparing to other previous researchers and articles in Chapter 2 it's found as follows:

The leadership training of colleges and universities can fully learn from the leadership training model of American colleges and universities.

Through this questionnaire, more than half of the respondents have realized that team leadership is an essential ability for college students. More than 70% of the respondents hope to improve their team leadership skills, which lays a solid foundation for team leadership training at Bangkok University. Schools can follow the students' ideas and first develop a theoretical course of team leadership within the school to guide students to advocate correct values-oriented, purposeful and collaborative leadership processes that can positively affect social changes. This is the same as the development process of student leadership in American universities in the early 1990s.

More than 70% of the respondents clearly stated that they hope to improve team leadership. The most desirable way for students to improve team leadership is the social organization leadership development project, which shows the initiative awareness of college students to participate in social practice. Students believe that participating in social practice can help them understand themselves more comprehensively, understand real social problems, and learn to analyze problems rationally. Participating in team-based social practice activities can improve various capabilities of teamwork, and participating in service-oriented social practice activities can improve social skills. This is also in line with the training model of team leadership in American colleges and universities. Leadership education for American college students is strongly supported by various professional institutions and research centers. Many industries have established academic groups and professional associations related to student leadership education, and some universities have also established specialized student leadership research centers.

There were 48.8% of the students who agreed to open leadership courses. The purpose of the college leadership basic courses is to help students form self-awareness and develop leadership skills. American scholar Robert E. Colvin wrote a study on the relationship between general education and leadership education for college students. Through his research, he found that in any professional field, the knowledge, attitudes and skills required for effective leadership can be connected with the ideal results of general education, and leadership learning can be an important and meaningful role for undergraduate general education.

The variable with the highest average Likert scale score in the questionnaire showed that students were eager to improve their leadership skills. This is also one of the main meanings of this study. Modern undergraduates are no longer satisfied with learning theories of various majors in school, and they also hope to transform the knowledge they have learned into their own abilities. The second variable with the highest average score in the proposition is the ability to solve problems. The professional ability that students learn in school is only the basic ability, and they will encounter various difficulties and challenges in daily life, which need to be dealt with and solved. Professional knowledge can only help students find the problem, there can be many solutions, and each one has advantages and disadvantages. How to train students to choose the most appropriate solution is the embodiment of students' ability. Therefore, cultivating the ability to solve problems is also an essential skill for students.

5.3 Significance of the Study

This paper studies the leadership survey of the undergraduates of Bangkok University, and understands the understanding and needs of the undergraduates of Bangkok University for team leadership in the form of a questionnaire. By comparing student leadership training models in American colleges and universities, it is hoped that it can provide a practical experience of Bangkok University's reference for exploring leadership education in practice. It has certain reference significance for strengthening the leadership education of Bangkok University students.

5.4 Limitation

All the students who participated in the questionnaire were from Rangsit campus, which has some impact on the credibility of data collection. For the same reason, this questionnaire is only for students from China and Thailand. Students from other countries at Bangkok University did not participate in the survey. The students surveyed also did not include all major courses at Bangkok University, and the ratio of male to female students among the 74 respondents was 2:5. In my opinion, all these things limit my ability to evaluate the undergraduate team leadership of Bangkok University. Only by obtaining comprehensive and accurate survey samples can we accurately assess the team leadership level of Bangkok university undergraduates.

5.5 Recommendations for Further Research

5.5.1 The research recommendations are as follows:

1) Bangkok University can strengthen students' understanding of the importance of team leadership. The cultivation of excellent leadership talents should

be emphasized from college students. College students not only need to learn

professional knowledge at school, but also need to focus on leadership skills training.

2) Open courses on leadership training. And apply the leadership theory

to the teaching practice process, develop a targeted leadership training model for the

students of Bangkok University. It not only cultivates students 'leadership awareness,

but also enhances students' leadership ability, and can also promote the construction

of student leadership education theoretical framework and the formation of conceptual

models.

3) Developed a model for evaluating student leadership at Bangkok

University. Conducting leadership education assessment can better track and master

students' learning progress, learning effect and education teaching performance.

Combining the process evaluation of leadership development with the evaluation of

results can find deficiencies, which can better sum up experience and continuously

improve the evaluation of the leadership model of Bangkok University students.

4) Develop leadership practice bases. You can make full use of the

school's external resources to create a practical base suitable for the cultivation of

student leadership at Bangkok University, and provide students with educational

internships and practical opportunities. Bangkok University can combine classroom

teaching, seminars with team learning, community service, role-playing and other

methods to enhance the enthusiasm of the university to increase the participation of

students in social practice, and develop and improve leadership skills in leadership

practice.

5.5.2 The future researches should add on more research design by follows:

This study only interviewed 74 undergraduates of Bangkok University, which cannot fully represent all undergraduates of Bangkok University. If you want to conduct in-depth research in the future, you can collect more student feedback to better analyze the leadership level of Bangkok University undergraduates. However, leadership training is not a simple matter. It is only after decades of trial and error in American universities that they have achieved today's results. Bangkok University can learn from these successful development models and combine with its own situation to find a suitable path for the leadership development of Bangkok University students.
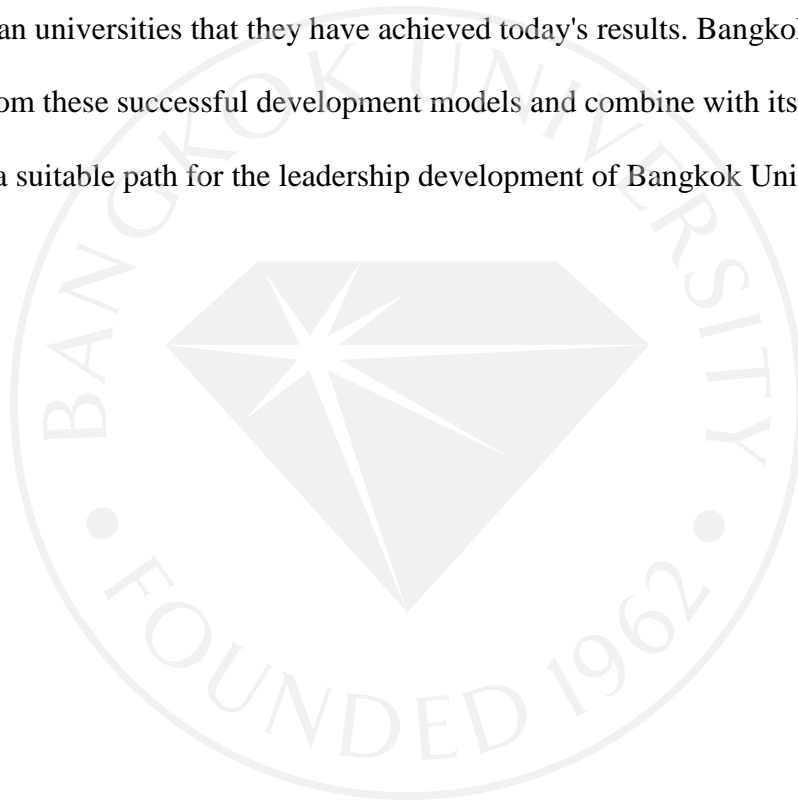
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APPENDICES

Appendix A

Interview Outline

The interview questions are part of Leo's independent research and exploratory analysis of Bangkok university undergraduate student leadership assessment 2020.

Name:……………………………..Gender…………………….Age………………

Date: 16.03.2020

Question 1: Traits of leadership Skills which important for graduate students

Can you give specific behavior of ideal leadership? 2-3 ppl in college ....

Question 2: Which kinds of activities and teaching methods that you think stimulate leadership of students ?

Question 3: For the benefits to their academic performance and future career, what do you think the program can do more. Environment - motivation - 2 ways of communication – etc.

Appendix B

Respondents' Raw Recorded Data

The interview questions are part of Leo's independent research and exploratory

analysis of Bangkok university undergraduate student leadership assessment 2020.

Name: Rayna   Gender: Female   Age: 24

Date (DD/MM/YYYY): 16.03.2020

Question 1: Traits of leadership Skills which important for graduate students

Can you give specific behavior of ideal leadership? 2-3 ppl in college

    1. Have a big picture view.

    2. Have an ability to distinguish between right and wrong, good at

observation.

    3. Have ability to organize and coordinate

    4. Open mind, dare to innovate.

Question 2: Which kinds of activities and teaching methods that you think stimulate

leadership of students?

    1. Working in a team, you can exercise your leadership skills by being the

person in charge.

2. Participate in the school club, responsible for or organize at least one club activity.

3. Participate in project discussions during the internship

Question3: For the benefits to their academic performance and future career, what do you think the program can do more. Environment - motivation - 2 ways of communication – etc.

1. By explaining the importance of leadership, encourage graduate students to participate in activities that can improve their leadership.

2. Provide a suitable internship position improve the view and ability on leadership.

3. Use more practical cases to study and research.

The interview questions are part of Leo's independent research and exploratory

analysis of Bangkok university undergraduate student leadership assessment 2020.

Name: penny   Gender: 女   Age: 28

Date (DD/MM/YYYY): 11.04.2020

Question 1: Traits of leadership Skills which important for graduate students

Can you give specific behavior of ideal leadership? 2-3 ppl in college.

     Learning ability, communication and coordination ability, analysis and

judgment ability, decision-making ability, command ability, etc. For example, 1.

Learning ability: we should pay attention to constantly learning new knowledge. As

the society continues to develop, we are more demanding on leaders.

For example 2, must have the organization and the coordination ability. To want to

be a leadership by men to respect and love, you must learn to correct methods of

leadership, to a division of labor, to want to have cooperation, for coordination,

therefore, when the leaders should learn how to organize and how to coordinate, it is

condensed and his team to achieve goals, work must have the basic elements of, also

will and ability of leadership.

Question 2: Which kinds of activities and teaching methods that you think stimulate leadership of students?

1. In terms of teaching, we can adopt flexible teaching methods to create opportunities for students to develop leadership skills. For example, let students with good results when the teacher tutoring students with poor results; Some of the teaching content is divided into several topics, each student is responsible for a topic content, after careful preparation to make a speech; In combination with the teaching content, students are allowed to choose their own research topics in groups, from the formulation of the project plan to the specific implementation, from the collection of data, the establishment of hypotheses, the verification to the conclusion. This can not only arouse the students' learning enthusiasm, initiative, break the dull teaching form, but also give students to show leadership talent, give play to the opportunity of leadership, skill two birds with one stone.

2. On the activity, the school can organize more activities, hold a variety of clubs, set up students' own magazines, newspapers and periodicals, use festivals and anniversaries to engage in some large-scale recreational and sports activities, and also can jointly carry out community activities beneficial to the body and mind of young people. These activities can be properly assigned to the students, who plan, arrange, organize, manage and implement them. Students become the real masters of the activity, the real leaders and organizers, and their leadership will gradually develop in the activity.

Question 3: For the benefits to their academic performance and future career, what do you think the program can do more environment - motivation - 2 ways of communication – etc.

In terms of knowledge, through the study of this project, I can have a clear understanding of my own characteristics, occupational characteristics and social environment, understand future employment forms, master basic labor market information and relevant occupational classification knowledge, and better guide the employment direction.
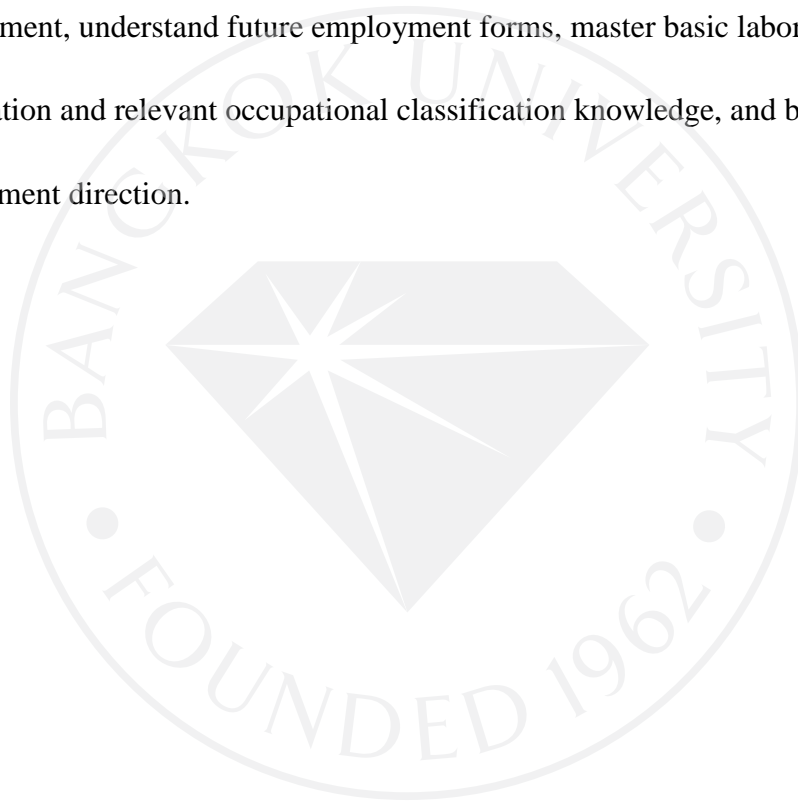
The interview questions are part of Leo's independent research and exploratory analysis of Bangkok university undergraduate student leadership assessment 2020.

Name: Daisy　　　　　Gender:　　　　　Age:

Date (DD/MM/YYYY): 16.03.2020

Question1: Traits of leadership Skills which important for graduate students can you give specific behavior of ideal leadership? 2-3 ppl in college

　　1. Comprehensive, foresight and decision - making ability.

　　For example, when a team project is stalled due to problems, the leader can stand up and summarize the current problems and make useful Suggestions to push the whole team project forward.

　　2. Be fair to your subordinates.

　　When assigning tasks, we should consider the situation and ideas of subordinates more, and try to allocate tasks fairly, so that subordinates can be convinced.

Question 2: Which kinds of activities and teaching methods that you think stimulate leadership of students?
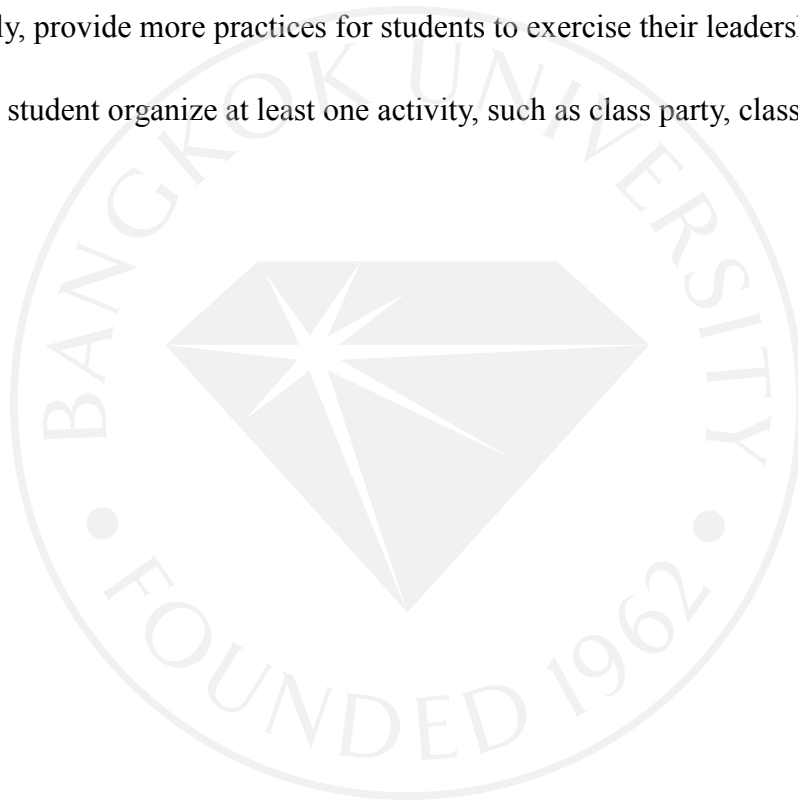
　　1. Having students work as class leaders can improve students' leadership.

　　2. Let students study in groups and give them enough space to think.

3. Offer courses on leadership management.

Question 3: For the benefits to their academic performance and future career, what do you think the program can do more. Environment - motivation - 2 ways of communication – etc.

First, let students understand the importance of leadership.

Secondly, provide more practices for students to exercise their leadership skills, and let each student organize at least one activity, such as class party, class cleaning and so on.

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analysis of Bangkok university undergraduate student leadership assessment 2020.

Name: Joanna   Gender: Female   Age:

Date (DD/MM/YYYY): 09.04.2020

Question 1: Traits of leadership Skills which important for graduate students

Can you give specific behavior of ideal leadership? 2-3 ppl in college

> 1. Should be a role model. What he/she ask others to do he/she can do it

first.

> 2. Strong self-ability.

> 3. Calm, determined.

> 4. Has followers

> 5. Having a great personality.

Question 2: Which kinds of activities and teaching methods that you think stimulate

leadership of students?

> 1. Team work, in which students can play a leading role in a team.

> 2. Offer courses special on leadership development.

> 3. Courses are offered to develop communicative competence.

Question 3: For the benefits to their academic performance and future career, what

do you think the program can do more. Environment - motivation - 2 ways of

communication – etc.

    1. Enhance students' awareness of developing leadership.

    2. Research specific practices that can develop students' leadership.

    3. Research what is the most effective way to develop students' leadership
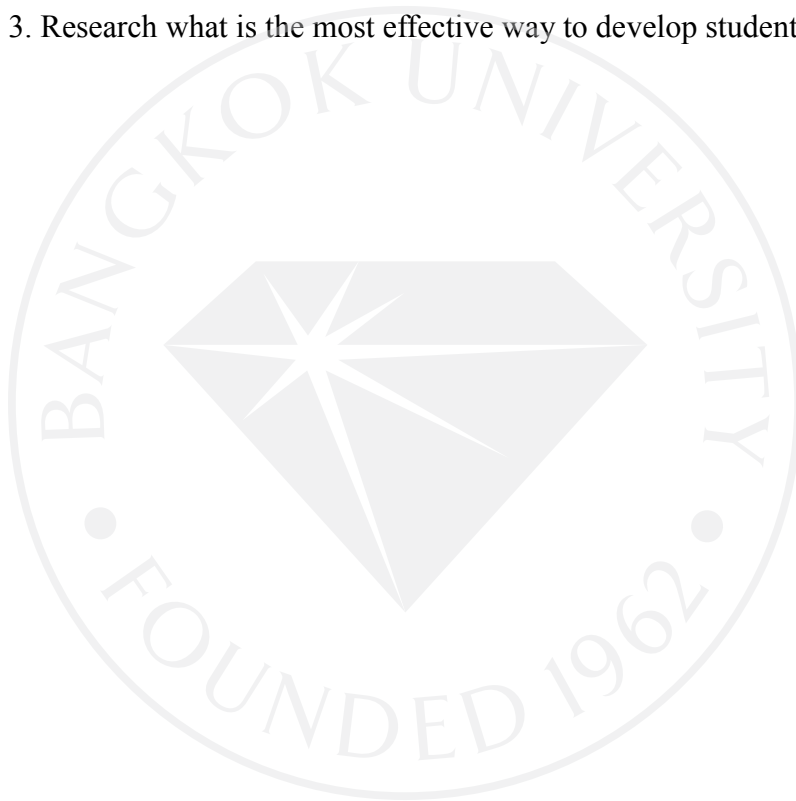
The interview questions are part of Leo's independent research and exploratory analysis of Bangkok university undergraduate student leadership assessment 2020.

Name: MIA   Gender: Female   Age: 27

Date (DD/MM/YYYY): 09.04.2020

Question 1: Traits of leadership Skills which important for graduate students can you give specific behavior of ideal leadership? 2-3 ppl in college

1. Learn continuously. Leaders are never satisfied with what they know. On a daily basis, they allot time in order to become familiarized with new business aspects. They understand that learning is the best way out of any trap. Through consistent learning, they have the confidence to try lots of new things, keep those that work and quickly discard those that do not.

2. See the big picture and, by understanding the overarching goals of the company, they are able to allot their time to only those activities that forward the organization. Leaders eliminate tasks that need not be done at all and can effectively delegate work that can be done by others.

3. Leaders have an uncanny ability to energize others. Positive energy gets other people revved up. They understand that people who energize can inspire their team to take on the impossible – and enjoy the hell out of doing it.

Question 2: Which kinds of activities and teaching methods that you think stimulate leadership of students?

1. Encourage team activities.

Early on, identify your children's interests and encourage their participation in group activities. Whether it's joining a scouting troop, participating in sports or joining the school band, children learn valuable lessons about teamwork through these activities.

2. Build negotiation skills.

Every good leader knows the art of compromise. Instead of giving your children a firm "yes" or "no" to a request, make an offer and allow them to counter that offer by offering solid points. Teach them negotiation skills like never giving up something without asking for something else in return.

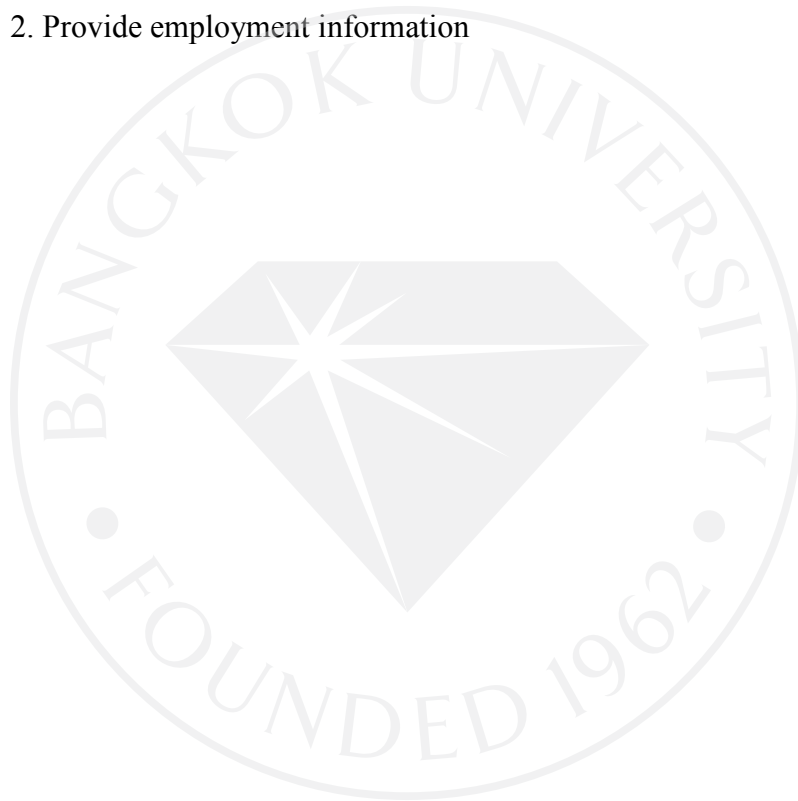3. Practice confident communication.

Hold a speech contest

Question3:

For the benefits to their academic performance and future career, what do

you think the program can do more .Environment - motivation -

2 ways of communication – etc

1. If possible, teach in simple English or have an interpreter

2. Provide employment information

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The interview questions are part of Leo's independent research and exploratory analysis of Bangkok university undergraduate student leadership assessment 2020.

Name: DANI   Gender: Age:

Date (DD/MM/YYYY): 10.04.2020

Question 1:

Traits of leadership Skills which important for graduate students

Can you give specific behavior of ideal leadership? 2-3 ppl in college

The quality of the leader is generally higher than that of the led, and the leader is able to "manage in the grasp of the curtain, decisive victory in thousands of miles". It has certain prestige and influence among the masses, and its behavior is often imitated by the subordinates, and it has certain appeal to the subordinates.

Question 2: Which kinds of activities and teaching methods that you think stimulate leadership of students ?

Through the review of the development process of leadership theory, students can understand the development process of leadership theory and practice,

and analyze and explore the motivation and communication in the two aspects of

leadership function.

Question 3: For the benefits to their academic performance and future career, what

do you think the program can do more. Environment - motivation -2 ways of

communication - etc

You can rethink your career and set realistic goals. The choice of their own

career and the needs of society, with the pace of development of The Times, to adapt

to social needs.
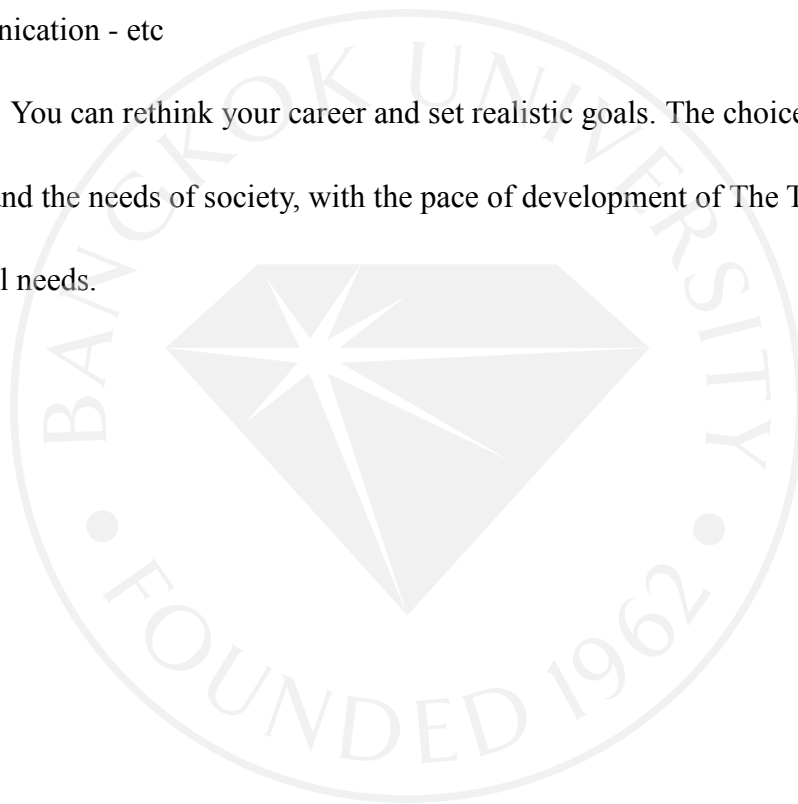
The interview questions are part of Leo's independent research and exploratory analysis of Bangkok university undergraduate student leadership assessment 2020.

Name: Mingshan   Gender: 男   Age:

Date (DD/MM/YYYY): 12/04/2020

Question 1: Traits of leadership Skills which important for graduate students

Can you give specific behavior of ideal leadership? 2-3 ppl in college

    1. Have clear objectives and can effectively communicate them to subordinates to form a cohesive force.

    2. Good at assigning tasks, coordinating personnel, and effectively deploying resources to ensure the realization of goals.

    3. Be good at stimulating the creativity of subordinates.

    4. Sensitive to environmental changes. Decisive decision, efficient accident.

Question 2: Which kinds of activities and teaching methods that you think stimulate leadership of students?

    1. Class work or student cadre work. Especially the monitor, students in the process of organizing class activities in thinking, communication, execution and other aspects of the exercise, progress quickly.

2. Community activities. The individuation of the club requires that the club activities be more active and personalized, which requires the organizers of the club activities to be more creative.

3. Organize management training. Some schools usually carry out training for class cadres and student cadres, which can effectively share management skills and improve students' leadership skills.

Question 3: For the benefits to their academic performance and future career, what do you Think the program can do more. Environment - motivation -
2 ways of communication – etc.

1. In terms of environment, more freedom should be given to the associations and students' union. Meanwhile, the school should have corresponding guidance mechanism and incentive mechanism to stimulate the enthusiasm and creativity of the association activities.

2. Held corresponding exchange meeting to exchange opinions on the management of organizational activities;

3. Mentally encourage students to develop the desire to lead, and let them realize how important leadership is to their career.

The interview questions are part of Leo's independent research and exploratory analysis of Bangkok university undergraduate student leadership assessment 2020.

Name: Lee   Gender: Male   Age: 31

Date (DD/MM/YYYY): 10/04/2020

Question 1: Traits of leadership Skills which important for graduate students

Can you give specific behavior of ideal leadership? 2-3 ppl in college

1) Serve the crowd: what he says convinces his subordinates, and what he does convinces them.

2) Be attractive: the ideal leader is very serious, focused and charming when doing things, and his subordinates will imitate his method and attitude.

3) Be approachable: when dealing with subordinates, I have no identity, no AIRS, communicate on an equal footing, and listen to subordinates' opinions and Suggestions with an open mind. Subordinates want to reach out to you, not avoid you.

4) Be decisive and capable: have strong prediction ability and can deal with and solve problems decisively.

5) Style to be: on the work, not lazy, work as an example. On life, the law of life, do not engage in such unhealthy trends as mistresses.

6) Correct money view: do not accept bribes, do not waste money, do not invest, know how to save money and resources.

7) Be willing to take risks and responsibilities: the ideal leader should take most of the risks when making a decision and let the subordinates do it at ease.

8) To dare to assume responsibility: if there are any bad consequences of doing a thing, the ideal leader will not pass the responsibility to the subordinates, but take the initiative to assume responsibility.

9) Do not engage in small groups: ideal leaders should play the role of a bridge to adjust the communication and cooperation of team members in the whole team, instead of attracting subordinates to respected leaders.

10) Know how to assign work to subordinates: an ideal leader should know his employees well and know how to assign work to employees or teams that can do the job.

After a job well done, you need to know how to give credit where it belongs. And can't and employee take credit, grab bonus.

Question 2: Which kinds of activities and teaching methods that you think stimulate

 leadership of students?

1) Let the students join some clubs or other organizations, such as the

student union, and encourage them to run for the club leaders, by organizing and

leading the students to inspire their leadership.

2) Let students go to companies or units for internship, especially

management companies or units, so that they have the opportunity to see how the

management leads others, and then subtly inspire the leadership of students.

3) Organize more competitions or games about how to be a leader, so that

students have the opportunity to simulate being a leader, and stimulate students'

leadership by simulating being a leader

4) Teaching in groups to inspire students to learn the leadership skills of

communication, communication and cooperation.

Question 3: For the benefits to their academic performance and future career, what

do you Think the program can do more. Environment - motivation - 2 ways of

communication – etc.

1) Can actually improve their leadership, that is, improve their

communication skills and collaboration skills.

2) Can guide them how to choose their future career.

3) It can help them know more about themselves, including their own personality and their leadership ability.

4) It can help them understand their future career motivations, what to do in the future, how to do it, etc.

Appendix C

Bu Library User Agreement Questionnaire

This questionnaire are a part of independent study (is) exploratory analysis on the teamwork leadership of Undergraduates In Bangkok University 2020 by of Mr. Huang Yuning.

Direction:

1. Please fill out the following questionnaire according to the facts, and mark '**X**' on the '○' of the answer options and the '**Rating Scales**' column.

2. For the satisfaction evaluation index, please score according to the actual situation.

   Name: Gender:

   Email: Date (DD/MM/YYYY):

   Nationality

Demographics	Questions and Answer Choices
1) Age	○ 21-25 ○ 25-30 ○ 31-35 ○ 35-40
2) Major of Study	○Technology/IT ○Marketing ○Media/ Advertising ○Finance ○Business Administration ○Other…………….. Please specify…………………
3) Nationality	○Thai ○Chinese ○Other………..…. Please specify …………………….
4) Importance Of Leadership Content for College students	Do you think leadership education should be compulsory for college students? ○ Well accepted ○ More recognition ○ Neutral ○ Do not recognition ○ Very much against

5) Leadership in teamwork	Do you agree that "leadership is one of the most important abilities that college students' teamwork should develop"? ○ Well accepted ○ More recognition ○ Neutral ○ Do not recognition ○ Very much against
6) Motivation Leadership Skills Improvement	Have you want to improving your leadership skills? ○ Well accepted ○ More recognition ○ Neutral ○ Do not recognition ○ Very much against
7) Development Approach in team leadership learning?	What kind of leadership education to improve Teamwork Leadership? □ No need to be in coursework □ Professional lectures on team leadership □ Outdoor extension team leadership training □ Leadership development programs for social organizations □ Others (Please Specify) ………………………………

8) Chance to develop team leadership in Classroom	Do you agree that "leadership is one of the most important abilities that college students' teamwork should develop"? ○ Well accepted ○ More recognition ○ Neutral ○ Do not recognition ○ Very much against

Leadership Competent Variables	Evaluation Indicators	Rating Scales				
		5	4	3	2	1
9 What do you think is the most important in teamwork leadership competency of Bachelor Degree	1) Ability to do problem solving skills					
	2) Ability to make decisions					
	3) Ability to take responsibility					
	4) Ability to learn by yourself					
	5) Ability to motivate and convince others to achieve team goal					
	6) A visionary skills, big picture view					
	7) Organizing skills and coordinating team to less conflict					

Leadership Competent Variables	Evaluation Indicators	Rating Scales				
		5	4	3	2	1
students?	8) Ability to see the big picture					
	9) Ability to put the right people in the right places					
10) What do you think Bangkok University emphasized most in developing bachelor degree students teamwork leadership?	1) Ability to do problem solving skills					
	2) Ability to make decisions					
	3) Ability to take responsibility					
	4) Ability to learn by yourself					
	5) Ability to motivate and convince others to achieve team goal					
	6) A visionary skills, big picture view					
	7) Organizing skills and coordinating team to less conflict					
	8) Ability to see the big picture					
	9) Ability to put the right people in the right places					

Leadership Competent Variables	Evaluation Indicators	Rating Scales				
		5	4	3	2	1
11) Which approach Bangkok University can improve your leadership skills as quickly as possible?	1) Offer courses on leadership management					
	2) Encourage students to participate in a variety of team activities to experience what it feels like to be a leader					
	3) Through activities to exercise students' organizational skills and communication skills					
	4) Organize students to develop professional skills					
	5) Let students go to companies or units for internship program					
	6) Participate in social activities in the form of volunteers to exercise ability.					
	7) Give students the opportunity to act as teachers in class					

Leadership Competent Variables	Evaluation Indicators	Rating Scales				
		5	4	3	2	1
12) What do you think is the greatest benefit of improving leadership among college students?	1) Let students better understand their own strengths and weaknesses					
	2) It can help students better career success after graduation to lead teamwork					
	3) High-quality leadership talents are the realistic needs of social development					

Appendix D

Letter of Requesting the Collection of Online Sample Data

Dear Arjarn Renuka,

Thanks for your quick response via facebook.

My name is Dr.Varalee Chinerawat (Pearl) IKI-SEA's lecturer of Chinese students program in innovation.

Since the COVID 19 issues our 2 students are unable to find questionnaire samples within timeline (Mid of April) for graduation.

Both Chinese students just come to Thailand for 2 months cannot go out from the dorm for 45 days, and if we take it longer they might fail for graduation in May, 2020

1) Mr. Lee Zhong Wei need online survey samples 33 ppl (We provide both Eng. version, Chinese version for samples to choose their language)

2) Mr. Leo need online survey samples 33 ppl (Chinese Bachelor students) (We provide both Eng. version, Chinese version for samples to choose their language)

They will send the link of Google/QQ online survey tomorrow.

Highly appreciated

Regards,
Dr.Varalee
+66 81-278-7871

BIODATA

Name: Yuning Huang

Company: The Baise University

Nationality: China

Education Qualification: Master of Information engineering

Guangxi Normal University

Expertise: Information Management and

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Province _Guangxi, China_____ Postal Code _533000_____ being a Bangkok

University student, student ID_____

Degree level ☐ Bachelor ☒ Master ☐ Doctorate

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