Teachers with Participation to Enhance Students' Leadership Skills

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Abstract

This research aimed at carrying out the "Project of Teachers' Participation to Enhance Students' Leadership Skills at Sarakhunwittaya School," which is a research series focusing on education in the 21st Century. The study applied participatory action research methodology that places emphasis on democracy in action, in which the research team and the research participants collaborated equally in planning, operating, observing, and reflecting on the results from 2 cycles - one cycle during each semester of the Academic Year of 2022. From the operations, changes, learning, and knowledge were expected. The research participants, which consisted of 20 teachers and 50 students, were the target group for development. The research results were collected by comparing the 3 phases, which was done before and after the operation of Cycle 1 and after the operation of Cycle 2, and the results follow. Firstly, the operation of the project led to consecutive improvements, which meant that the research participants had shown progressively higher levels of operations in enhancing the students' leadership skills during the 3 phases. Moreover, the students had demonstrated greater leadership skills after the 3 phases as well. Secondly, the research team, the participants, and Sarakhunwittaya School learned many things, especially the importance of working collaboratively, which resulted in unity and in having better achievements than when working individually. Thirdly, knowledge was a result of the operation, which became a model that showed the causes and effects between the drives, the resistances to change, the solutions to the resistances to change, and the results called a "Model of Teachers with Participation to Enhance their Students' Leadership Skills at Sarakhunwittaya School."

Keywords: 21st-century education, leadership skills, participatory action research, Sarakhunwittaya School

1. Introduction

The development of leadership skills for students is important. Bishop Tyrrell Anglican College (n.d.) stated that leadership is about the art of motivating, influencing, and directing people so that they work together to achieve the goals of a team or a broader organization. It's important for students to experience leadership opportunities during their schooling, to learn the art of building relationships within teams, to define identities, and to complete tasks effectively. It also provides an opportunity to learn to identify and display effective communication and interpersonal skills. Spark School (2021), which also shares a similar attitude, stated that leadership is a critical skill for both personal and professional success, and learning to be a good leader can start in school. A good student leader is able to identify their interests, strengths, and weaknesses and start applying those to the opportunities offered in college, high school, or even earlier. Moreover, Lyssiotis (2021) noted that student leadership means students can take active roles in their school communities and can develop positive skills in the process. The goal of inspiring student leaders is to create a culture of ownership, collaboration, and community in the classroom and beyond. The development of student leadership provides them with vital skills that they can carry over to adulthood.

There are many similar and distinct points of view regarding qualities or characteristics that indicate the leadership skills of students. For example, Envision by WorldStrides (n.d.) pointed out that besides being personable and opinionated, exceptional leaders always seek to: stay authentic, keep an open mind and always listen, know how to delegate tasks to achieve common goals, learn from their mistakes in order to improve for the future, and know how to acquire knowledge. Fulton (2019) discussed 10 interesting characteristics, which consisted of the following: 1) being goal-oriented, 2) being honest, 3) being hard-working, 4) being willing to serve others, 5) being a good listener, 6) being a good communicator, 7) being a good decision-maker, 8) being encouraging, 9) being positive, and 10)

being responsible. Mohan (2022) designated 8 leadership qualities that all students should have: responsibility, hard work, people skills, confidence, perseverance, resourcefulness, analysis, and a positive attitude. Barns (2022) mentioned the essential characteristics of a good student leader, such as being pro-active, attentive, sociable, diligent, intelligent, creative, authoritative, inspiring, confident, supportive, technically competent, and humble.

Furthermore, there were many conceptual proposals regarding the developmental guidelines of the students' leadership skills in terms of principles, concepts, strategies, and techniques. For example, the Indeed Editorial Team (2022) suggested eight great ways to teach students how to become leaders, which were as follows: to provide examples of leadership, perform services, practice creating presentations, create goals, assign group projects, give students more responsibility, find activities that develop leadership skills, and to practice leadership with games. Robinson (n.d.) proposed the 5 best ways to teach leadership skills to students, which were to include small leadership lessons in classroom learning, encourage students to volunteer for leadership roles, organize group activities often, share your perspectives on leadership, and to have interactive discussions. Oxford Royale Academy (n.d.) recommended the 8 following ways to develop your leadership skills: 1) give yourself opportunities to practice, 2) get some honest feedback, 3) work on being a better follower, 4) think about the potential of your team, 5) set yourself clear and achievable goals, 6) don't pay too much attention to personality tests, 7) do your best on minor tasks, and 8) work on listening. O'Scanaill (2021) offered 5 ways to promote student leadership, which consisted of using student choices, leading by example, having collaborative activities, encouraging risk-taking, and holding leadership workshops.

In accordance with the many great insights previously mentioned, the development of leadership skills is essential for the students given their current roles as students and as adults in the future. This set of skills can be developed from learning processes carried out in classrooms and in schools. There are various global perspectives regarding the development methods published on the internet by academics and famous and experienced practitioners. Moreover, these can also be challenging when seeking to put them into action. Therefore, the research team was motivated and inspired to study this information, which focused on the development of the students' leadership skills from many perspectives and in many aspects. The goal was to apply this information in the project entitled "Teachers with Participation to Enhance their Students' Leadership Skills in Sarakhunwittaya School," in which the researchers (No. 1) were school executives, and in which Participatory Action Research (PAR) methodology was used. The research team believed that this would be successful because this particular research methodology focuses on participation and democracy in operations and also leads to change, learning, and knowledge. PAR represents a Bottom-Up Research, in which the research team and the research participants collaborate with equal status in planning, acting, observing, and reflecting (PAOR) in a spiral cycle pattern by continuous working without end. Also, it focuses on change or sustainable development that arises from their commitment to what they do and their participation in all steps (Sanrattana, 2018).

1.1 Research Objectives

This research was an operation of the project of "Teachers with Participation to Enhance their Students' Leadership Skills in Sarakhunwittaya School," which is one of the projects in the research plan or research series regarding the study of the 21st Century in the Doctoral Program in Educational Administration at the Isan Campus of the Mahamakut Buddhist University. PAR methodology was used in this study. Academic attitudes were especially considered in order to gain explicit knowledge about how to enhance the students' leadership skills in many more perspectives and aspects. Afterwards, this knowledge would be integrated with tacit knowledge from the existing experiences of the research participants in accordance with the following principle: "Theory and practice should be interwoven, and for this reason, it is useful to think of the process as braiding a rope where the two aspects are continually connected together" (Flinders University, 2022). There were 20 teachers, who were the research participants, and 50 students, who were the target group of the development. The anticipated results for the development had been as follows: 1) there would be both expected and unexpected changes; 2) from the practices, the research team, the research participants, and the school would all learn; and 3) from the practices, the knowledge would become grounded theory.

1.2 Literature Review

The current study focused on the importance of explicit knowledge from reviewing the literature, which is related to the enhancement of the students' leadership skills in 6 aspects from the following various points of view: 1) the definitions of the students' leadership skills by Bookboon (2018)**,** MartinRoll (2019)**,** and Vanek (2014), 2) the importance of the students' leadership skills by BC Campus Open Education (n.d.), Greenberg (2012), Sandwijk (2018), and Vanek (2014), 3) the indicative qualities of the students' leadership skills by Bersin (2012), Bruce (2015),

Bulls Eye Recruitment Inc. (n.d.), Dorari (2018), Drexler and Knopf (2017), Driscoll (n.d.), Greenberg (2012), Jones (2016), Llopis (2015), Masterson (2018), and Staff Writer of Human Resource (2020), 4) the guidelines for the enhancement of the students' leadership skills in terms of principles, concepts, techniques, procedure, or activities by Clarizen (2020), Hollon (2011), Indeed (2020), Julka (2018), Magné (2019), Marone (2017), Pham (2020), and Robbins, T. (n.d.), 5) the procedures of the enhancement of the students' leadership skills by CMOE Team (n.d.), Eades (2017), Gavin (2019), Kangan Institute (n.d.), Lolavar (2013), McDonald (n.d.), Mimeo (2016), Riggio (2015), Schiavone (2018), and Sharma (2021), and 6) the evaluation of the students' leadership skills by Childhood Education International. (n.d.), Clark (2015), and Kciphilanthropy (2019).

In the 6 aspects listed above, the 4th aspect, which focuses on developmental guidelines in terms of principles, concepts, techniques, procedures, or activities, was crucial because it helped the research team and the research participants to see many more practical guidelines, which can be summed up in the 45 different ways that follow:

- Developing contextual awareness and system leadership
- Encouraging creativity
- Encouraging collaboration
- Understanding your strengths and use them
- Being an inspiration
- Learning to follow
- Resolving conflicts
- Cultivating credibility
- Being a discerning listener
- Being passionate
- Continuing to learn
- Promoting teamwork as a process and outcome
- Always seeing the bigger picture
- Developing situational awareness
- Empowering teammates
- Letting actions speak for you
- Beefing up communication skills
- Letting students lead the learning
- Finding a higher purpose
- Admitting when have failed and moving on
- Making analytical observations
- Thinking creatively
- Developing emotional intelligence
- Developing cognitive and social skills
- Creating a space for collective learning and experimentation
- Evaluating and innovating
- Practicing discipline
- Taking on more projects
- Daring to be different
- Making decisions
- Thinking creatively to create innovation
- Allowing for student reflection
- Getting feedback

- Monitoring progress

- Measuring leadership development process performance

- Leveraging technology for training or reinforcement

- Engaging your motivation to develop

- Keeping a journal

- Showing their creativity of technology

- Demonstrating courage and confidence

- Partnering with a mentor

- Getting started with student-led discussions

- Creating a situation

- Having small group discussions

- Taking a leadership personality test.

2. Research Methodology

2.1 Levels of the Action Research and the Selected Patterns for the Research

Carr and Kemmis (1992) categorized action research into 3 levels. Firstly, in Technical Action Research, the important concept is that the research team acts as an outside expert, who implements their own developed concepts, plans, or projects for the research participants to practice. Secondly, in Practical Action Research, the most important concept is that unlike the previous level, the research team becomes more involved with the research participants without applying their own concepts, work plans, or projects. On the contrary, with respect to thinking, acting, observing, and reflecting, they give advice, provide stimulation, ask questions, and supervise the participation. Thirdly, in Emancipatory Action Research (widely known as Participatory Action Research), the important concept is that the research team becomes involved in the research and shares equal status with the research participants in the collaborative process.

This study applied Participatory Action Research (PAR) methodology as a result of the analytical and synthetical studies of the works of Sanrattana (2018), as well as Arhar, Holly and Kasten (2001), Carr and Kemmis (1992), Coghlan and Brannick (2007), Creswell (2008), James, Milenkiewicz and Bucknam (2008), Kemmis and McTaggart (1992), McTaggart (1991), McTaggart (2010), and Mills (2007). It has been found that PAR methodology is a research paradigm based upon the concept of critical social science or pragmatism. It is a research paradigm, which partly applies scientific methods, but also applies the participatory action approach between the research team and the research participants. The process involves collaboration by giving the researchers and the participants equal status in Planning, Acting, Observing, and Reflecting (PAOR) in spiral cycle pattern and by allowing them to continuously operate without end in order that changes and adjustments can take place and so that the practice and living conditions (life style) can improve.

2.2 Principles, Ethics, and Roles

PAR Methodology, which was applied in this research, adheres to 10 following principles: 1) specific context; 2) various skills; 3) change orientation; 4) achievement orientation; 5) listening to all the participants' opinions; 6) self-analyzing, criticizing, and evaluating; 7) having an awareness of potential, proficiency, and being a stakeholder by people in the community; 8) learning by doing; which is both successful and unsuccessful, and building a systematic co-learning process; 9) having the written records of all research participants; and 10) applying the practice or sustainable development.

It also adheres to the following 10 ethics: 1) being responsible to keeping it confidential; 2) giving equal access to data for the research participants; 3) making cooperative decisions regarding the direction of the research and the expected results; 4) making cooperative decisions regarding the design of the research procedure made mostly by the research participants; 5) giving consultations and making suggestions in a cooperative manner, which are agreed upon by everyone; 6) seeking permission before making any observations or examining any documents for unrelated purposes; 7) making the results of the operation visible and being open to receiving suggestions from others, 8) making certain that there has been no patent violation of the written work from the points of view of others, 9) initially informing others about the nature of the research process, and 10) accepting and respecting the rights of

those, who do not wish to participate in the research as all research participants have influence on the work.

An adherence to the following 10 following roles of the research team were also practiced: 1) a teacher, 2) a leader, 3) a good listener, 4) a planner, 5) a designer, 6) an analyst, 7) a synthesizer, 8) an observer, 9) a reporter of the results, and 10) a support person and facilitator.

2.3 Cycles, Procedures, and Activities

As previously mentioned, PAR Methodology applies a participatory action approach between the research team and the research participants in a collaboration with an equal status in Planning, Acting, Observing, and Reflecting (PAOR) in a spiral cycle pattern and continuously working without end. Due to the limitation of time in accordance with the curriculum, the research team decided to establish 2 cycles for this study: one cycle for each semester of the Academic Year of 2022. The operations for each cycle were as follows:

Cycle 1

Procedure 1: Preparation There were 3 activities in this procedure.

- Informing the research participants about the research procedures This action allowed the participants to decide for themselves whether they would like to join in accordance with the ethics of "initially informing the research participants about the nature of the research process, as well as the benefits: "*accepting and respecting the decisions of those who do not wish to participate.*"

- Designing the co-working practice This practice was designed according to ethics, which focused upon *"letting the research participants participate in the design of the research process, as well as co-consultation and suggestions, which are agreed on by all parties."*

- Decoding the lessons was carried out in accordance with the principles of *"self-analyzing, synthesizing, and evaluation, as well as learning from both successful and unsuccessful actions to build a systematic co-learning process."*

Procedure 2: Planning There were 4 activities in this procedure.

- Brainstorming by the research participants to determine the developmental guidelines which represent tacit knowledge Brainstorming was carried out in accordance with the principles of "being aware of potential, being proficient, and being a stakeholder of the research participants*"* in order to seek an answer to the question: *"What to do and how to enhance students' leadership skills at Sarakhunwittaya School from existing knowledge and experiences?"*

- Presenting the developmental guidelines represented the explicit knowledge of the research team, which was gathered beginning with the literature review through to the research participants and was in accordance with the principle of *"equal access to data for the research participants."*

-Making an Action Plan An action plan was created by brainstorming to integrate "Tacit knowledge + Explicit knowledge" in accordance with the principles of *"listening to all research participants' opinions"* and the ethics of *"co-consulting and giving suggestions, which are agreed on by every party."* As a result of the Action Plan, 56 items were developed in terms of principles, concepts, techniques, procedure, or activities as shown in Table 1.

- Decoding the lessons was carried out in accordance with the previously mentioned principles.

Procedure 3: Acting There were 4 activities in this procedure.

- Making 2 copies of the evaluation form Two copies of the evaluation form were made to be used in the 3 phases (before and after the operations of Cycle 1 and after the operation of cycle 2) in accordance with the ethics of *"research directions and the expected results of co-decision making,"* which were comprised of: 1) the self-evaluation form for the research participants of the operation, which followed the Action Plan, and 2) the evaluation form for the students' leadership skills.

- Performing Evaluations before the operations in Cycle 1 This was conducted by using the following: 1) a self-evaluation form for the research participants of the operations following the Action Plan and 2) the evaluation form of students' leadership skills.

- Following the action plan This was conducted in accordance with the principles of *"specific context - diverse skills - change orientation; achievement orientation, as well as sustainable development"* and the ethics of *"the research participants' influence on the work"*

- Decoding the lessons was conducted in accordance with the principles discussed earlier.

Procedure 4: Observing This procedure represents accessing data collection from the activities and operations using observation forms, in-depth interviews and group discussions, and an examining/recording form or journal, maps, audiotapes & videotapes, artifacts, and field notes, etc. It followed the principle of *"having written records of all research participants regarding activities and operations,"* as well as the ethics about having *"permission before making any observation or document examination for unrelated purposes."*

Procedure 5: Reflecting There were 3 activities in this procedure.

- Evaluating after the operation in Cycle 1: This evaluation utilized the following: 1) the self-evaluation form for the research participants of the operation following the Action Plan and 2) the evaluation form of students' leadership skills.

- Reflecting on the results of the operation: This was carried out by brainstorming to reflect upon each procedure in Cycle 1 in accordance with the principles of: *"listening to every participant's opinion - self-analyzing, criticizing, and evaluating - learning from both successful and unsuccessful actions for systematic co-learning process"* and in accordance with the ethics of: *"visibility of the operational results, as well as being open to suggestions from others."*

In the activity of reflecting on the operational results, the research team had applied Force-Field Analysis by Kurt Lewin (Lunenburg & Ornstein, 2000) to discuss the following: 1) what types of force-field had caused the changes; 2) how much of the force had created the anticipated changes; 3) what resistance had occurred as a result of the changes; 4) from those resistance, what were the ways that the efficiency of the force-field could increase and 5) how could the resistance to changes be removed or reduced. Moreover, the results would be later applied in the action planning in Procedure 6, which could lead to adjusting the existing force-field, making it more efficient, or seeking a new force-field to substitute the old one or both.

- Decoding the lessons according to the principles stated above

Cycle 2

Procedure 6: Planning There were 2 activities, which consisted of making the action plan and decoding the lessons.

Procedure 7: Acting There were 2 activities, which consisted of following the action plan and decoding the lessons

Procedure 8: Observing This is a part of data collection derived from doing the activities by using the observation form, by conducting in-depth interviews or group interviews, and by using an examining/recording form, which was similar to Cycle 1.

Procedure 9: Reflecting There were 3 activities, which were: 1) the evaluation after Cycle 2 using the self-evaluation form for the research participants of the operation following the Action Plan, 2) the evaluation form of the students' leadership skills and the reflection on the action results from brainstorming about every procedure in Cycle 2, and 3) the decoding of the lessons.

Procedure 10: Summarizing the research results together by bringing the results of observations, interviews, inspections, recordings, evaluations, lesson transcripts. Including the reflection of the results in step 5 and step 9 came together in a seminar between the research team and the research participants. In order for the research results to be validated by the research participants in a manner known as Member Checks according to Creswell (2008), Willis (2007), Locke (2001), Leedy and Ormrod (2001) and according to the principle of *"specific context - listening to all research participants' opinions - self-analyzing, criticizing, and evaluating - learning from both successful and unsuccessful actions to create a systematic co-learning process."* Moreover, the ethics focusing upon "co-consulting and co-suggesting which is agreed on by all parties" and "the visibility of the results of the action and being open to suggestions from others" were also reflected upon.

2.4 Research Area and Research Participants

The research area was specifically selected considering the convenience and collaboration by choice from the research participants. Sarakhunwittaya School, with 20 teachers as the research participants and 50 students as the target group, was chosen as the site for development.

2.5 The Research Tools

- A tool for qualitative data collection from the activities in each procedure: By following a concept by Mills (2007), the research team considered the following situations and appropriateness: 1) an observation form, 2) an in-depth interview and group discussion, and 3) the examination of records or journals, maps, audiotapes & videotapes, artifacts, and field notes, etc.

- A self-evaluation form for the research participants of how much are done according to the action plan This form was developed by the research team and the research participants so that the research participants could evaluate themselves about how much had been done according to the 3-phase action plan (before and after the operations in Cycle 1 and after the operations in Cycle 2). The form was a 5-rating scale evaluation: *the most, very, neutral, a little, and the least.* The content validity of this form was not tested by the senior experts and was not piloted with the sample group for the alpha coefficient of reliability because the items in the evaluation form had been collaboratively developed by both the research team and the research participants as a result of the brainstorming to integrate "Tacit knowledge + Explicit knowledge," as discussed in the planning of Cycle 1.

- The evaluation form of the students' leadership skills: This form was developed by the research team and the research participants as a result of examining the indicative qualities of leadership skills in students by Bersin (2012), Bruce (2015), Bulls Eye Recruitment Inc. (n.d.), Dorari (2018), Drexler and Knopf (2017), Driscoll (n.d.), Greenberg (2012), Jones (2016), Llopis (2015), Masterson (2018), and Staff Writer of Human Resource (2020), and from studying the concepts of evaluation regarding students' leadership skills by Childhood Education International. (n.d.), Clark (2015), and Kciphilanthropy (2019). The form, which consisted of 30 items, contained a 5-rating scale: *the most, very, neutral, a little, and the least.*

This evaluation form was tested for its Content Validity using the Indices of Item-Objective Congruence (IOC) by Rovinelli and Hambleton (1977), as well as by utilizing 5 senior experts in Educational Administration and Educational Measurement & Assessment. The findings showed that the IOC of all items had been higher than the set criterion, which was 0.50. This meant that every item had been consistent with the objectives of the development according to Chaichanawirote & Vantum (2017)

The evaluation form was also piloted with 30 students in a school outside the research area in order to discover its Cronbach's alpha or coefficient alpha, which is a reliability coefficient that provides a method for measuring the internal consistency of tests. The results showed that the reliability coefficient of the entire form had been 0.96. When looking at each aspect, the reliability coefficients were as follows: having vision (0.87), role-modeling (0.86), communication skills (0.85), collaboration skills (0.83), and innovative skills (0.81), respectively. Additionally, when comparing the reliability coefficient with the set criterion, which is equal to or higher than 0.70 (UCLA: Statistical Consulting Group, 2016), it was found that the value was higher, which meant that the items had exhibited a relatively high internal consistency.

2.6 Data Collection and Analysis

Both the research team and the research participants played roles in collecting the data for every procedure by using the research tools, which were mentioned earlier according to the principle of "*having written records of all the research participants related to the activities and the action.*" The quantitative data from the self-evaluation forms was analyzed by using Descriptive Statistics with Means ($\bar{x}$) and Standard Deviations (S.D.), while the qualitative data was obtained from observations, interviews, and recordings, which were analyzed by using the following methods: 1) examining the data completion according to the desired objectives; 2) examining the reliability of the data and comparing it to the real situation by comparing the record of each research participant, which had been collected in different ways; and 3) presenting the data in a factual and neutral manner by using a thick and critical description in a storytelling form. There were pieces of evidence following the description, such as numbers, statistical numbers, tables, graphics, photographs, and direct quotes/verbatim or conversations from the informants (none of which underwent any modifications), which showed a variety of thoughts consisting of both agreements and disagreements on the same topics.

3. Research Results

The research team would like to present the research results in accordance with the research objectives. The changes, which had occurred, were both expected and unexpected. In the case of the expected changes, the team considered the results of the self-evaluation of the research participants regarding how much had been done in accordance with the action plan and the evaluation of the students' leadership skills from the 3 phases (before and after the operations in the first Cycle and after the operation in the second Cycle). The learning was derived from the actions of the research team themselves, the research participants, the Sarakhunwittaya School, and from the knowledge itself as the grounded theory from action.

3.1 The Expected Changes

3.1.1 The Expectation for the Research Participants to have more Practice than in the Past

From the results of the evaluation of the level of the application of the developmental guidelines of the students' leadership skills by 20 research participants in 3 phases (before and after the operations in Cycle 1 and after the operation in Cycle 2), it showed that there had been improvement. There were higher Mean values, which were 2.50, 2.82, and 3.14, with low variance Standard Deviations at 0.12, 0.11 and 0.07, respectively as shown in Table 1.

Table 1. A Comparison of the Research Participants' Self-Evaluation Results of the 3-Phase Operational Level: The Pre-Operation and Post-Operation in Cycle 1 and the Post-Operation in Cycle 2

The Development of the Expected Practice	Pre-operation in Cycle 1		Post-operation in Cycle 1		Post-operation in Cycle 2	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	$\bar{x}$	S.D.
1. Interacting socially	2.60	0.50	2.70	0.66	3.05	0.60
2. Knowing and understanding one's self well	2.15	0.37	2.55	0.51	2.90	0.55
3. Volunteering and providing	2.15	0.37	2.55	0.51	2.90	0.55
4. Having the courage to think 'outside the box'	2.65	0.49	2.90	0.55	3.15	0.49
5. Giving advice to students	2.30	0.47	2.75	0.64	3.05	0.60
6. Being intellectual and witty	2.70	0.47	3.00	0.56	3.15	0.59
7. Being cautious and careful when making decisions	2.90	0.64	3.30	0.47	3.40	0.50
8. Always having new ways of thinking	2.80	0.62	3.05	0.60	3.20	0.70
9. Practicing rhythm in speech and communication	2.95	0.69	3.05	0.60	3.35	0.67
10. Arranging a stage for students to express themselves	2.40	0.60	2.85	0.75	3.50	0.76
11. Arranging activities for students to practice public speaking	2.60	0.75	2.90	0.72	3.65	0.59
12. Arranging activities that help students to be encouraged to express themselves in various ways	2.35	0.75	2.85	0.75	3.60	0.68
13. Developing contextual awareness and system leadership	2.70	0.86	3.15	0.59	3.55	0.51
14. Encouraging creativity	2.60	0.75	2.90	0.31	3.10	0.55
15. Understanding your strengths and using them	2.85	0.49	3.10	0.55	3.20	0.52
16. Being an inspiration	2.85	0.67	3.15	0.67	3.35	0.67
17. Learning to follow	2.80	0.62	3.10	0.64	3.20	0.70
18. Resolving conflicts	2.55	0.69	2.95	0.60	3.25	0.72
19. Cultivating your credibility	2.30	0.66	2.90	0.79	3.30	0.66
20. Being a discerning listener	2.40	0.50	3.00	0.65	3.45	0.51
21. Being passionate	2.35	0.49	2.90	0.72	3.15	0.59
22. Continuing to learn	2.10	0.31	2.50	0.51	3.05	0.76
23. Promoting teamwork as a process and an outcome	2.10	0.31	2.50	0.51	2.85	0.67
24. Always seeing the bigger picture	2.75	0.55	3.05	0.51	3.20	0.52
25. Developing situational awareness	2.75	0.55	3.10	0.45	3.25	0.44
26. Empowering teammates	2.95	0.39	3.10	0.55	3.30	0.57
27. Letting your actions speak for you	2.95	0.51	3.20	0.52	3.25	0.55
28. Beefing up communication skills	2.30	0.47	2.50	0.51	3.05	0.76
29. Letting students lead the learning	2.10	0.55	2.40	0.50	3.25	0.44
30. Finding a higher purpose	2.20	0.52	2.45	0.51	3.15	0.67
31. Admitting when you have failed and moving on	2.40	0.68	2.65	0.59	2.95	0.60
32. Making analytical observations	2.65	0.59	2.95	0.39	3.15	0.37
33. Thinking creatively	2.95	0.51	3.20	0.41	3.25	0.44
34. Having emotional intelligence	3.00	0.56	3.20	0.52	3.20	0.52
35. Developing cognitive and social skills	2.40	0.50	2.65	0.49	3.10	0.72
36. Creating a space for collective learning and experimentation	2.40	0.68	2.70	0.73	3.00	0.73
37. Evaluating and innovating	2.15	0.37	2.60	0.50	3.05	0.60
38. Practicing discipline	2.30	0.47	2.65	0.49	3.05	0.60
39. Taking on more projects	2.30	0.47	2.65	0.49	3.10	0.55

The Development of the Expected Practice	Pre-operation in Cycle 1		Post-operation in Cycle 1		Post-operation in Cycle 2	
	x̄	S.D.	x̄	S.D.	x̄	S.D.
40. Daring to be different	2.10	0.31	2.70	0.47	3.20	0.62
41. Making decisions	2.70	0.47	2.70	0.47	3.10	0.55
42. Thinking creatively to create innovations	2.70	0.47	2.80	0.41	3.05	0.51
43. Allowing for student reflection	2.30	0.47	2.95	0.76	3.30	0.66
44. Getting feedback	2.60	0.50	2.60	0.50	2.95	0.69
45. Monitoring progress	2.60	0.50	2.80	0.41	3.15	0.49
46. Measuring leadership development process performance	2.10	0.31	2.55	0.51	3.00	0.65
47. Leveraging technology for training or reinforcement	2.40	0.50	2.60	0.50	3.05	0.60
48. Engaging your motivation for development	2.40	0.50	2.75	0.44	3.10	0.55
49. Keeping a journal	2.30	0.47	2.65	0.49	3.25	0.64
50. Showing their creativity regarding technology	2.60	0.50	2.80	0.41	3.15	0.49
51. Having courage and confidence	2.60	0.50	2.75	0.44	3.10	0.45
52. Partnering with a mentor	2.28	0.44	2.64	0.48	3.10	0.55
53. Getting started with student-led discussions	2.30	0.46	2.70	0.47	3.10	0.55
54. Creating a situation	2.31	0.49	2.65	0.49	3.10	0.55
55. Having small group discussions	2.41	0.52	2.75	0.45	3.15	0.49
56. Taking a leadership personality test	2.33	0.51	2.96	0.76	3.30	0.66
Totals	2.50	0.12	2.82	0.11	3.14	0.07

3.1.2 The Expectation for the Students to have Higher Scores in Leadership Skills

From the evaluation of the students' leadership skills from the 3 phases, there was an improvement since the mean had been higher (2.56 before the operations in Cycle 1, to 2.78 after Cycle 1, and then to 3.10 after the operations in Cycle 2). Additionally, the standard deviations with low variance had been 0.13, 0.12, and 0.13 respectively as shown in Table 2 of data analysis.

Table 2. A Comparison of the Evaluation Results of the Students' Leadership skills in 3 Phases: The Pre- Operation and Post-Operation in Cycle 1 and the Post-Operation in Cycle 2

Expected Leadership Skills	Pre-operation in Cycle 1		Post-operation in Cycle 1		Post-operation in Cycle 2	
	x̄	S.D.	x̄	S.D.	x̄	S.D.
Having Vision	**2.47**	**0.14**	**2.70**	**0.15**	**2.97**	**0.12**
1. Focusing on learning continuously	2.54	0.79	2.78	0.74	2.90	0.68
2. Holding positive views about other stakeholders and trusting them	2.28	0.45	2.52	0.50	3.02	0.47
3. Having a clear vision and knowing where to go	2.36	0.56	2.56	0.54	2.90	0.61
4. Being open-minded about changes	2.44	0.73	2.82	0.92	3.02	0.82
5. Building relationships, while working with other teams	2.58	0.76	2.70	0.74	3.04	0.73
6. Having positive attitudes	2.64	0.78	2.82	0.72	2.92	0.67
Role-Modeling	**2.44**	**0.19**	**2.69**	**0.11**	**3.06**	**0.09**
7. Believing in their own abilities	2.38	0.57	2.60	0.57	2.80	0.49
8. Being able to adapt to various situations	2.58	0.78	2.72	0.76	2.94	0.65
9. Putting ideas into action	2.42	0.61	2.64	0.60	3.24	0.59
10. Having a good attitude towards change	2.12	0.33	2.56	0.50	3.00	0.40
11. Being a part of the team's decision- making processes	2.86	0.83	3.02	0.74	3.28	0.61
12. Being honest and reliable	2.26	0.44	2.58	0.50	3.08	0.57

Expected Leadership Skills	Pre-operation in Cycle 1		Post-operation in Cycle 1		Post-operation in Cycle 2	
	x̄	S.D.	x̄	S.D.	x̄	S.D.
Communication Skills	**2.47**	**0.11**	**2.68**	**0.09**	**2.88**	**0.11**
13. Efficiently communicating with others	2.48	0.76	2.66	0.75	3.28	0.78
14. Being able to do presentations in front of friends and in public	2.36	0.53	2.64	0.53	2.74	0.49
15. Enjoying conversing with people and being a good listener	2.54	0.73	2.76	0.69	2.86	0.64
16. Often succeeding in verbal communication	2.58	0.78	2.76	0.74	3.02	0.77
17. Applying skills and personal experiences to communicating when working with other teams	2.36	0.56	2.54	0.58	2.58	0.57
18. Share feelings with others	2.50	0.71	2.74	0.66	2.78	0.65
Collaborative Skills	**2.57**	**0.13**	**2.76**	**0.12**	**3.40**	**0.11**
19. Being determined and believing in co-working	2.40	0.49	2.68	0.47	3.34	0.69
20. Treating others with respect and honor	2.60	0.70	2.74	0.66	3.26	0.78
21. Always accepting new members and the new work patterns of the team	2.70	0.79	2.94	0.68	3.64	0.60
22. Having knowledge and skills, which make people want to work	2.58	0.84	2.76	0.80	3.24	0.92
23. Always sharing energy and knowledge with the team	2.52	0.68	2.66	0.66	3.44	0.73
24. Always taking part in group discussions	2.64	0.83	2.78	0.79	3.48	0.81
Innovative Skills	**2.84**	**0.05**	**3.08**	**0.10**	**3.20**	**0.15**
25. Proposing new ways to make ideas practical	3.02	0.55	3.14	0.40	3.14	0.40
26. Cleverly using resources	3.10	0.58	3.26	0.49	3.26	0.49
27. Predicting the progress of a situation	2.40	0.67	2.78	0.62	2.94	0.65
28. Being up-to-date with technology; being able to use media and technology efficiently	3.02	0.55	3.24	0.48	3.34	0.48
29. Applying creativity and taking initiative in order to create the work	3.10	0.58	3.34	0.52	3.34	0.52
30. Seeking new ways to work, or new techniques or tools	2.40	0.67	2.72	0.67	3.18	0.83
Totals	2.56	0.13	2.78	0.12	3.10	0.13

3.2 Unexpected Changes

The positive changes, which were not anticipated, were as follows: 1) the research participants were more brave than expected in expressing themselves and were more eager to join group activities; 2) the research participants applied the developmental guidelines of leadership skills shown in this study for self-development apart from developing their students; 3) the research participants and other school staff members were active in both self-development and work development; 4) the collaboration between teachers and the executives was friendly and was filled with determination in order to make the work efficient and effective; and 5) the students gained greater experience in leadership skills, which then resulted in initiative, creativity, self-esteem, and the determination to always learn.

3.3 Learning from the Action

In the case of the research team, the following matters were seen as more important: 1) the time management required to meet the time schedule; 2) carrying out analytical thinking and synthesis (listening to people's opinions, and constructing concepts); 3) working with individuals, whose characteristics are different; 4) converting documents into electronic files; 5) planning to follow up the results of the action, 6) learning and exchanging information to promote work achievements, 7) data presentation with explanations to make the information clearer, and 8) working as a member of a team - not as an individual.

In the case of the research participants, the following matters became more important: 1) collaborating among the research participants, consulting with each other more, and working less on their own; 2) creating a friendly

atmosphere when doing activities together; 3) fostering equality, which leads to willing participation and collaboration; 4) solving problems together, which results in achieving goals smoothly; 5) brainstorming together to inspire 'thinking outside the box;' 6) working as a team, helping other people, and respecting them; and 7) developing systematic thinking, comparative thinking, and associative thinking.

In the case of Sarakhunwittaya School, the following matters were seen as more crucial: 1) collaboration between the executives and teachers, which led to unity and better work performance than working alone; 2) the construction of bonds that led to the success of the school; 3) the various alternatives, which helped to efficiently continue the development; and 4) the development of shared visions and clear encouragement that focused on collaboration and success.

3.4 Knowledge of the Action

The changes that occurred - The results of the research showed the expected changes, which were the continuous application of the research action plan - from before the operation in the first cycle to after the operations in both cycles, and the higher evaluation results of the indicative qualities of the students' leadership skills. In addition, there were also many unexpected changes in positive ways that also occurred, including the learning that had been derived from the action research of the research team, the research participants, and Sarakhunwittaya School itself, as well as the knowledge that had been acquired from the actions in accordance with the model shown in this figure.

The resistances of the changes consisted of: 1) the lack of understanding of how to work in accordance with the PAR methodology by the research participants, 2) the research participants' custom of working individually, which resulted in difficulty when collaborating, 3) mistakes that were made from attempts and a longer time frame due to being new to the developmental guidelines by the research participants, 4) the responsibilities of being full-time teachers, 5) a lack of familiarity with the techniques of decoding the lessons by research participants, and 6) less application of some of the developmental guidelines due to their newness.

Solutions to the resistance to change were comprised of: 1) arranging meetings periodically between the research team and the research participants to review each procedure of the research, 2) creating a friendly working atmosphere for expressions and participation, 3) encouraging the research participants to try and fail and try again since it is the way to learn and improve the work, 4) encouraging the research participants to apply the time management principles, 5) applying a mind mapping technique to assist in decoding the lessons, and 6) arranging group discussions to assist in better understanding any new alternative ways.

The Force-field of Changes: The following were the initial force-fields in the first cycle: 1) various alternative suggestions - 56 alternatives (most of which were academically derived from the study of the research team, as well as from their own experiences); **2) the principles of collaboration,** which were: (a) defining clear and diverse roles, (b) reviewing progress in a transparent and fair manner, (c) encouraging a collaborative culture, (d) matching tasks with skills, and (e) boosting a culture to learn from mistakes; **(3) strategies of collaboration,** which were (a) setting small goals, (b) focusing on high-impact tasks, (c) making a plan of action, (d) accommodating different collaboration styles, and (e) clarifying actual expectations; and **(4) procedures** of successfully putting the alternatives into action, which were: (a) having a deep understanding, (b) putting into action, (c) reviewing actions, and (d) summarizing the results of the collaboration. **The following were the force-fields in the second cycle**: 1) placing emphasis on listening to each other's opinions; 2) supporting and developing collaboration in working, thinking, and doing; 3) supporting and developing the work in accordance with the administrative principles of change; 4) regularly following up on the work of students and supporting the reinforcement of learning; and 5) applying dharmic principles as a reminder by placing emphasis on applying intellectual abilities in considering, cogitating, experimenting, testing, examining, carefully finding causes, and consistently working with determination.

Figure 1. A Model of the Teachers' Involvement in Reinforcement of Students' Leadership Skills at Sarakhunwittaya School

This research resulted in knowledge by following the concept of Force-Field Analysis by Kurt Lewin. It is a model of the causes and effects relationships between the force-fields used, resistance to change, solutions to the resistance, and the results, which occurred. It is considered to be knowledge that has been acquired from action in a specific context with possible limitations with regard to dissemination or referencing. However, it can be applied in accordance with Coghlan & Brannick (2007) and James, Milenkiewcz, and Bucknam (2008) who stated: *"the results of action research with limitations in dissemination or referencing can be applied as suggestions for similar situations"*. Therefore, knowledge from this action research should be presented as a model of the cause and effect for the 4 elements as discussed earlier called "the Model of Teachers' Participation in Enhancing their Students' Leadership Skills at Sarakhunwittaya School " as shown in brief detail in Figure 1.

4. Discussion and Suggestions

Sarakhunwittaya School is one of the 408 Buddhist scripture schools with the General Education departments around the country. The purpose of the schools is to provide monks with both Dharma and general education simultaneously in order to produce Buddhist heirs, who have a knowledge of and a true understanding of dharmic principles. It is also an alternative choice for those students, whose families have low incomes and therefore, have fewer educational privileges. Regardless of the school's strength (refining the minds of students in the Buddhist ways), its students, who come from underprivileged families, need to develop their 21st-century skills. The importance of those skills according to Buckle (n.d.) is as follows. Firstly, leaders in higher-education and business have often cited soft skills as being the most important driver of success in higher-level courses and in the workplace. Secondly, in today's world, our schools are preparing students for jobs that might not yet exist. Career readiness means equipping students with a nuanced set of skills that can prepare them for the unknown. Thirdly, social media has changed human interactions and has created new challenges in navigating social situations. Fourthly, the age of the Internet has dramatically increased access to knowledge. As a result, students need to learn how to process and analyze large amounts of information. Finally, content knowledge from core subjects can only go so far because students need to be taught how to apply facts and ideas when they need to solve complex problems. There are many 21st-century skills for students to learn, such as Critical thinking, Creativity, Collaboration, Communication, Information literacy, Media literacy, Technological literacy, Flexibility, Leadership, Initiative, Productivity, and Social Skills. (Allison Academy, n.d.).

In truth, Sarakhunwittaya School would like to build 'every skill' for its students by utilizing participatory action research, which the research team believes is more effective when seeking to make improvements than the processes of development used there in the past. Hence, the research team had chosen "leadership skills" to be the first skill set to be developed in students. It was considered a navigating project, which aimed at development by employing participatory action research. If successful, it can hopefully be used as a model for the future development of leadership skills and other skills as well.

From the research findings, by comparing the 3 phases, which was done before and after the operation of Cycle 1 and after the operation of Cycle 2, and the results follow. Firstly, the operation of the project led to consecutive improvements, which meant that the research participants had shown progressively higher levels of operations in enhancing the students' leadership skills during the 3 phases. Moreover, the students had demonstrated greater leadership skills after the 3 phases as well. Secondly, the research team, the participants, and Sarakhunwittaya School learned many things, especially the importance of working collaboratively, which resulted in unity and in having better achievements than when working individually. Thirdly, knowledge was a result of the operation, which became a model that showed the causes and effects between the drives, the resistances to change, the solutions to the resistances to change, and the results shows that the main idea of this research that focuses on academic perspectives is to gain an explicit knowledge perspective on enhancing students' leadership skills (from the six relevant literary studies mentioned in the title of "Literature Review") to be integrated with the viewpoint that is tacit knowledge from the previous experiences of the research participants (as mentioned in the planning phase of Cycle 1) leading to the designation of the "56 expected development paths", as shown in Table 1, is an effective concept. When co-researchers used it as a guideline to develop leadership skills for students, it resulted in the achievement of the research objectives set and resulted in "Model of Teachers' Participation to Enhance Students' Leadership Skills in Sarakhunwittaya School". The main concept used in this research has been confirmed by other researches that have also used this main idea in their research, such as the research of Thawinwong and Sanrattana (2022), Uttamadhammo and Phrakrusutheejariyawattana (2021), and Soipimai and Sanrattana (2023).

Therefore, the model obtained from this research is a learning experience that is an important starting point for

Sarakhunwittaya School to apply to develop leadership skills or other 54st century skills for students in the future.⌗ This is due to the nature of education in schools, in which new students enter the system without end - one generation after another. This is consistent with the spiral cycle of Participatory Action Research. Thus, the team suggested that the teachers at Sarakhunwittaya School seek to improve their 21st-century skills as a part of the process of developing the 21st-century skills for their students. Therefore, the teachers should not stop learning, seeking new knowledge to improve their developmental processes, and should not stop applying the principles, concepts, and practical guidelines of the participatory action research methodology to enhance their proficiency. Over time, these processes will lead to better changes in any determined development.

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