The Development of Training Package for Enhancing Transformational Leadership of Thai Buddhist University Students

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Abstract

The aims of this study were to: 1) assess the current and expected conditions of transformational leadership of Thai Buddhist university students; 2) develop and examine the effectiveness of training package to enhance the transformational leadership of Thai Buddhist university students, and 3) study the effectiveness of the training package. This research involved 478 informants and representative samples, including executives, instructors, students, experts, and stakeholders. The research instruments were semi-structured interviews and opinion questionnaires to assess the need for transformational leadership in the current and expected conditions. These were measured using a 5-level Likert rating scale. The current condition had a reliability of 0.949, the expected condition had a reliability of 0.950, and the overall reliability was 0.974. The quality assessment form of the training package included focus group discussions, the training package, the transformational leadership assessment form, the training participation behavior assessment form, and the satisfaction assessment form. The statistics used for data analysis were frequency, percentage, mean score, standard deviation, the priority index of needs (PNI modified), and dependent t-test. The research revealed that 1) The assessment of the needs of transformational leadership of Thai Buddhist university students found that consideration of individuality was the most needed aspect (PNI modified equal to .3441), followed by intellectual stimulation (PNI modified equal to .3440), inspiration (PNI modified equal to .3398), and ideological influence (PNI modified equal to .3364), respectively. 2) The creation of the training package thethrough an online group discussion process (Zoom) showed that all activities were appropriate. 3) The study of the effectiveness of the training package found that the average score of transformational leadership of the students was significantly higher than before training at a statistical level of .05. Additionally, the average scores for behavior and participation in training and satisfaction with the training were significantly higher than the specified criterion (3.51) at a statistical significance level of .05.

Keywords: training package, transformational leadership, Thai Buddhist University

1. Introduction

Transforming the nation to become a knowledge-based society develop those who are a driving force behind the organization's growth is crucial (Bass & Avolio, 1994). National development in the social and human resource dimensions focuses on promoting personnel to learn and develop themselves continuously. To compete sustainably, the government therefore focuses on providing Thai people with quality lifelong learning. Especially skills related to science and technology, such as digital literacy. data management artificial intelligence including skills that technology cannot replace Especially behavioral skills such as critical thinking. Teamwork or creativity (National Economic and Social Development Plan No. 13, 2023 – 2027).

Higher education institutions have a duty to produce knowledgeable graduates. Have practical skills and provide graduates with leadership skills Including teamwork because these characteristics are desired by the organization. Able to work efficiently and effectively according to and be able to maintain themselves in society under the changing circumstances of labor market competition (Musikwong, 2016). Higher education management process emphasis is placed on providing education to create a career or employment. Produce graduates with quality consistent with the needs of graduate users. To develop the quality of graduates. Graduates should have important characteristics that are sufficient for development in their careers and working lives in 5 areas: 1) Flexibility and Adaptability 2) Initiative and Self-Direction 3) Social and Cross-Cultural Skills 4) Productivity

and Accountability and 5) Leadership and Responsibility (Jairak, 2016). Some graduates' output is still insufficient to satisfy graduate users' demands, particularly in the leadership domain. Therefore, in order to meet the needs of graduate users, educational institutions must set up training programs to improve transformational leadership in graduates. Therefore, all parties involved should be aware of the need to develop people and build the quality of people. which is considered the most important factor of national development (Office of the Permanent Secretary, Ministry of Education, 2017). The university places importance on creating students to be good people, have leadership, have morals and knowledge. Have 21st century skills and public consciousness However, it was found that there were still gaps regarding guidelines or process models for creating or developing leadership in students. Lack of integration of academics with concrete student development activities Including the lack of an inspection mechanism. Measuring and evaluating the development of various skills with quality that will lead to creating real change (Klahan, 2021).

Office of the Secretariat of the Education Council about educational reform, the operational problems regarding production and development of manpower were mentioned in an interesting way; 1) New graduates are still unable to perform their jobs according to the job description. Most establishments require new graduates to undergo at least 3-6 months of training. 2) The manpower produced lacks knowledge and adequate necessary skills, such as communication skills in both Thai and foreign languages, computer and technology, and basic calculation skills. 3) The manpower produced lacks some important characteristics, such as systematic analytical thinking. solving problems, teamwork, job responsibilities, honesty, patience, diligence, and leadership (Office of the Education Council Secretariat, 2023).

Thai Buddhist university has a duty to produce personnel with transformational leadership complete with morality, ethics, and providing education in the tripitaka and advanced academics for monks and novices. Aiming at producing students with desired qualifications with a vision of producing graduates who will be knowledgeable. Be a leader in spirit and wisdom, ability to solve problems. Have faith and dedicate themself to Buddhism know how to sacrifice for the common good. Be aware of changes in society and have a wide worldview. Have the potential to develop oneself to be fully equipped with morality and ethics. Therefore, the researcher developed a training package to enhance the transformational leadership of Thai Buddhist University students. Using Bass & Avolio's theory of transformational leadership as a guideline for developing a training package to enhance transformational leadership among students at Thai Buddhist University. The goal is to prepare graduates to be leaders who possess the necessary skills and knowledge to adapt to changes in the economy, society, and the development of information technology in the modern world, as well as the ability to go out and contribute to the stable development of society and the country.

2. Method

2.1 Study Design and Participants

The Research and Development study was conducted using an intervention group at Thai Buddhist University. The research is divided into 3 phases as follows:

Phase 1; To assess the current and the expectations conditions of transformational leadership of Thai Buddhist university students, using semi-structured interviews with professors, university administrators, and students entirely 18 persons using purposive sampling. And 400 employers from 2 universities were selected using a convenience sampling method.

Phase 2; To develop and examine the effectiveness of training package to enhance the transformational leadership of Thai Buddhist university students, using focus group with 7 experts

Phase 3; To study the effectiveness of a training package to enhance transformational leadership of Thai Buddhist university students. The sample size of the study was Thirty 4th-year undergraduate students were chosen for the study's sample size using purposive sampling.

2.1.1 Research Instruments

The research instruments were semi-structured interviews and questionnaires to assess the needs of transformational leadership in the current situation and the expected conditions. They were a 5-level Likert scale with a reliability of 0.99. The quality assessment form of the training package from focus group discussions, the training package, the transformational leadership assessment form, the training behavior, and participation assessment form, and the satisfaction assessment form.

2.2 Data Analysis

Data was analyzed using SPSS 22; frequency, percentage, mean score, standard deviation, the priority index of

needs (PNI modified), and dependent t-test.

2.3 Ethical Considerations

This research project was considered and certified by the Institutional Review Board on Research Involving Human Subjects, Srinakharinwirot University, Project Code: SWUEC-662207 Participants provided informed consent.

3. Results

Phase 1 *To assess the current and the expectations conditions of transformational leadership of Thai Buddhist university students.*

Necessary needs for transformational leadership of students at Thai Buddhist University.

Table 1. Characteristics of Participants (n = 400)

		N	Percentage
Gender			
	male	278	69.50
	female	122	30.50
Age (year)			
	≤ 25	16	4.00
	25 – 35	125	31.25
	36 – 45	133	33.25
	46 – 55	103	25.75
	≥ 55	23	5.75
Education			
	Bachelor's degree	245	61.25
	Master's degree	123	30.75
	Doctoral's degree	32	8.00
Status of graduate users			
	Monastic status	125	31.25
	Leader	46	11.50
	Parent	49	12.25
	Executive	47	11.75
	Manager	21	5.25
	lecturer	71	17.75
	Other	41	10.25
Work/Administration experience (year)			
	5	111	27.75
	5 – 10	116	29.00
	11 - 15	77	19.25
	≤ 16	96	24.00
Type of organization			
	Temple	143	35.75
	Government	153	38.25
	State enterprise	11	2.75
	Private sector	41	10.25
	Business owner	49	12.25
	Other	3	0.75

Table 2. Mean scores and standard deviations of transformational leadership of Thai Buddhist University students in the current and the expected condition and the Priority Needs Index (PNI $_{modified}$)

Characteristics of Leadership	current		expected		Need	
	$\bar{x}$	S.D.	$\bar{x}$	S.D.	PNI $_{modified}$	Rank
Idealized Influence	3.35	0.63	4.48	0.38	.3364	4
Inspirational Motivation	3.32	0.67	4.45	0.41	.3398	3
Intellectual Stimulation	3.29	0.67	4.43	0.40	.3440	2
Individualized Consideration	3.30	0.67	4.44	0.40	.3441	1
Total	**3.32**	**0.66**	**4.45**	**0.40**	**.3441**	**3**

Phase 2 To develop and examine the effectiveness of training package to enhance the transformational leadership of Thai Buddhist university students.

The training package to enhance the transformational leadership of Thai Buddhist university students; 5 training units, 13 activities, and when considering the assessment items in each area The experts agreed that the overall training set was appropriate at highest level (X = 4.50, S.D. = 0.53). Evaluation of problems and needs of training packages and measurement and evaluation It is appropriate at the highest level. The principles and rationale of the training package, Purpose of the training package, Content structure and duration, media, materials, and equipment used in training and steps and methods for carrying out training activities It is appropriate at a high level, as shown in Table 3.

Table 3. Mean score and standard deviation of the overall suitability assessment of the training package

Items	N = 7		Rank
	$\bar{x}$	S.D.	
1. Problems and needs of training packages	4.62	0.52	highest
2. The principles and rationale of the training package	4.48	0.50	high
3. Purpose of the training package	4.43	0.54	high
4. Content structure and duration	4.47	0.59	high
5. media, materials, and equipment	4.48	0.52	high
6. Steps and methods of the training	4.43	0.50	high
7. Measurement and evaluation	4.60	0.53	highest
Total	**4.50**	**0.53**	**highest**

Phase 3 To study the effectiveness of a training package to enhance transformational leadership of Thai Buddhist university students. Show as Table 4 and 5

Table 4. Percentage of the sample Classified according to monastic status

	N	Percentage
Monk	23	76.66
Novice	7	23.33
Total	**30**	**100.00**

Table 5. Comparing the mean transformational leadership scores before and after the training. (n = 30)

Transformational leadership	Before		After		Percentage	t	p
	$\bar{x}$	S.D.	$\bar{x}$	S.D.			
Idealized Influence	3.85	0.53	4.42	0.26	57.33	5.076*	.000
Inspirational motivation	3.89	0.54	4.44	0.33	54.67	4.083*	.000
Intellectual stimulation	3.89	0.58	4.34	0.40	45.55	3.470*	.002
Individualized consideration	3.81	0.50	4.48	0.36	66.67	5.445*	.000
Total	**3.86**	**0.54**	**4.42**	**0.34**	**56.06**	**12.90***	**.001**

4. Discussion

The assessment of the needs of transformational leadership of Thai Buddhist university students found that consideration of individuality was the most needed aspect (PNI modified equal to .3441), followed by intellectual stimulation (PNI modified equal to .3440), inspiration (PNI modified equal to .3398), and ideological

influence (PNI modified equal to .3364), respectively. Individualized Consideration: Graduate users believe that individuality is very important and rust between leaders and followers is important. They will be coaches and advisors to develop each person's potential. This helps in effective cooperation and teamwork. Additionally, graduate users believe that effective leaders value the development of future-ready skills and encourage followers to be involved in decision-making. Teams will be more resilient and capable of handling obstacles with assurance if a positive culture that values different viewpoints is established. Bass B.M. and Avolio propose the idea that Leaders have relationships with people as leaders, providing individual care and attention to followers and make followers feel valued and important leaders pay special attention to the needs of individuals (Avolio, 1994). This is similar Yukl's research, found that considering individual differences is not just about accepting the needs of followers but it also helps stimulate, support and elevate those needs to help build confidence in what followers will do so that followers have the opportunity to learn and develop themselves to their fullest potential (Yukl, 1989). And similar Wichit Indadhammo (2021) found that in considering individuality there are opinions at a high level. Including giving followers opportunities to learn new things. Leaders will be coaches advisors, and will be respectful. Take care of each follower individually. Intellectual Stimulation: Graduate users believe that it is a process that helps build followers' confidence and analytical thinking abilities. When followers are encouraged to take initiative and see problems from multiple perspective. Graduate users probably think that learning from leaders and practicing in an open environment will give followers the ability to adapt and continually develop themselves. Developing these skills will help your agency be flexible and able to respond effectively to change (Avolio, 1994). Inspirational Motivation: Graduate users believe that this inspiration will not only strengthen the self-confidence of followers. But it also helps create a feeling of being part of a team. Encouraging followers to participate in decision making and expressing their opinions will encourage them to be creative. Leaders should listen openly to opinions and suggestions from followers. This will lead to continuous development of skills and abilities of both leaders and followers. Creating an atmosphere of understanding and compassion will make team stronger and ready to take on new challenges that may occur in the future. According to Bass B.M. Avolio, leaders should create a positive attitude and positivity in their followers, expose them to an idyllic vision of the future, and demonstrate their determination to achieve their goals (Avolio, 1994). Show enthusiasm by building a good attitude and thinking positively. Dedication or commitment to a common goal and vision. They are those who desire change and try to inspire their followers to have hope and a strong desire to reach their goals (Bennis & Nanus, 1985; Barling, Moutinho & Kelloway, 2000; Tichy & Devanna, 1990; Hocker & Trofino, 2003; Kouzes & Posner, 2007). Idealized Influence: Graduate users see those who behave as good examples for their followers. They should have confidence in their vision and execute it effectively. Able to convey vision for others to understand have intelligence, determination, and self-confidence. To be an example that followers can follow. Behave as an example for your followers build relationships with followers using open and honest communication. This will make followers feel part of the process and participate in decision-making that will effectively drive them towards shared success (Yukl, 2006; Barling, Moutinho & Kelloway, 2000; Hocker & Trofino, 2003).

The creation of the training package by using the online group discussion process (Zoom), it was found that all activities were appropriate. The training package consists of 13 activities: 1) building relationships and the game "Who am I?" 2) educating about transformational leadership 3) educating about individuality 4) Brahmavihāra 4 with Consideration of individuality 5) Explore your Values 6) Education about intellectual stimulation 7) Leadership Pizza 8) Education about inspiration 9) Iddhipada 4 and inspiration 10) Leadership Envelopes 11) Providing knowledge about ideological influence 12) Sanghawatthu 4 and ideological influence 13) Letter from the Future This training package has passed a quality check for appropriateness. By organizing a focus group, it was found that the training package is appropriate be used in training. This is due to the creation of training activities in the training package. The researcher proceeded by studying the concept of transformational leadership. Concepts for developing training kits ideas for organizing training activities. Principles that strengthen transformational leadership and bring the results of the assessment of the needs of transformational leadership of Thai Buddhist University students in the current condition and the expected condition. Use it as a guideline for creating training sets. and proceeded to create a systematic training package. Consistent with the study of Yuth Kaiyawan (2016), it was found that training is a tool for developing human resources to have knowledge, understanding, skills, expertise or to strengthen vision to be broad and up-to-date. And a study by Wichai Wisawakulwanich (2016) found that increasing knowledge, abilities, and changing good attitudes so that trainees can perform their duties effectively.

The study of the effectiveness of the training package found that the average score of transformational leadership of the students was significantly higher than before training at a statistical level of .05. The average score of behavior and participation in training and satisfaction with the training was significantly higher than the

specified criterion (3.51) at a statistical level of .05. This may be due to the fact that the students who received the training developed transformational leadership through a 12-hour training process based on the concepts and theories of transformational leadership. This resulted in the training students gaining knowledge and Learning process from training. It shows that the training set created can actually enhance the transformational leadership of students at Thai Buddhist University, consistent with Chuchai Samithikrai (2013) found that Training is a systematic learning process to increase knowledge and skills. The abilities and attitudes of personnel help to improve work efficiency. And consistent with the research of Prapassorn Chanaroj (2021), it was found that after the experiment, the experimental group had changes in both individual aspects and overall higher than before the experiment, with statistical significance at the 0.05 level.

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