

**MODEL OF TRAIT LEADERSHIP DEVELOPMENT OF THAI
MUSLIM WOMEN IN THREE SOUTHERN PROVINCES OF
THAILAND**

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Thesis
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THAILAND**

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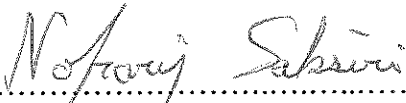
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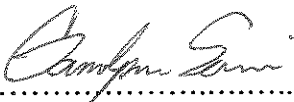
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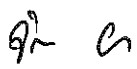
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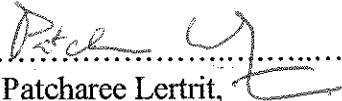
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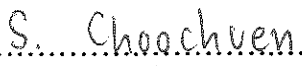

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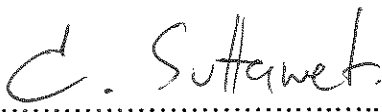

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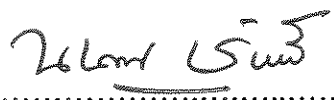

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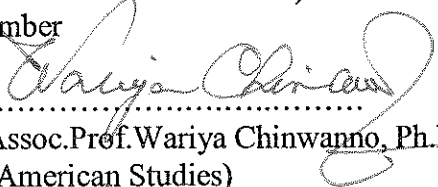

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MODEL OF TRAIT LEADERSHIP DEVELOPMENT OF THAI MUSLIM WOMEN IN THREE SOUTHERN PROVINCES OF THAILAND**SUTHIRUS CHOOCHUEN 5338479 SHPP/D****D.P.A. (PUBLIC POLICY AND PUBLIC MANAGEMENT)****THESIS ADVISORY COMMITTEE: NOPRANUE SAJJARAX., Ph.D.(POLITICS AND INTERNATIONAL STUDIES)., SOMBOON SIRISUNHIRUN, Ph.D.(EDUCATION ADMINISTRATION), GAMOLPORN SONSRI, D.P.A.(PUBLIC ADMINISTRATION), JITLADA AMORNWATANA, Ph.D. (DEVELOPMENT ADMINISTRATION), NOPARUJ SAKSIRI, Ph.D.(EDUCATION ADMINISTRATION)****ABSTRACT**

The objective of this research was to develop a model for trait leadership development of Thai Muslim women in three southern provinces of Thailand. The methodology used in this study was a descriptive research design. The research comprised of 6 steps which were: 1) review related literatures and research, and identify the conceptual framework; 2) study the leadership role, leadership behavior and trait leadership of Thai Muslim women leaders; 3) analyze the expert's views regarding trait leadership of Thai Muslim women leaders; 4) develop a model; 5) verify and evaluate the appropriateness and feasibility of the model; and 6) modify and present the research findings. The sample consisted of 13 Muslim women leaders and 17 experts.

The study of the leadership role, leadership behavior and trait leadership of Thai Muslim women leaders revealed that 59 components showed then to be suitable for their leadership roles. The trait leadership of Thai Muslim women leaders could be categorized in to 6 groups which were: 1) trait leadership in administration; 2) trait leadership in academic and the professions; 3) trait leadership in personality; 4) trait leadership in morals and ethics; 5) trait leadership in Islamic culture; and 6) trait leadership in peace process support. According to the findings, regarding trait leadership of Thai Muslim women leaders, a drafted model was developed and the Delphi technique was conducted to verify and evaluate the model by the experts. The model was created from research findings and was then modified and presented. It was comprised of 4 parts as follows: Part 1) trait leadership of Thai Muslim women leaders needed to developed. Part 2) principles, concepts, and general objective of the model. Part3) the development process that were classified as 4 procedures: 1) preparation for readiness, 2) needs assessment for trait leadership development, 3) developing trait leadership, this procedure was comprised of 4 developmental areas: model1 trait leadership in administrative development; model2 trait leadership in academic and professional development; model3 trait leadership in personality development; model4 trait leadership in morals and ethics development; model5 trait leadership in Islamic culture development; and model6 trait leadership in peace process support development, integrated practicum and 4) the evaluation of post development and the whole process of the model. Part4) the application, condition and key success indicators of the model.

KEY WORDS: TRAIT LEADERSHIP / MUSLIM WOMEN / THREE SOUTHERN PROVINCES / MODEL OF TRAIT LEADERSHIP DEVELOPMENT

499 pages

รูปแบบการพัฒนาคุณลักษณะภาวะสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้

MODEL OF TRAIT LEADERSHIP DEVELOPMENT OF THAI MUSLIM WOMEN IN THREE SOUTHERN PROVINCES OF THAILAND

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บทคัดย่อ

การวิจัยนี้มีวัตถุประสงค์เพื่อนำเสนอรูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ ใช้ระเบียบวิธีวิจัยเชิงบรรยายขั้นตอนการวิจัยประกอบด้วย 6 ขั้นตอนสำคัญคือ 1) การศึกษาวรรณกรรมที่เกี่ยวข้องและกำหนดกรอบแนวคิดในการวิจัย 2) การศึกษาบทบาทพฤติกรรมคุณลักษณะภาวะผู้นำสตรี 3) การวิเคราะห์สังเคราะห์บทสัมภาษณ์และการสังเกตอย่างไม่มีส่วนร่วมของผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้เกี่ยวกับคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ 4) การพัฒนารูปแบบ 5) การตรวจสอบและประเมินความเหมาะสมของรูปแบบด้วยเทคนิคเดลฟาย 6) การปรับปรุงและนำเสนอรูปแบบเครื่องมือที่ใช้ในการวิจัยประกอบด้วยแบบสัมภาษณ์และแบบสอบถามประชากรประกอบด้วย 13 ผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ และ 17 ผู้ทรงคุณวุฒิ

ผลการศึกษาบทบาท พฤติกรรม คุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ พบว่า คุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ที่สอดคล้องกับพฤติกรรมภาวะผู้นำในแต่ละบทบาทมีจำนวน 59 คุณลักษณะ จัดกลุ่มคุณลักษณะภาวะผู้นำเป็น 6 กลุ่ม คือ คุณลักษณะภาวะผู้นำด้านการบริหาร คุณลักษณะภาวะผู้นำด้านวิชาการและวิชาชีพ คุณลักษณะภาวะผู้นำด้านบุคลิกภาพ คุณลักษณะภาวะผู้นำด้านคุณธรรม จริยธรรม คุณลักษณะภาวะผู้นำด้านวัฒนธรรมอิสลาม และคุณลักษณะภาวะผู้นำด้านการส่งเสริมกระบวนการสันติภาพ และผู้วิจัยได้ดำเนินการยกร่างรูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ขึ้น และทำการตรวจสอบโดยประเมินความเหมาะสมและความเป็นไปได้ด้วยเทคนิคเดลฟาย ผลการศึกษพบว่ารูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ ประกอบด้วย 4 ส่วนสำคัญ คือ ส่วนที่ 1 คุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ที่ต้องการพัฒนา ส่วนที่ 2 หลักการและแนวคิดกำกับรูปแบบ และวัตถุประสงค์ทั่วไปของรูปแบบ ส่วนที่ 3 กระบวนการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ ซึ่งประกอบด้วยขั้นตอน เนื้อหาการพัฒนา วิธีการและกิจกรรมการพัฒนา วัตถุประสงค์ และผลที่ต้องการ โดยในขั้นตอนการพัฒนามี 4 ขั้นตอนย่อย คือ 1) ขั้นตอนการเตรียมการพัฒนาคุณลักษณะภาวะผู้นำ 2) ขั้นตอนการประเมินเพื่อกำหนดคุณลักษณะที่ต้องพัฒนา 3) ขั้นตอนการดำเนินการพัฒนาคุณลักษณะภาวะผู้นำ ซึ่งต้องพัฒนาคุณลักษณะทั้ง 6 ด้านที่กล่าวมาแล้วและทำการฝึกแบบบูรณาการ และขั้นตอนที่ 4) ขั้นตอนการประเมินผลการพัฒนาและดำเนินการ ส่วนที่ 4 แนวทางการนำรูปแบบไปใช้ เงื่อนไขความสำเร็จ และตัวชี้วัดความสำเร็จของรูปแบบ

CONTENTS

	Page
ACKNOWLEDGEMENTS	iii
ABSTRACT (ENGLISH)	iv
ABSTRACT (THAI)	v
LIST OF TABLES	ix
LIST OF FIGURES	xv
LIST OF CHART	xvi
CHAPTER I MODEL OF TRAIT LEADERSHIP	1
DEVELOPMENT OF THAI MUSLIM WOMEN	
IN THE THREE SOUTHERN PROVINCES OF	
THAILAND	
1.1 Rationale	1
1.2 Objectives	9
1.3 Research Questions	9
1.4 Scope of Research	9
1.5 Limitation of the research	10
1.6 Terms for the research	11
1.6 The expected benefits	14
1.7 Conceptual Framework	14
CHAPTER II REVIEW OF THE RELATED LITERATURE	19
2.1 Theory and concept about	19
2.2 Related literature	57

CONTENTS (cont.)

	Page
CHAPTER III RESEARCH METHODOLOGY	66
Stage 1: Study the roles, behaviors and trait leadership of women	67
Stage 2: Study trait leadership of Thai Muslim women in the three southern provinces of Thailand.	68
Stage 3 Create, develop and present Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.	78
CHAPTER IV ROLES, BEHAVIOR, AND TRAITS LEADERSHIP OF WOMEN	85
4.1 Brief Personal Information of Women Leaders of Thai Muslim Women in the Three Southern Provinces	86
4.2 Roles, Behavior, and Traits Leadership of Women	91
CHAPTER V TRAIT LEADERSHIP DEVELOPMENT OF THAI MUSLIM WOMEN IN THREE SOUTHERN PROVINCES OF THAILAND	224
5.1 Analyze traits leadership of Thai Muslim women in three southern provinces of Thailand by in-depth interview and non-participant observation	225
5.2 Analyze trait leadership of Thai Muslim women leaders in three southern provinces of Thailand which were in line with each roles	288

CONTENTS (cont.)

	Page
CHAPTER VI MODEL OF TRAIT LEADERSHIP	294
DEVELOPMENT OF THAI MUSLIM WOMEN IN	
THE THREE SOUTHERN PROVINCES OF	
THAILAND	
6.1 Analysis of the trait leadership development content of Thai Muslim women in the three southern provinces of Thailand	294
6.2 Create model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand	303
6.3 Draft model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (proposed draft)	312
6.4 Present model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (research copy)	351
CHAPTER VII SUMMARY AND DISCUSSION	384
CHAPTER VIII SUGGESTIONS OPERATIONAL	421
BIBLIOGRAPHY	426
APPENDICES	438
BIOGRAPHY	499

LIST OF TABLES

Table	Page
1.1 presented life in different societies between male and female Muslim in southern provinces	3
2.1 The comparison of theoretical situation	39
2.2 The analysis on the process, elements and details in all trait leadership development models	53
2.3 components of the development model	54
4.1 General information of female Thai Muslim leaders in Pattani province.	86
4.2 General information of Thai Muslim women leaders in Yala province	88
4.3 General information of Thai Muslim women leaders in Narathiwat Province	90
4.4 Summarized references of roles of women leaders regarding management	102
4.5 Summarized references of roles of women leadership regarding academic and vocation	110
4.6 Reference summary of roles of women leadership regarding creative changes and development	115
4.7 Summarized references of roles of women leadership regarding coordination, conflict management, and support of team participation.	125
4.8 Summarized references of roles of women leadership regarding performance tracking and evaluation.	128
4.9 Summarized references of leadership behavior of women leaders that is relevant to management roles.	143

LIST OF TABLES (cont.)

Table	Page
4.10 Summarized references of women's leadership behavior that are relevant to academic and vocational roles.	157
4.11 Summarized references of women's leadership behavior that are relevant to conflict coordination and management and the support of teamwork participation.	183
4.12 Summarized references of women's leadership behaviors that are consistent to performance tracking and evaluation.	195
4.13 Summarized references of trait leadership of women leaders regarding management that is relevant to roles and behavior regarding management.	207
4.14 Summarized references of trait leadership of women leaders regarding academic and vocational that is relevant to roles and behavior regarding academy and vocation.	213
4.15 Summarized references of trait leadership of women leaders regarding appearance that is relevant to roles and behavior of creative change and development.	218
4.16 Summarized references of trait of women leadership regarding moral and ethical trait that is relevant to roles and behavior regarding conflict coordination and management and the support of team work participation,	123

LIST OF TABLES (cont.)

Table	Page
5.1 Summarize the sources of leadership roles of Thai Muslim women leaders the three southern provinces of Thailand in Islam culture	236
5.2 Summarize the sources of leadership roles of Thai Muslim women leaders in three southernboarder provinces of Thailand in pacification promotion	246
5.3 Summarize the sources of the behaviors leadership of Thai Muslim women leaders in three southernboarder provinces of Thailand that corresponded with leadership roles in Islam culture	260
5.4 Summarize the sources of the behaviors leadership of Thai Muslim women leaders in three southernboarder provinces of Thailand that corresponded with leadership roles in pacification	268
5.5 Summarize the sources of the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand that corresponded with leadership roles in Islam culture	278
5.6 Summarize the sources of the trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand that corresponded with the roles and behaviors leadership in pacification promotion	287
5.7 Trait in line corresponded with behaviors on the role in management	288
5.8 Trait in line corresponded with behaviors on the role in academic and professional aspects	289
5.9 Trait in line corresponded with behaviors on the role in creative revolution and development	290
5.10 Trait in line corresponded with behaviors on the role in monitoring and evaluation	291

LIST OF TABLES (cont.)

Table	Page
5.11 Trait in line corresponded with behaviors on the role in coordination, conflict management, and team work participation promotion	292
5.12 Trait in line corresponded with behaviors on the role in Islam Culture	293
5.13 Trait in line corresponded with behaviors on the role in pacification promotion	293
6.1 Analysis of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand based on concepts, principles, and theories related to the leadership to set the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand	295
6.2 Analysis of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand based on concepts, principles, theories, and content related to each aspects	299
6.3 Summarize detail of the process based on the structure of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (Draft)	306
6.4 Index of consistency and possibility of the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand from questionnaire (17 experts)	313
6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1 st)	314

LIST OF TABLES (cont.)

Table	Page
6.6 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 1	329
6.7 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 2 Pre-development evaluation (17 experts)	333
6.8 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on management and administration (17 experts)	335
6.9 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on academic and professional aspects (17 experts)	339
6.10 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on Personality (17 experts)	341
6.11 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on virtue and morality (17 experts)	344
6.12 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on Islam culture (17 experts)	346

LIST OF TABLES (cont.)

Table	Page
6.13 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on pacification promotion (17 experts)	348
6.14 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on pacification promotion (17 experts)	349
6.15 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 5 Re-Development (17 experts)	350
6.16 Elements of Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand	352
A Leadership role synthesis	440
B Women Leadership Role Synthesis	443
C Leadership and women leadership that is relevant to leadership roles	446
D Women leader's behavior synthesis.	450
E The analysis of leadership roles and indicators in order to synthesize leadership behavior	454
F The synthesis of traits leadership and traits leadership of women, that are relevant to leadership roles and behavior	459
G The synthesis of Women Leadership Trait	461

LIST OF FIGURES

Figure		Page
2.1	Conceptual Framework	18

LIST OF CHARTS

Chart	Page
2.1 Trait leadership process	38
2.2 The components of the executive development model	52

CHAPTER I

MODEL OF TRAIT LEADERSHIP DEVELOPMENT OF THAI MUSLIM WOMEN IN THREE SOUTHERN PROVINCES OF THAILAND

1.1 Rationale

While the society has changed dramatically, there is a Western concept to liberate women and bring freedom for them as women can do everything equally as men can do. This concept influenced the development of women just to change the roles of women according to the new concept with the belief that it shall be a progress if the Western behavior can be imitated (**Muhammas Imron , 2008:Abstract**). However, women in the past are confined in the house, so they have less opportunity than men in every field. When the time changed, there are the society that money took more roles and there are the progress of science and technology. These objects built up women's roles prominently in almost every field, so women became the main resource in developing society, economic, and politics.

In this case, the study on the women with clear system or clear course is taught for first time in San Diego State College in 1970. Within 40 years of the women study, it is rapidly developed. Nowadays, there are many institutions offering courses related to women in many countries for almost all over the world, especially in America where there are 395 institutions that provide the course on Women Studies (www.artemisguide.com). At the same time, the Muslim countries become social accused for being the top world ranking for the society that have the action of maltreatment and slavery of women Doi (1990 cited from the Institute for Social Research, Chulalongkorn University, 2012:347). However, the research on Islamic women conducted by Muslim researchers, Al Quran and Hadith, who are not Muslims from primary source, including data collection related to the history of Islam from the Prophet and in Sorhabahu period, is found that there is no evidence of maltreatment and slavery on women as the principles of Islam. And, it is found that Islam is the

religion that defends the status, dignity and rights of women, and it is the most outstanding than other religions that exist nowadays (Levy Reuben, 1965). From the above data, it can be seen that the wrong interpretation and misunderstanding of Muslim women roles have strong effect on the image and social understanding.

The recognition of the new roles of Muslim women is very challenge, and it appeared in the early 18th century when the Mujaddid (Reformist) in the Muslim world has expressed the view to release weakness and backwardness of Muslims in various fields such as religious, education, society, economic, and politics, etc. This era is the beginning era of the restoration by presenting modern Normative Islam which can be used in current time. Mujaddid has the summary that Muslim in the modern era shall revise the phenomena recorded in Al Quran, the practice of the Prophet (Sunnah) and Sobahu as well as the early Muslims who has been practicing in accordance with Al Quran and Sunnah, strictly. The independent thinking process within the framework of Islamic thought and the institutional reformation under the change of the modern social context is the beginning of the new awareness related to the role of Muslim women (Faruqi, 1974).

In Thailand, the Muslim society in three southern provinces of Yala, Narathiwat and Pattani are regarded as a unique society, culture, and religious beliefs which are most prominent feature from the society of Thailand. This outstanding is characterized as a consequence of the fact that most people are Muslim, so culture or lifestyle and patterns of behavior and various creative mass media are in the scope of Al Quran Bible and Sunnaha of the Prophet. Moreover, it has been passed on from one generation to another generation (Sripong Udomrob,1996:57 and Saowanee Jitmuad,1998:226-227). Islamic religious has defined the role of Muslims according to the individual state by dividing the status of women and men prominently as some roles are associated with physical or physiological conditions, so most of the roles are for men who have to work outside, and sometimes they can take a role outside their houses as well as Muhammad the Prophet said that (Arun Boonchom,n.d.:1140) “Allah allows you (she) to go out for only necessary business”. In the past, Muslim men and women in the southern provinces has different lifestyles Table 1.1

Table 1.1 presented life in different societies between male and female Muslim in southern provinces

Male	Female
1. Have contact with the outer world	1. Stay in the house
2. Appear in the public places such as restaurant, coffee and tea shops, etc.	2. Do not go out from home if there is no necessary business
3. Have wide social relationship	3. Have close relationship with neighbors in the same community
4. Being a leader in religious ceremonies and rituals	4. Being a tradition and religion followers
5. Being an innovator who brings something new to the community	5. Being a keeper of the traditional culture of the community

Source Sawang Lertkul, 1992: 42

From table 1, it can be seen that the lifestyle of male and female Muslims are clearly different. It meant that male has more freedom and opportunity than female. Male has freedom from both inside and outside home, and they have wider relationship with society, so they receive more opportunities than female in every field such as education, career, etc. In addition, only male can be a leader for religion rituals, so female can only made it into practice. Sometimes, female almost never has opportunity to learn or start or even develop themselves as a leader.

As the cost of living is higher, the Muslim women have to take a career outside home without any rejection. However, it is not widely enough, and it exploits the society, economic, and labor, and they are not encouraged to participate in each activities of the society. (Regional Education Office No. 2, 1993)

The change in roles of Thai Muslim women who have to work outside home has effect on the existing roles. The Thai Muslim women have to allocate their time appropriately, have to be supported by their families and government sectors for the facilitation in order to succeed in both roles which are their works and their families. The change of social attitude towards as there is a condition that Thai Muslim women have the requirement on the society, religion, and tradition that they have to do it strictly. This condition blocks the opportunity and does not allow Thai

Muslim women to present their roles freely, especially on the roles of trait leadership. Even on the religious law, it is defined that "men and women are equal, but they have different duties, and every women shall be rewarded by their works equally." From the research of Na E Ma Niha (1998:44-45), it is stated about the "Muslim women and leadership" that, there is no speech mentioned in Al Quran that woman has no right to be the leader, but there is one speech (the message of the speech of Muhammad the Prophet, including those who stay close to him. They accepts or do not deny the speech of Muhammad the Prophet because he described about the roles of women as the leader of the state that "people will not be flourished if they allow women to be a leader.) In this restriction, it is not related to the honor or women's right, but it is related to the difference in natural and mind components of men and women.

From the study on the data of the organizing committee of the General Assembly reform issues in three southern provinces(2012:15), it is found that from January, 2004 until November 2011, there were 11,332 situations on severe situation, there were 4,984 dead people, 8,311 injured people, the dead people is in average of 1.7 person/day, 59 percent are Muslim, and 38 percent are Buddhist, 32 or injured people are Muslims, and 38 percent are Buddhists. The Muslim injured person is counted as 32 percent and 60 percent are Buddhist. There are 50 percent of people who become the pray of the severity. For soldiers and polices, there are only 13 percent. There are orphan children from the situation for 4,700 person and 2,200 widows. There is the migration of the Buddhist for 30 percent, and there are 10 percent of Muslims who moved out as it is mentioned in the statistic number above. The statistic number is the life-contained number which is meaningful for many people such as family, community, and nation that need to important manpower to develop the country which is the human resources. In the past 8 years, the severity becomes the violence and it is causing resentment, and the violence causes the ambition, desperate, depression, hatred, and love mixed together in the lifestyle of people living in the southern provinces.

As the unrest situation in three southern provinces of Thailand, population who received the most effect is population, calculated as 50 percent. The total population is 1.91 million people (2007), and it is calculated as 21.1 percent of total population in southern provinces. Most of the population is Islam, counted as 85.1

percent, and next is Buddhist, counted as 14.5 percent, and others are counted as 0.4 percent. **(committee on national security of the representatives, 2010:12)** From the above study, it is found that the unrest situation in 3 southern provinces contain 2,200 widow women. Women in three southern provinces are mostly Muslim women, and the **Director of Jana Hospital, Songkla Province (women's civil society organization, 2012:11)** stated about Thai Muslim women in three southern provinces that "Thai Muslim women are like a second-class citizens of the society, but they are second-class citizens who held down the possibility of the family such as the child care, elderly care, care of the sick, saving management, and household finances to support and assist each other in the community, including the maintenance of cultural communities through the movement of the daily life", and from the event, the unrest that occur in the Muslim women are affected more on the losing of their family or someone they love. Their lives are like the head of the household and a shepherd who are responsible for the cost of a family members. This allows women to have more patient in consequences by going through the trauma of loss which is not easy. Among distress, a reflection on the other side is faith and hope, as the acquisition of a range of serious psychological torture. Finally, the use of emotion and reason are always parallel. When these women have to go through the inflicted pain, it causes learning and adapting to make them survive. The roles of the that mentioned them not to work outside the home, and they have to serve their husband as a main and take care only children as their career, and they have to feed their families and survive in situations like this. This is consistent with the interviews of **Assoc. Sompong Thongpong, Vice President of Prince of Songkla University, Pattani Campas (women's civil society organization, 2012: 7)** who has expressed views on Muslim women that "What's the worst that happens, there are good things happen to women such as those effects. Leadership has more courage to think carefully by using their compassionate, understanding, mutual support groups who are affected in the same fate. More important, these women are ready to be a part of creating peace in the region." For the policy solutions to the unrest, the government has the potential to help healing and promoting on women. The government sees women as key personnel in developing countries, just like men. The government has provided encouragement and career development for women and provides these women jobs, income and occupation in

the various fields. Women are choosing as a leader in various professions for the representations of management, bargaining power, and justice for any matters for themselves and their communities.

A survey of the literature and research in Thailand on the roles of Thai Muslim women in three southern provinces found that preliminary research relating to the status and roles of Thai Muslim women in 3 southern provinces is "Status of Thai Muslim women in three southern provinces of Thailand" of Dolmanaj Baka and Veuseng Madaeho (1986), and it is a study of women in various fields such as family, social, economic, legal mind to accept new ideas and see whether it is complied with the principles of Islam or not by comparing the types of housing. The results showed that the Thai Muslim women living in the city have high status more than those who live in countryside. And another on is "Roles of the society, economic and political development of Thai Muslim women in the southern provinces" of Dolmanaj Baka (1997), it is a study on the roles of the various aspects of Thailand Muslim women by comparing the roles of Muslim women in rural and urban areas, and to compare the roles of Thai Muslim women according to the principle of Al Quran and Al Hadith related to the real roles. The results showed that the roles of Muslim women in every province have roles of the society, economic, politic, and similar roles related to Al Quran and Al Hadith. However, leadership roles of Thai Muslim women in the three southern provinces of Thailand is also an issue that has not been studied further, but Thailand's Muslim women leaders in 3 southern provinces are increasing, so leadership roles of Thai Muslim women are essential to study on the trait leadership of Thai Muslim women in three southern provinces of Thailand to find a model to develop properly.

For the study about Model of trait leadership development of Thai Muslim women in southern provinces of Thailand, it is found that there is a study related to trait leadership of women such as the work of Ahteka Charansart (2004) in the topic of " Women leadership in Pattani Province." It is the study on the different styles of traits leadership of each women type and factor that make women have the different leadership styles. The result is found that trait leadership of women in Pattani Province is consequenced from maximum to minimum with the level of the leadership as follows: justice, self-discipline, generosity, and the responsibility of a human

prudence, the initial creative ideas and self-confidence. The factors make women leader have difference trait leadership are no cooperation from the community, the unacceptable of women leadership, the lack of support for both people and budgets, the conflict in the organization, and no security of life and property. For the paper of Wandee Getgaew (2009) entitled "A Study of trait on Education of women leaders in southern provinces of Thailand, "and this is the study on the component of trait leadership of women in 14 southern provinces and then analyzes trait which take an effect on the success in management education. There are 6 components of the study on women leader in southern provinces of Thailand which are cooperative leadership, academic leadership, the thoughtful, and the status changing leadership, self-development, and personality. It can be seen that the context of the South where the geography, historical background, traditions, beliefs, values, religion, shaping the personality of a person under the trait of certain depictions of people than in other regions, such as speaking directly, self-dependent, friends loving, etc. (Chuan Petchkawe 1991. 101-103 and Amara Srisuchat, 2001: 3-4), and this triat is the basement of the behavior trait leadership of women as well.

And, from the study about Model of trait leadership development, it is found that there is a study on the roles , behavior and trait leadership of the leader to synthesis on the trait leadership, and then presented the model of trait leadership development of leaders or executives in many sectors such as hospital sector, educational sector, municipal sector, etc., and the work of Benchaporn Kaewmisi (2002) entitled “ The presentation the model of trait leadership development of the executive of nursing college, Ministry of Public Health.”, the work of Somboon Sirisanhira (2004) entitled “The development on the model of trait traits leadership of the Dean”, the work of Supha Awasakulsudthi (2009) entitled “ The model of trait leadership development of nurse leaderin the community hospital”, the work of Sakchai Puucharoen (2010) entitled “The creation of the model of trait development of principle of shcool administrator, school administrators under the basic education commission offices," the work of Surachanee Kensuphot (2011) entitled " The Development on model of traits leadership of the municipal administration.” There researches study on the roles of behavior and trait leadership of the leaders in each fields and creates as well as evaluates the model of traits leadership development of

those leaders. The result is found that trait leadership is complied with the behavior leadership in each role, and there are 4 main components in presenting and developing of model trait leadership development as follows:

There are traits leadership of each field of leaders, and there are concepts and principles on the model and general objectives of model, it has the development process and the guideline to use the model, condition of the success, and the success indicators. Moreover, from the additional study, it is confirmed that trait leadership development of the leaders have an effect on people and organization effectively. For example, the research of Duangduan Panthumanawin (1999) in the topic of "the satisfaction on the trait leadership related to important assumption is found according to the Fiedler from the factual study in Thailand." And, it is found in the satisfaction in the trait leadership according to the theory of Fiedler that the popular leader for most people are mostly qualified people. The qualified leader is consisted of important trait on both psychology and behavior.

From the study on related literature on the roles of Thai Muslim women on their trait leadership and the model on trait leadership, it can be seen that even though there are study about roles of Thai Muslim women, it exists for so long without providing any importance on the issues of Thai Muslim leader enough. For the study on the trait leadership and the model on trait development, the trait leadership is the study on the general leadership, not an important issue in Thai Muslim women, so the researchers are interested in studying on how the trait leadership of Thai Muslim women in the three southern provinces of Thailand looks like. The results of this study would be useful to determine the knowledge that represents the trait leadership of Thai Muslim women in the three southern provinces of Thailand appropriately, and it can be used as a consideration to achieve Thai Muslim women leaders in three Southern provinces of Thailand in desirable way, and the contribute to the development of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand effectively with any methods to develop a Thai Muslim women leaders in three southern provinces of Thailand. The efficiency and effectiveness of organizational management and development, however, reflects the architectural field within the unrest situation. This knowledge can be utilized to manage the organization for Thai Muslim leader, and it can be used for the

development of human resources with full potential and with benefits to the country in the future.

1.2 Objectives

1. To study on the roles, the behaviors and trait leadership of Thai women
2. To study on trait leadership development of Thai Muslim women in the three southern provinces of Thailand
3. To present the Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand

1.3 Research Questions

1. How does the trait leadership of Thai Muslim women in the three southern provinces of Thailand complied with behaviors and roles of trait leadership of Thai Muslim women in the three southern provinces of Thailand?
2. What does the appropriate model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand contain, and how does it look like?

1.4 Scope of Research

1. This research is the Descriptive Research and it is the study on the trait leadership of Thai Muslim women in three southern provinces to present Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand
2. Sample population are the primary data informants - all Thai Muslim women leaders in three southern provinces of Thailand- who are selected from the outstanding performance of the year within southern provinces for the year 2013, and the Southern Border Provinces Administration Center will consider for the prize. In this case, all selected women will be chosen for only 1 person for 1 field to go and

present in the national level later. The secondary data informants are Thai Muslim women leaders in three southern provinces of Thailand who work in various fields of careers. They will be observed initially with the Snowball method. Other informants are co-workers, subordinators, stakeholders, and family who are closed to the female leaders in the three southern provinces of Thailand.

3. This study uses the concept and theory about the leader and trait leadership, concept of the Thai Muslim women, model of trait leadership development complied with the role and behavior leadership.

4. Period of the study is from March, 2012 – December, 2014.

1.5 Limitation of the research

As it is needed to collect the data from Thai Muslim women in all career in three southern provinces of Thailand for the study on the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, which is the unrest situation in the area, data can only be obtained from some Thai Muslim women as researchers and women leader might be in danger, and there is a risk on the safety during the journey or the interview as well as non-participated observation, the researchers chooses 3 specific groups of Thai Muslim women leaders in three southern provinces of Thailand. The primary data informants are chosen from Thai Muslim women leaders in three Southern provinces of Thailand with the outstanding work performance who were selected from the Southern Border Provinces Administration Center (SBPAC), and the secondary data informants are selected from Thai Muslim women leaders in three Southern provinces of Thailand by snowball method, and other data informants are selected from the family, stakeholders, subordinators, co-workers, etc. In addition, some data are needed to be collected retrospectively, so the researchers are unable to provide complete information, and some research papers related to the Thai Muslim women leaders in three southern provinces of Thailand are sensitive as it is related to the religion, culture, etc., which cannot be revealed, so this is another limitation of the data collection.

1.6 Terms for the research

Trait leadership means the process which has the influence on each other between leaders and follower to make the achievement on the implementation on the organization and change, and there are the main components of leadership which are leader and follower, the influences, objectives of the organization, and the change.

Thai Muslim leader can be divided into 3 groups as follows:

1)Primary data informant means all Thai Muslim women leaders in three southern provinces of Thailand who are selected from the outstanding work performance annually in southern provinces in 2013, and the Southern Border Provinces Administration Center will consider for the prize by considering on the people who are selected in order to get 1 person per one field to present in the international level (However, this announcement is not an end, but all Thai Muslim leader who are selected will receive the provincial award.)

2)The secondary data informant means Thai Muslim women leaders in three southern provinces of Thailand in each field of career who are observed initially with the suggestion for the data informants.

3)Other data informant means family, stakeholders, subordinator, and co-worker who are related to the mentioned Muslim women leaders in three southern provinces of Thailand mean Pattani Province, Yala Province, and Narathiwat Province.

Leadership role of Thai Muslim means the present of Thai Muslim leader in three southern provinces, and it is according to the statue or duty on the work position. There is the research on roles of trait leadership of Thai Muslim women in the three southern provinces of Thailand. The roles of trait leadership of Thai Muslim women can be synthesize and analyze into 7 roles which are:

1) Leadership role in management means roles of the leadership in management inside organization according to the process and management step such as planning, organizing, human resources managing, budget, and other resources as well as the strategic planning, the promotion and encouragement on the work performance in order to achieve the objectives and set targets.

2) Leadership role in academic and profession means using knowledge in related field of the career support and then support personnel to develop quality of work and think of the professional ethics.

3) Leadership role in changing and creative developing leadership means the roles as the leader who changes and makes the creative development for the organization to make it modern and supports the change and follows the situation.

4) Leadership role in coordination, conflict management and support the team work means roles as the coordinator to coordinate people in order to reduce the conflict in the organization and support the personnel to have unity and to be able to work in team, effectively.

5) Leadership role in monitoring and evaluating results of work performance means roles as follower and person who evaluate the result of work performance of subordinator, prepare the system on the work evaluation and control the work performance effectively. Moreover, they have to encourage and support as well as facilitate their subordinators to do their work performance effectively.

6) Leadership role in Islamic Culture means roles of as the person who follows the principle of the religion and person who is a good model of personnel in the organization, and they promotes the Islamic Culture continuously such as the manner, dress, and behavior according to the religion.

7) Leadership role in peace process support means roles of as the supporter of the peach process and person who provides treatment for those who are in the unrest situation.

Leadership Behavior of Thai Muslim women means the performance of Thai Muslim leader in three southern provinces according to the existing roles of trait leadership of Thai Muslim women, and it changes according to roles of women in the organization at the mentioned period of time.

Trait leadership of Thai Muslim women means Trait which indicates the capability, potential of Thai Muslim leader in three southern provinces of Thailand contributing effect to the management in order to convince and encourage people of individuals to perform the action that complied with behaviors and roles of trait leadership of Thai Muslim women in the three southern provinces of Thailand. This

research is analyzed and synthesized trait leadership of Thai Muslim women in the three southern provinces of Thailand into 6 fields as follows:

1) Trait Leadership in management is the implication of skill, capacity, expertise, and necessary management for Thai Muslim women leaders in three Southern provinces of Thailand such as cognitive skills, interpersonal skills, skills Management, including the manner of a leader such as the influence of partnership and cooperation in the organization in order to subordinates and to persuade, induce and build credibility to supervisor and make collaboration in order to lead the organization to achieve common goals and objectives.

2) Trait Leadership in academic and profession is Trait that presents the knowledge, capacity, and the professional skills on the academic or related career of Thai Muslim women leaders in three Southern provinces of Thailand, including experiences in each field, the professional ethics, the creative thinking to develop quality of organization.

3) Trait leadership in personality is private trait which presents to the society and outer trait that makes subordinates and supervisors trust and reliable on that person such as the dressing, manner, speaking style, etc. The personality presents the private character of each person.

4) Trait Leadership in morality and ethics is trait that presents the moral and ethics in management, and able to manage work with sincere and has responsibility for oneself and organization and be a good example for society.

5) Trait Leadership in Islamic Culture is trait that presents the maintenance and preservation on Islamic culture such as the religion practice and be a good model of the personnel in the organization.

6) Trait Leadership in peace process support is Trait that presents the open mind and enthusiasm in cooperation, support, encourage, and the peace process, seriously.

The development on trait leadership of Thai Muslim women means method or process to improve or change trait leadership of people who will be in the position in order to correspond to the appropriate behavior and roles of leadership.

The model of trait leadership development of Thai Muslim women means thinking structure, component and relationship of components related to the method or

process obtained to build, improve, or change the trait of traits leadership of people who will be in the position to make it comply with the behavior and the appropriate roles of leadership.

The expert means the 17 experts who are selected to do a questionnaire to form the development of trait leadership of Thai Muslim women in the three southern provinces of Thailand, and it is obtained by Purposive Method with the conditions as follows: Three graduates of doctoral degrees in related branches , Four Thai Muslim women leaders in three southern border provinces, Three stakeholders who are involved in women leadership development(4) , Provincial Governor of Pattani Province or Vice Governor of Pattani Province ,Director of Yala Primary Educational Service Area 1 2 3 , President of Islamic Council of Narathiwat, Vice Governor of Pattani Province, Yala Development Governor and, Narathiwat Local Governor.

1.6 The expected benefits

1. To know trait leadership of Thai Muslim women in three southern provinces appropriately and to present the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand effectively and potentially.

2. Able to use as the guideline in planning strategy, policy, project, and plan to support potential of Thai Muslim women in three southern provinces of Thailand, and to support the equality of women and men in the long period of time.

1.7 Conceptual Framework

In this research, it is the research on the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand by using framework, theory, and research related to the leadership and trait leadership of women as the basement to study on the of leadership roles, leadership behavior, trait leadership of Thai Muslim women in three southern provinces of Thailand, and study on the model of trait leadership development to obtain the results obtained from trait leadership of Thai Muslim women in the three southern provinces of Thailand and

develop it with the model, and then present the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand as follows:

1.The study on leadership roles of Thai Muslim women in the three southern provinces of Thailand is the study that uses the framework, theory, and research related to the general leadership, leadership roles of women consisting of theory and concept from researchers with the main concept on leadership roles of Hicks(1975),Mintzberg(1975.cited in Lussier and Achua,2001),Nanus (1989),Covey(1996),Farrew and Kaye(1996),Stogdill(1974 cited in Wichien Cheewapimai,1995), Krech,Crutchfield and Ballachey(1962),Murphy (1996) and Gorton(1983) as well as research works of many researchers related to the leadership roles of women such as Boworn Praprutdee, Thipaporn Pimsuth, and Chalernpol Srihong (1977) , Prateep Chongsuptham (1986), Ladda Chatchawan (2001) Plengmanee Rengsomboonsuk (2005), and Sirilak Ngaokham (2011). In addition, it is combined with the interview data and non-participated observation on the sample group of Thai Muslim women leaders in three southern provinces of Thailand for the study on leadership roles. Therefore, it is defined as the framework for analyzing, synthesizing, and data collecting on 7 roles of trait leadership of Thai Muslim women in the three southern provinces of Thailand as follows: 1) Leadership Roles in Management, 2) Leadership Roles in Academic and profession, 3) Leadership Roles in changing and creative development, 4) Leadership Roles in cooperative, the conflict management, and the support on team work, 5) Leadership Roles in monitoring and evaluating, 6) Leadership Roles in Islamic Culture, and 7) Leadership Roles in peace process support.

2. To study on leadership behavior of Thai Muslim women in the three southern provinces of Thailand is the study that uses the framework, theory, and research related to leadership behavior, situational approach, and the research related to the leadership behavior. For the aspect of the leadership behavior that researchers present are almost similar. It has some differences in some details, but it corresponds to the key concepts in the study on leadership behavior in Ohio State University, and it is studied by the main researchers who are Halpin and Stogdill. The leadership behavior is divided into two dimensions: first, it is initiating structure. In this dimension, the leader will focus on the regulation, the supervisor, roles of duties, and

work pieces obtained from structure, and another dimension is consideration structure. In this case, the leader will focus on having good relationship with members. Even though these two dimensions are clearly different, each leadership behavior cannot be clearly divided, or it can be mixed. Therefore, the researchers study and obtain the mentioned framework in analyzing and synthesizing in order to study on the appropriate leadership behavior of Thai Muslim women in the three southern provinces of Thailand and it shall be complied with leadership roles of Thai Muslim women in the three southern provinces of Thailand obtained from the analyzed and synthesized data from no. 1 to see each details in each roles from all 7 leadership roles behavior of Thai Muslim women in the three southern provinces of Thailand.

3. To study on the traits leadership of Thai Muslim women in the three southern provinces of Thailand is the study that uses the framework, theory, and research related to trait leadership of women as a framework for analysis and synthesis on the study of the traits leadership of Thai Muslim women in the three southern provinces of Thailand. The appropriate and steps which complied with the leadership behavior according to leadership roles from No. 1 and No. 2 as well as the data obtained from the interview and non-participated observation on Thai Muslim women leaders in three Southern provinces of Thailand who are sample groups in the study of roles ,behavior and real practice of traits leadership. There are 6 frameworks on the study of traits leadership of Thai Muslim women in the three southern provinces of Thailand, and some components of the trait leadership can be grouping together as follows:

3.1) Traits leadership on management complied with the leadership behavior and according to the leadership roles in management .

3.2) Traits leadership in academic and profession where the components that trait leadership complied with leadership behavior and it is according to the traits leadership on academic and profession and the components of the trait leadership that complied with leadership behavior and it is according to traits leadership on the tracking and work performance evaluation have the overlapping trait leadership, so it is grouping as the same group.

3.3) Traits leadership in personality complied with the leadership behavior and according to the trait leadership in change and creative development.

3.4) Traits leadership in moral and ethics complied with the behavior leadership and according to roles of cooperative, the conflict management, and the support on team work

3.5) Traits leadership in Islamic Culture complied with the behavior leadership and according to leadership roles in Islamic Culture.

3.6) Traits leadership in peace promotion process complied with behavior leadership and according to leadership roles in peace promotion process.

4. Framework for developing model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand is the study that uses the framework, theory, and research related to the development of leadership, including Wichien Sheewapimai (1996), Rogoff (1987), Milkovich and McCaulery, Moxley and Velsor (1988), Dessler (2002), Beebe et al.(2004), Mondy et al.(2005) and Werner and De Simone (2006) to synthesis to make a conceptual framework for creating model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand. The model consists of the component structure to specify the relationship, activity in performing each model in each step, specify the details, appropriate operation for trait leadership of Thai Muslim women in the three southern provinces of Thailand which can be developed from the analysis, synthesis, and through processing feedback from the experts by having the structure of the model of development of leadership, consisting of 4 developing steps which are 1. the preparation in developing traits leadership, 2. the evaluation before the development on trait leadership, 3. the development on the trait leadership, 4. the evaluation on the developing trait leadership and operation. Each step of component will have details about the developing step, developing content, developing objective, and developing methods and activities as well as desired result.

Conceptual Framework

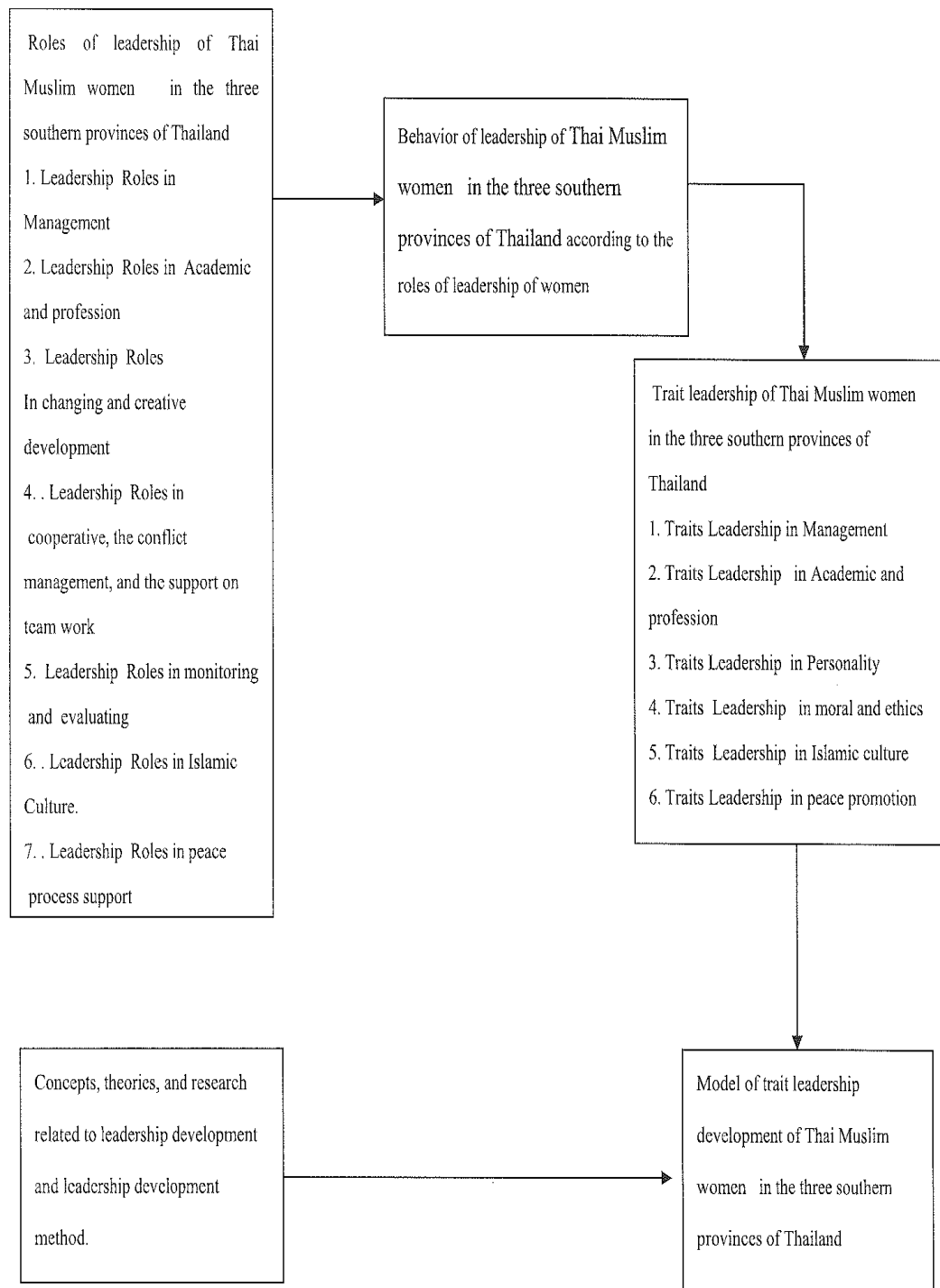


Figure 2.1 Conceptual Framework

CHAPTER II

REVIEW OF THE RELATED LITERATURE

Exploring concept, theory and review of the related literature in order to create a framework for analyzing and understanding about role, behavior, and trait leadership as a basic to study on Thai Muslim women leaders in three southern provinces of Thailand. The researcher has divided details in this section into two parts which are:

2.1 Theory and concept about

2.1.1 Trait leadership

2.1.2 Role, behavior, and trait leadership

2.1.3 Trait leadership development model

2.2 Related literature

2.2.1 Trait leadership

2.2.2 Trait leadership development model

2.1 Theory and concept about

2.1.1 trait leadership

In this research, the researcher tries to understand the trait leadership role, behavior, and of trait leadership in general in order to obtain it as the basis on the study of women leaders and Thai Muslim women in the three southern provinces. From the study, it is found that definitions from many international researchers such as Hollander (1978 :1-4), Koontz and Weihrich (1988 : 437-438) , Richards & Engle (1986 : 206), Yukl (1989: 2), Bovee and others (1993 : 468), Schein (1992 : 2), Trewatha and Newport (1982 : 384), Daft (1994 : 478),Katz and Kahn (1978 : 528) and Drath & Palus (1994 : 4) and several researchers in Thailand have provided definitions as well such as Tin Pratchayapruek (1993 : 226) and Sermsak Visalaporn

(1993:10), Dhammapitaka (P.O.Payuto, 1997:18-19), Anan Panyarachun (1997 : 37-39), Sippanon Ketthad (1997:43-45), Paiboon Wattanasiritham (1997:96) and Prawet Wasee (1997:74) provide several definitions on trait leadership, and the researcher has summarized it as follows:

Trait leadership means the procedure of influences between leaders and followers in order to achieve the objectives of the organization and changes occurred. The trait leadership has important components which are leader and follower, influence, objective of the organization, and change.

However, the researcher has seen that “trait leadership” is vital for every organization, but there are less emphasizes or study related to the issues of women leadership. Therefore, in this study the researcher shall explore to see the trait leadership of Thai Muslim women leader in the three southern provinces, and then proposes trait leadership development model on Thai Muslim women leader in the three southern provinces by studying on role, behavior, and trait of women leadership, status, and roles of Thai Muslim women leader as well as the creation of trait leadership development model in order to present model of trait leadership development on Thai Muslim women leader in the three southern provinces of Thailand.

2.1.2 Based approach on description on role, behavior, and trait leadership

From the study on concept and theory as well as related literature on role, behavior, and trait leadership, the researcher has summarized the based approach from the concept as follows:

1) Based approach on aspect of leadership role

The organization management at present has a complexity as there are many tasks to operate, so executives will have more duties, but have less leadership duty, so the problems in management occurred. Therefore, role of trait leadership is very vital for the organization management. If executives present roles related to the position, the organization will achieve goals of successfulness. In this case, the role of leadership or role of trait leadership in this research have the same meaning, and the scholars have categorized it in three groups as follows:

1.1 Scholars who described role and duty of leader

This group of scholars has described about the role and duty of general leader and basic elements of qualification of leadership, and it has the following details.

Pinyo Sathorn (1973:155-159) has summarized role and duty of general leader as follows:

1. Leader as an executive is the most outstanding role of leadership who coordinates between each group in organization, and help to operate work smoothly. The leader will control policy and specify the objective of the group, responsible on tracking in order to make sure that the work is operated according to the objective policy of the group completely.

2. Leader as a planner has a duty to plan on all kinds of work operations, specify the working method in order to achieve goals as well as observing whether it is operated according to the plan or not.

3. Leader as a policy maker has a duty to specify the goals, group objectives and present the policy in order to achieve goals.

4. Leader as an expert has a duty like an expert in each field. However, the leader cannot know anything deeply, so it is needed to have helper and advisor to provide technical suggestion to the leader.

5. Leader as external group representative has a duty to negotiate and communicate with outsider, and the group or organization resources.

6. Leader as a controller of internal relations has a duty to control many things within the group as well as relationship of individuals in the group.

7. Leader as purveyor of rewards and punishments has the duty to provide purvey of rewards and punishments for the personnel or a person who has been authorized to increase salary, reduce salary, or assign works for personnel, etc.

8. Leader as arbitrator and mediator: Whenever there are any conflicts occurred with any personnel, this leader will has the duty to arbitrate and mediate in order to eliminate the conflict.

9. Leader as an exemplary will be a person who has good behavior or good operation until he or she is praised as a model of the organization.

10. Leader as a symbol of group is a person who is praised as a good person and loved by members of the group, and is a person who binds on member to have a harmonious unity.

11. Leader as a substitute for individual responsibility is a person who responsible for the decision making of member of the group or responsible for the whole business.

12. Leader as an iIdeologist is a person who is able to create attitude, believe and faith for people until the morality and tradition of the group.

13. Leader as a father figure who behave as an adult with the respect trait and be a person who can relieve suffer feeling of the member of the group.

14. Leader as a scapegoat will commit the fault and will be punished instead of the member of the group in case there is any damage or bad situation.

For **Hicks (1975:307)**, he indicated there are 8 issues of the role of duty of the leader as follows:

1. For the arbitrating duty in team work, members of the group always have many conflicts, and the leader shall join the group and resolve the conflict to make no progress of such problems

2. Role of leader's duty is to provide suggestion, and it is necessary for working together. The suggestion of the leader shall be a confident way to provide the feeling of dignity and want to participate in the work of the commander more than to order. This suggestion is a powerful tools of leader with the objective to provide the long term administrative.

3. Duty to supply objectives is that the leader shall have a duty to specify the objective of the organization, and then clarify the objectives to the subordinators for the more understanding. In this case, it has the objective to operate the work according to the objective and lead to the successfulness. The leader

shall take into account that the specified objective is appropriate with the organization and it is the objectives that can be operated.

4.Duty in catalyzing. Sometimes, when we are working, we need to have some power to make movement in work operation, and the leader will work as a catalyzing person.

5.Duty in providing security. In any organizations, the stability in duty of each personnel is an important component. Leader shall have the effort to develop the organization to have the progress, and do not leave the subordinators or coordinators when they are in trouble.

6. Duty in representing. Generally, the leader shall be a representative of the organization, and he or she has to have the duty in speaking, operating, performing, etc. in various traits by having the organization as the main factor.

7.Duty in inspiring. The leader will present the value and importance of the commander's work p, know how to encourage, and persuade the subordinator to operate work for the organization with heart and sacrifice, and devoted themselves to make the most successful and effective work for organization.

8.Duty in praising. The subordinators need the leader to see the importance of themselves, and they need the leader to satisfy their work that they produce it by heart, and they need the praise word from their leaders. Therefore, the leader shall not neglect to present or praise their subordinators about the successfulness of the subordinators.

And, **Covey (1996:152-153)** addressed about the leader in the rapidly changed era, and there are three factors of the basic role of duty or activity, which are:

1.Role of Path finding. The leader shall be a person who has power in finding for the vision and mission, and they have to set the target plan for the organization in the future by integrating value and the attitude together with the consideration on the needs of customers and person who has gain and loss through the strategic plan.

2. Role of aligning. The leader shall be able to adjust the organization structure, system, and operation process to make it respond to the mission and vision of the organization as well as the need of the service taker and person with gain and loss.

3. Role of empowering. The leader shall authorize the operator who is intelligent and has ability in innovation, and the operator shall have intelligence and creativity with independent thinking in order to make a good decision to operate work with full range and achieve the vision and mission of the organization.

Farrew and Kaye (1996:178-180) addressed the role of leaders as 5 issues which are important for the development of working process, and the group of roles of leaders can be arranged as follows:

1.Roles of facilitator such as:

1.1 Provides the personnel to see and understand the value of work, advantages of work, and marketing skills.

1.2 Describes the personnel to understand and ass the importance of long-term work operation plans.

1.3 Provides opportunity and atmosphere as well as accepting the comments and decisions related to work of each personnel in full range.

1.4 Helps to provide understanding and relation between work and other things to personnel.

2.Role of appraiser such as

2.1Provides backwards details for members of the team related to the wide-opened operation.

2.2 Specifies standard and clear expectation that the operators can know what they have to be evaluated.

2.3 Listens to the personnel and learns what is important and what is the expectation in improving and developing the work operation.

2.4 Indicates the relationship between the operation of the personnel, reputation, and goals of work.

2.5 Provides special suggestions for each personnel to improve and develop the work operation and increases the reputation.

3. Roles of Forecaster are

3.1 Helps the personnel to know additional details related to the organization.

3.2 Indicates to see the trend and new development which can have some effects to the expectation in the work.

3.3 Helps the personnel to understand real culture and policy of the organization.

3.4 Communicates the members to know the direction which is the strategy of the organization.

4. Roles of Advisor such as

4.1 Indicates the personnel to see and understand the real goals of working clearly.

4.2 Helps each personnel to select the goals of work more clearly.

4.3 Indicates to see the resources which may be a supporter or obstacle to achieve the goals

5. Roles of Enabler

5.1 Helps the personnel to be able to develop details related to operation plan in order to achieve the goals in working.

5.2 Contact with people who have abilities in other organizations in order to help the operators to achieve the goals in working.

5.3 Discuss the abilities of the member team and goals of works to other people who provide the future opportunity in works.

5.4 Collect necessary people and resources for the work operation according to plan.

And, **Stogdill (1974 cited in Vichien Cheevapimai, 2538:8)** had described the role and duty of the leader as 6 issues which are:

- 1.Role and duty in defining objectives and maintaining the goals' directions.
- 2.Role and duty in finding ways to achieve the goals.
- 3.Role and duty in arranging structure which maintains the organization structure.
- 4.Role and duty in directing the group to create relationship and creating working atmosphere.
- 5.Role and duty in maintaining flexibility and satisfaction for personnel in the organization.
- 6.Role and duty in supporting, and encouraging physical and mental powers in work operation.

It is related to **Krech,Crutchfield and Ballachey (1962: 428-430)** who defined the role and duty of the leader as 14 issues which are:

- 1.Leader as executive : Person who is the leader is mostly the executive of the organization.
- 2.Leader as planner : All plans of the organization may occur from the comment of the coordinate members, but person who is the leader shall make a good plan as well.
- 3.Leader as policy maker: It is necessary that parts of policy shall come from the leader to use as a direction for the work operation.
- 4.Leader as expert : It is true that the leader does not have to know in-depth details in every field, but the leader shall expertise in one of fields.
- 5.Leader as external group representative:Such role can be seen always in the negotiation, to communication with other organizations. Person who takes this duty usually a group leader.
- 6.Leader as punishment provider: In the practical way, it is found that any leaders has no right or power to reword you when you has

done good and no right to punish you if you have done bad as it is hard to keep the trait leadership.

7.Leader as arbitrator: There shall be argument and no harmony in the organization, so it is the duty of the leader to reconcile and coordinate the crack.

8.Leader as the model people: Person who is honest and be in moral shall be a sustainable leader.9.Leader as a group symbol: The leader is as a representative or as a group symbol, and it shall be proud by the members and accepted by the members as the leader as a group symbol shall be the image of the group.

10.Leader as a responsible representative: In this case, the leader shall be responded for all businesses and the leader cannot deny the responsibility.

11.Leader as the Ideal: In your lifestyle or any works operation, you need the ultimate aim or self-ideal otherwise, the leader will become fickle and cannot find where to stand.

12.Leader as father who has only generosity. The good leader shall have moral, virtuous, and generosity as always.

13.Leader as a responsible person. The leader shall be brave enough to be a responsible person to provide happiness for members in the group even though that fault is not made by the leader.

14.Leader as the internal relation controller. Relationship or harmony within the organization is important and necessary.

Moreover, Gorton (1983:71) has summarized the 6 important roles of executive in school which are:

- 1.Role as executive
- 2.Role as the leader of the teaching and academic fields
- 3.Role as a discipline person
- 4.Role as human relation supporter
- 5.Role as evaluator
- 6.Role as conflict resolved person

It can be addressed that such mentioned role of trait leadership can be seen that they are different according to the functional trait , and the duty depends on the leadership, identity, operation, and personality of the leader.

1.2 Scholars who described about the effective role of leader.

This group of scholar described about the effective role and duty of the leader and the role of leader who can lead the organization to achieve the goal as the following details.

Thonglor Dejthai (2001:47-48) presented the concept about the 4 issues of the effective role of leader as follows:

1.Role of direction setter. The leader shall be able to evaluate the outside environment and identify the distance to the destination in the future to make people understand and it shall reflect the progress of the organization.

2.Role of change agent. This is the central of the changes by focusing on the internal environment such as personnel, resource, and other facilities. At the same time, the leader shall be able to estimate the development of the outside world, evaluate the effect to the organization, create the feeling about the rapidness, and the priority ordering for changes.

3.Role of spokesperson. The person shall have the skill in speaking and provide the interest by being a good listener, able to negotiate with others, and able to create network to outside people for the benefits in concept, resource, support, or news and details for the organization in the present as the most important things.

4.Role of coach. The leader shall be able to create team and authorize the coordinator and shall be an adviser, and the leader shall notice people to know what they stand in the part related to the vision. The leader shall create trustfulness and honor as well as helping people to learn and have progressive way to achieve their identified vision in the future.

And, **Mintzberg (1975 cited in Lussier and Achua, 2001:10-13)** proposed 10 roles of leadership who can achieve the goals set and the target, and it can be divided into 3 groups which are

1.Role of interpersonal roles, consisting of 3 roles which are

1.1 Role of figurehead. A good executive must be able to present the role of figurehead in an important ritual of the organization such as to be the president of the religious ritual of the organization in the annual merit or the president in the wedding ceremony of employees, etc.

1.2 Role of leader such as the leader who is an advisor and provides the guideline to operate work and create the incentives for workers or employees of the organization, etc.

1.3 Role of liaison is the role related to the internal relationship of the organization. The executive shall build the familiarity with executive of other organizations and able to create relationship to help each other between group.

2.Group related to the Informational Roles consisting of 3 roles which are

2.1 Role of monitor such as role of the new trend tracking, new concept and scientific progressive, etc.

2.2 Role of disseminator such as role to bring new ideas or new details that is learnt to publish for the members in the organization.

2.3 Role of spokesperson such as role to release news or the truth on behalf of the organization.

3.Group of Decisional Roles consisting of 4 roles which are

3.1 Role of entrepreneur such as role to start the major changes for the organization such as the product manufacturing or new services or the new market searching, etc.

3.2 Role of disturbance handler. When there are any conflicts in the organization. Executive shall be able to solve the problems and create understanding within the organization.

3.3 Role of resource allocator such as role to allocate or distribute each type of resources to other sub-sections of the

organization to produce goods or provide services according to the objective of the organization.

3.4 Role of negotiator such as role as a negotiator on behalf of the organization with other organization such as with the government sectors or customer of the organization, etc.

Moreover, the leader shall have roles and duties to lead the organization to the successfulness and effectiveness. The leader may be expected to have roles in many fields which are related to what **Nanus (1989:71-79)** had said that the successful leader shall be able to lead and accompany the followers to the new creative routes and develop organization in the future. These leaders shall have 4 factors of roles which are:

1. Role as direction setter by targeting the organization and help to guide the work in order to help organization to achieve the goals.

2. Role as spokesperson as the leader shall have relation and interaction with people outside the organization in order to make the organization well-known to society, confident to make decision, accept the comment from the community and ruling policy in order to make society accepts the organization, and to have network provides chances for people to come and support the work operation in the organization.

3. Role as change agent who has to know how to change by considering the benefits that the organization will receive as well as appropriateness and followers.

4. Role as coach who provides instruction to subordinators in order to make them know the work operation and able to work correctly. The leader shall be a model in working behavior as well.

1.3 Scholars who explain the role of good trait leadership for the organization

This group of scholars explained the role and duty of good leader that the good leader shall have the following trait .

Sangsan Prasertsrt (2001:16-17) presented good leadership roles as follows:

1.Role as figurehead. The high positioned leader shall be a representative to do all activities as a good leader of the organization and be a representative who collect all details within the organization and welcome all guests.

2. Role as a spokesperson. The leader shall have ability to speak and present activities and plan. Also, they have to have ability in each filed and has good vision towards people and each section such as high level administrative section, customer, outsider such as trade unions, journalists, colleagues and communities.

3. Role as negotiator. The leader shall be able to negotiate with executive in fund raising field as well as facilities, tools, and any supports and negotiate with many sections in the organization as well as seller, customer, production factors, and goods seller and services.

4. Role as coach. The effective leader shall have time and ability to teach the team to make them achieve their goals and provides self-confident to members that they will have ability to operate better work.

5. Role as team builder such as providing confident for team and starting some cheerful activities for the group, arranging the meeting in many occasions.

6. Role as team player. There are 3 factors of behavior that the leader shall have which are:

- Behaves as appropriate team member and leaders
- Collaborate with other agencies in the organization
- Presents sincere action for commander and subordinators by supporting team work plan and encouraging the participation in decision making with full rage.

7. Role as technical problem solver. The leader shall provide service as an expert or technical suggested person, and the leader shall be the one who create benefits related to full-time work such as total sell increasing or improving or fixing machinery.

8. Role as entrepreneur. The leader shall provide suggestion and provide analytical thinking, and they should have ability to be an entrepreneur who develop and change business even it is not their own business.

And, **Murphy (1996:26)** indicated and summarized the role of good trait leadership as follows:

1.Role as the selector by selecting appropriate people for the work. And role of the connector to build and expand the relationship by communicating and changing negative thinking to positive thinking, and then coordinate appropriate people with problems and causes.

2.Role as the problem solver to make it suite with the causes and objectives. The good leader shall take 60% of time for this role, and 30% for 7 roles. Moreover, it takes 10% of full-time work.

3.Role as a good evaluator, and it should be performed in stages which are to identify the objectives in the assessment, lift up ability of individuals, team, and organization, and to have individual assessment, and suggest to develop the potential and support person who had positive additional power.

4.Role as the negotiator for public by considering to all groups and finding the new way to solve problems in creative ways.

5.Role as the healer who can join the harmony of all subordinators.

6.Role as the protector who protect the organization from the negative reputation, and then estimate the occurred crisis, and able to change the crisis into the chance.

7.Role as the synergizer who consider problems of overall image more than separated problems, and know how to adapt themselves to face problems and improve themselves

It can be summarized that the important roles of leader role of can be applied to use in every organization because the leader or executive is the important people who is the part in identifying policy, plan, and assessment of the work. The trait leader is counted as one of the processes which is influenced to the attitude, believe, and ideology of the organization in order to guide the members or followers to operate work according to the target or objectives of the organization. The

use of trait leadership will present in the role and duty according to each position, and it can be summarized that the trait leadership consisting of the following roles:

1.Role according to the status or position consisting of

1.1 Role of duty as a leader identified in the legal
such as work process planning 1.2 role as representative of the organization

1.3 role as a changer who build clear vision on
work

1.4 Role as Suggested person who provides
appropriate work training.

2. Role as expected society

2.1 Operate according to the social regulation

2.2 Being the model of the society, and have
public and ethic consciousness and build the faith and value appropriately.

2.3 Adaptable and able to work in team

3.Role as a presenter who present ability of leader

3.1 Role to make a real operation according to the
self-awareness that may related to the role of society or role of expected or whatever.

3.2 Behavior that present the intelligence and skill
in administration as the leader of the organization.

3.3 Ability to make a decision in many situations

3.4 Ability to start and build challenging work.

From the study of the idea, meaning and role of trait leadership, it is understood that the role is important to the identification of behavior in work operation of the individual. The role of leader is the indicator of the status or position of the leader in the work. It is presented what kinds of work the leader has to do, and the work operation of the leader in each position is related to the work duty or not and how it is related. The leader shall be assigned work from members or organization to achieve the target goal. And, the leader shall maintain the unity of the organization to remain the organization in all changes. Therefore, the leader shall have important role for the organization, member and society. The role of leader shall be presented in relation with the assigned position in order to achieve the objectives of the organization, and it shall reflect the true effectiveness of the leader as well.

In this research, the researcher studies on the role of trait leadership by using conceptual framework, theory and researches from many scholars related to role of trait leadership, including theory and conceptual framework from many scholars with the main concept in role of trait leadership of **Hicks (1975)** , **Mintzberg (1975. cited in Lussier and Achua, 2001)**, **Nanus (1989)**, **Covey(1996)**, **Farrew and Kaye (1996)**, **Stogdill(1974.cited in Vichien Cheewapimai, 1995)**, **Krech, Crutchfield and Ballachey(1962)**, **Murphy (1996)** and **Gorton(1983)** and then identify it as the conceptual framework for analysis and synthesis as well as data collection on role of trait leadership of Thai Muslim women in the three southern provinces, and there are 5 fields of it which are 1)Administrative field 2)The academic and career leadership 3)The leadership on the changes and creative development 4)Conflict administrative coordination and support the participation in team work 5)Work follow-up and work assessment.

2) Based approach on aspect of leadership behavior

In late 1940, most of researchers who studied on trait leadership changed their attention to study on the behavior of the leader which focused on what leaders say and what leaders do. It aims to find the best behavior in being effective leader. However, finally, it was found that there were no best type for all situations. However, trait leadership at that time means the integration between trait , skills, and behavior (as the major component) that the leader used to interact with followers (**Viroj Sanrattana, 2004 : 44**) There are many scholars who study on the meaning of the behavior of trait leadership, and the behavior of the leader or behavior of trait leadership in this research takes the same meaning as **Paitoon Charoenpanwong (1982:8)** , **Kittipan Ruchirakul (1986:11)** and **Halphin (1966:86)** provided the meaning of the behavior of the leader which can be summarized as the action that the leader takes the influence or power in the duty or relationship with the subordinator in many situations in order to direct and operate it by using communication process to achieve the target goals.

Farida Ibrahim (1999:141) addressed that the behavior of the leader is the ability to speak, comment, appear in public and share the decision and appropriate action. The leader shall have character no matter the leader is walking, eating, or

living and working. The leader shall be able to behave appropriately and able to control emotion as well as being a good listener in every occasion. The leader shall speak about advantages in appropriate time. The operators will observe behavior of the leader and then criticize the leader. So, the leaders shall behave themselves appropriately and consciously.

Whereas, **Raymuan Nansupawat (1999:11)** summarized that the effective leader shall consider the following behaviors.

1. See the problem which may occur tomorrow and the result of work today whether there is anything which can change the future.
2. Ready to change to make benefits for the organization.
3. Set the standard for high level of performance of the group with clear objectives and understanding.

From the above mentioned meaning of the behavior of leader, it can be summarized that the leader's actions demonstrate the ability to influence the followers to operate works according to the activities to achieve the goals of the organization together. From the study on the behavior of the leader, it can be divided into 2 types which are **(Plernchai Pruksachatrak ,2006:62-63)** Trait leadership Functions and Trait leadership Style, and the details are as follows:

1.The study on Trait leadership Functions. In this method, it is focused on the study on the leader operated within the group. It is believed that the group will perform the most effective work. A person who can perform 2 issues of duties well shall be the leader. The 2 issues are:

1.1 Task-related duty or the duty to solve problems such as the problems solving suggestion, details providing and opinion providing, etc.

1.2 Group-maintenance duty or the social duty such as the conflict problems solving.

2. The study on the Trait leadership Style. In this method, the study focuses on the trait leadership style of management that is applied to manage with the subordinates. The researchers have divided this type of leader into 2 types which are

2.1 Task-oriented Style. The leader in task-oriented style will order and dictates the direction and supervision closely, and it is focused on the successfulness more than the development or the growth for the subordinates.

2.2 Employee-oriented Style. The leader in this style will try to make inspiration for work operation and open chances for subordinates to be participated in making decision in order to create belief and faith as well as good relationship between group members.

Moreover, there are various kinds of studies on behavior of trait leadership of many universities, and there are many scholars who provides similar attitudes related to the behavior of the trait leadership, and it is divided into 2 groups which are leadership focused on work and another one is the group focused on the human relation.

This research has studied on the trait leadership by using the model of trait leadership of Ohio State University Trait leadership Style and model of the trait leadership according to the Situational / Contingency Approach. The researcher would like to add more description as follows:

The study of the behavior of trait leadership by using trait leadership method from Ohio University.

This approach is started to study in 1945 at Ohio Government University with the objective to investigate the effectiveness of trait leadership. Next, **Stogdill et. al.** had taken a special study on the behavior of the leader by using the behavior measurement which is called Leader Behavior Description Questionnaire or LBDQ, and it can be summarized that the behavior can be separated into 2 dimensions which are Initiating Structure and Consideration Structure as follows (**Dubrin, 1988:82**).

1) Initiation Structure is the type of leader that determines the role of leaders themselves and subordinates to have high creative behavior. It can be seen from the creation of the organization types that it has the good plan, it has work assignment and high expectation of work operation of the subordinator in order to obtain the requirement and achieve the goal in desired time, officially.

2) Consideration Structure is the trait of the leader who presented the believable and opinion acceptance as well as care to the subordinates. And, the leader always help subordinates in both work and self-problem. There is also a warm relationship between the leadership and subordinates.

The leader may have one of the leadership behavior within 4 types which are low in both work-human, highly focused on work – low focused on human, low focused on work – high focused on human, and high focused on both work and human.

From the research of Ohio University, it is found that the behavior of trait leadership where it is high in both work and human, it has higher effective and it has higher satisfaction than other behavior. However, according to the research, it is found that the effective leader may have the behavior as highly focused on work – low focused on human or it can be the low focused on work – high focused on human depending on the situation.

In summary, the behavior of the trait leadership from Ohio University can be divided into 2 types which are 1) Initiation structure. In this case the leader shall mainly focused on the regulation and command as well as focusing on the duty and position as well as works operated according to the structure. 2) Consideration structure. In this case, the leader shall focus on the good relationship with members and have participation in the work of group members.

The study on behavior of the trait leadership by using the trait leadership in Situational / Contingency Approach

This approach is based on the first two approaches. In the 1960s, one group of scholars started to see that the successfulness of using trait leadership were not only counted from the behavior that presented by the leader in many types, but it depended on the variables or factors of the situation. This group contained many scholars such as **Hersey , Blanchard , Fiedler , Vroom , Jango and House, etc.,** and these scholars had seen that some traits of trait leadership were related to some identified management situations. The study should be taken on output of the organization more than input, and the situation should be considered whether what kinds of trait should led to the successfulness. The members of the group who had the necessary traits should be selected as the leader. Therefore, this idea is the basis of the theory to indicate the trait leadership that were important to the administration. The theoretical trait leader in this era saw that if the knowledge on trait leadership should be developed, the scope of study on trait leadership might be wider than to study on

only the situational leadership. Things that shall be taken into study are 1) Expectation of the follower 2) Inspiration of the follower. Therefore, the effectiveness of the leader can be seen in terms of the function which have many related factors in the Trait leadership process as it can be seen in the following charts (**Prasit Khewsri , 2001 : 48-50**)

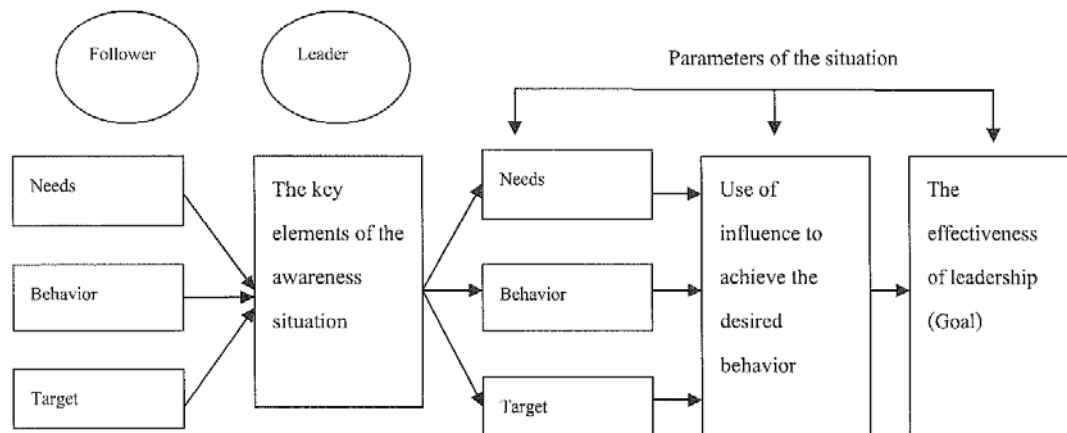


Chart 2.1 Trait leadership process

Resource : Tannenbaum and Massarick cited Trwatha, R.L. and Newport, G.M. Management. Ed. Texas, 1982

From chart no. 2.1 presented that needs, behavior and target of the followers should be integrated into many types of trait of situations as the variable framework for leader to continue from it. The leader who has need, behavior, and target shall be considered as Trait leadership style in order to provide influences and send effect to behavior of the followers.

There are many scholars who are studying on situational trait leadership, and each of them has different way of studying. Donnelly had proposed three theoretical situations in the Table of the comparison as follows:

Table 2.1 The comparison of theoretical situation

Issues	Fiedler	House	Yroom-Yelton
1.Principles	-No best types of leader -Leaders are successful or not depending on the ability to consider the interaction between the environment and personality variables.	-Met leader The most successful are those who enhance motivation by creating a path to follow and make clear way to work.	-The leader is successful or not depending on the situation. -The leader can learn the specifications of the situations to adjust the style to make it appropriate with those specifications.
2.Types of Leader	From egoism to democratic type	Leads to successfulness	From egoism to the coordination
3.Research	-Many researches -Many resources -Some researches are conflicted	-Less numbers -Research supportive results - Theory	-Less number but more power -Has supportive result - Theory
4.The administration's application value	-Quite low -Leader cannot practice	-Moderate	-High -Leader is practicable

Resource : Donnelly and others. For Fundamental of management. Texas : Business publication, 1987.

In summary, from the study on the behavioral concept of the trait leadership according to the above situation, the behavioral trait leadership changes according to the situation, and this concept has the status as the basement of the theory to indicate what kinds of trait leadership is the most important to the administration. In the knowledge development, there are 4 vital components which are leader, situation, expectation of the follower, and the working inspiration of the follower. The effectiveness of the leader is the function of many factors that interact well with each other in the process of trait leadership.

From the study on the behavioral concept of the mentioned trait leadership, it is found that this type of study can be divided into 2 important models which are focused on human and focused on work. It does not have any acceptance whether what type of the leader is the best type that can be used in every situation. In this case, it depends of the situation and interpretation culture. The scholars indicated to the weak point and strength point of the study on the behavioral theory of the leader, and it can be summarized as follows: **(Rattikorn Chongvisan, 2006:12 and Prasit Kheawsri, 2001:48)** The strengths of this concept is to help the executive or the leader to understand the trait leadership and to apply as the appropriate guidance to adjust the trait leadership, and to help to understand the behavior of the work operation of the commander as well as others better. For the weakness of this concept, it is the different opinion and findings as some of them are inconsistencies and lack of variables in the situation. Also, the found trait leadership is too little and insufficient to explain the trait leadership which are different from this theory. Moreover, there is no conclusion on the most appropriate type of the behavioral trait leadership for organization or work, or each type of commander, especially in situations that the leader shall face.

In this research, the researcher studies on the behavioral trait leadership by using conceptual framework theory and the academic research related to the proposed behavioral trait leadership and Situational Approach of many scholars, and most of them are similar. It may different in some points, but it is related to the study on main concept of the behavioral trait leadership of Ohio State University where there are main scholars who are **Halpin and Stogdill**. However, each leadership behavior of each leader cannot be divided clearly, or it may be integrated. In this case, the researcher has studied and used such conceptual framework to analyze and synthesize to study on the appropriate behavior of trait leadership which is compliance with the role of trait leadership which is obtained from the analysis and synthesis in No.1 that what behavior it contains in each leadership role of Thai Muslim women leader in the three southern provinces in all 5 roles.

3) Based approach on aspect of trait leadership

This concept originated in the 1930-1940 decades as the first stage of the study on the trait leadership with the believe that trait leadership is born, not made. Most of the researches aimed to find a feature that distinguishes between a leader and a follower or effective and ineffective leaders in both the physical and psychological variables. Even in the process of recruiting for the position of administration, it is often a set of features and it will be selected on a person who has the specified character only (**Viroj Sanrattana, 2004 : 42-43**). Such trait of the leader may from the generic or environment. There are people who try to study on the trait of physical trait . Aristotle believed that the leadership begins inborn. Therefore, it originated the great man theory, and this theory was believed until 1950. The belief about leadership through this trait tries to identify a leader as a person who has a physical and psychological trait in related field in order to describe the behavior of leadership. Therefore, people who believe in this concept will try to separate special quality addicted to the leadership whether how it is different from the general person such as to study on the trait leadership according to the trait by analyzing the biology of the major people. It is found that the major people will mostly have the behavior of leadership from trait . The trait of the leadership can be divided into 3 types which are (1) physical trait . It is found that the leader as a head will have high level of this type of trait , and it has more weight than average people. (2) intellectual trait . It is found that the intellectual will have relation with the leadership. The leadership who has more brain capacity will be accepted as the leader. (3) trait of personality such as self-confidence, self-adaptability, outstanding trait , being an extrovert person, and a person with ability of sympathy. The mentioned characters can be found from leaders more than other general people. (**Thon Suntharayuth, n.d. : 98-99**)

From the survey of documents and related concepts, it is found that the trait leadership in this research is used as the same meaning. In this case, it is described by the scholars, and has been categorized into 3 groups which are:

3.1 Description of the leading scholars.

This group of researchers describe about the trait of the leader or basic quality of the leader and then describe the general trait of the leader as follows:

Siriporn Pongsriroj (1995:188-189) addressed about the personality of the leader or basic qualification of the leader that it has 8 factors which are

1. Special qualification. The leader has good personality and behavior.

Personality means Appearance, posture, poise, verbal as well as emotional and roles which appear to the eyes of public.

Behavior represents the conscience as what is inside the minds and used as a probationer with compassion, sympathetic, joy, and equanimity.

2. Have knowledge and ability in administration and apply the ability to use technique and work which can be called as expert in work and have ability in human relation which can be called as expert in person.

3. Have willingness and attention, have self-confident and faith on the work completion, and do not fear of failure in work operation.

4. Have responsibility and devoted for work, have faith for others, being an dependent for subordinators as well as be responsible for people in the organization and brave to face the situation and result of the consideration.

5. Have fairness and able to listen to all opinions, do not believe people easily, and have attention on the living of the subordinators, operate and have fairness to all subordinators equally.

6. Have open minded. Listen to opinions of all sections, and have strong mind on the situation or conflict speaking and unfriendly speaking.

7. Have status in the society and well-known for other people with good human relation.

8. Have ability to lead and have art in ruling all subordinators as well as creating harmonized in the group.

And, **Bothwell (1983 : 133)** described the trait of leaders that most researchers taken into study on the relationship on trait leadership that there are 10 factors which are 1.Intelligence 2.Ability to get along well with others 3.Skill in the area of technical competence 4.Ability to motivate self and others 5.Emotional stability 6.Planning and organizing skills 7.Strong desire to achieve task 8.Ability to use the group process 9.To be effective and efficient 10.Decisive.

Gardner (1990 : 48-53) summarized the trait of leader according to the approach of Stogdill, Bass and Hollander for 14 factors as follows: 1. Physical vitality and stamina 2. Intelligence and judgment in action 3. Willingness to accept responsibility 4. Task competence 5. Understanding of followers/constituents and their needs 6. Skill in dealing with people 7. Need to achieve 8. capacity to motivate 9. Courage resolution steadiness 10. Capacity to win and hold trust 11. Capacity to manage decide , set priority 12. Confidence 13. Ascendance, dominate, assertiveness 14. Adaptability, flexibility or approach.

3.2 The scholars that explained about the types of leader's trait .

This group of scholars shall present the traits of leaders as follows:

Thongin Wongsothon (1992 : 88-89) has described that there are 2 types of leader's traits which are

1. Physical trait which means the outside trait that can be seen such as shape, face, height, strength of the body, tone of voice, and financial status.

2. Quantitative trait which means other traits related to the personality, skill and social and ability in administration such as ambitious, self-confident, honest, brave, the skill to use the power to control over people, patient to the curiosity, ability to speak, ability of being Guru, ability to make a decision, ability to solve problems, sympathy, human relation and responsibility.

3.3 The scholars that explained the types of effective leaders.

This group of scholars shall described the trait of the good leader with effectiveness to be able to achieve goals or target as follows:

Stogdill , 1974 (cited in Sermsak ,1993) There are 6 issues of good trait leader's traits which are 1. Physical trait as it is needed to be strong with good physical trait 2. Shall be educated person and having good status in the society as the social background 3. Have high intelligence with good decision making as well as having skills in communication and interpretation 4. The leader shall have personality as alert person who can control himself and have initial creative ideas with ethical and

moral ideas as well as self-confidence 5. Have traits associated with work, and shall be a person who has a wish to provide the best result and wish to take a responsibility without any indomitable feeling 6. Trait in society. The leader wishes to coordinate with others with dignity and it is accepted by members and others. Good in social discretion and have social intelligence.

Next, **Stogdill** proposed that some of traits of leader which can be found in the effective leader as always is the responsibility and work operation with high intention to complete the work, have strength, have effort, know the risk, have initial thinking, and have self-confidence. The leader shall be able to cope with the stress and has ability to influence upon others and able to coordinate energy to make the work completed.

And, **Daft(1999:334)** proposed the best 9 traits of leader which are 1. Charisma: the leader will have ability to understand needs of others and make other people recognized the objectives and vision together. 2. Individual consideration: being a training person to provide suggestion and listen to all reasons as well as helping new operators. 3. Intellectual stimulation and encourage people to use reasons and details, and stimulate other people to solve problems by using new approaches. 4. Courage: insist the thinking and belief, and do not make pressure on other people to have the same opinion as the leaders themselves. 5. Dependability: maintain the bind and accept the failure in order to work independently. 6. Flexibility: able to change operation approach according to the environment and situation. 7. Integrity: behave themselves as the model in morality and ethics. 8. Judgment by using objectives assessment from many options with the truth to be in consideration as well as using the past experiences as the details to make a decision at the present. 9. Respect for others in both opinion, approach and suggestion of others according to the status and position.

Moreover, **Dubrin (2001)** indicated about the approach related to the general personality of the successful leader and approach related to the personality related to work. It can be summarized as follows:

General personality of the successful leaders are :
 1. Appropriate self-confidence
 2. Have trustworthiness and stability
 3. Have dominant or outstanding from others
 4. Have extraversion and like to participate in social

activities 5.Have assertiveness in both feeling expression, attitudes, and confident 6.Have emotional stability that can be able to control themselves and presented it appropriately to the situation 7.Have enthusiasm and present all spoken words and gestures with good relation to the team as well as creating inspiration 8.Have sense of humor to reduce stresses and conflicts 9.Have warmth trait and understand people as well as able to protect others 10.Have high tolerance for frustration and can endure the obstacles 11.Have self-awareness and self-objectivity

Trait of personality related to work such as 1.Initiative: can begin by themselves without any simultaneous from others even it is related to the problems searching or problems solving in many fields 2.Sensitivity to others and empathy 3.Flexibility and adaptability such as self-adaptive to the progressive of technology and can adapt oneself with many situations 4. internal locus of control: this is the belief that the person can control oneself and able to increase more self-confidence 5.Have courage to face risks and new challenges, and have responsibility for failure that may occur 6.Have resiliency when facing obstacles or failure in work. This person can encourage oneself to have courage for continuing work.

It can be summarized that the concept of trait leadership or trait leadership mentioned above is the study on the physical traits. This means the external trait which can be seen, and it is the study on the qualitative traits. In this case, it means other traits related to the personality, social skills, and administrative ability. There are many studies psychological factors of leader that presented that no leader has the same trait . The influences of leader used can be presented differently according to the leader and the situation. Moreover, one researcher stated on the major strength and weakness of the study on the concept of trait leadership , and it can be summarized as follows: **(Rattikorn Chongwisan, 2006:11)** The weakness of this concept are that only the traits of a leader cannot be used to explain the effectiveness or efficiency of a leader with integrity in all situations. It is also unable to identify the exact traits and attributes of leadership. The strength of this concept is to understand the traits of an effective leader, and it will be an important approach for the recruitment, and it can be a major approach to select appropriate trait leadership development.

In this research, the trait leadership is studied by using conceptual framework and theoretical framework from various researchers related to the trait leadership as the appropriate conceptual framework in analysis and synthesis to study on the trait leadership which is related to the behavior of trait leadership according to role of trait leadership obtained from no. 1 and no. 2, and then identified it as the conceptual framework for studying on the trait leadership in 4 traits. Some of components of trait leadership can be Grouped as:

1. Trait leadership on the management field which is consistent with the behavior of trait leadership and the role of trait leadership in administrative field. It is said that leaders shall have wide range of vision to think and decide with confident and with the progressive ideas and able to face changes. Also, the leader shall have the ability to define policies, strategies, plans, plans of the organization as well as promoting and supporting subordinates as well as providing suggestion for them. Also, the leader needs be a monitored person and be a person who has to evaluate work regularly.

2. Trait leadership in academic and career field which is consistent with the behavior of trait leadership and the role of trait leadership in academic with the trait leadership in academic and career field which is consistent with the behavior of trait leadership and the role of trait leadership as a follower and person who evaluate the work operation have repeated components on trait leadership, so it is grouped as the same group. It means that the leader shall have knowledge related to the position, duty, intelligence, and able to solve problems. The leader shall have initiative thinking, creative thinking, good decision and be a leader for the changes.

3. Trait leadership on personality which is consistent with the behavior of trait leadership and the role of trait leadership on changes and creative development. It means that the leader shall have the general personality which is related to work such as strong physical, good personality, dress properly, good mental, and have self-confidence as well as able to control oneself.

4. Traits on morality and ethics which is consistent with the behavior of trait leadership and the role of trait leadership on coordination as well as

conflict management and support the participation in team work. It means that the leader shall have integrity, responsibility, fairness, and sacrifice.

When knowing the concept and theory about the leader and trait leadership, the next issue which is needed to be studied is the concept related to the model of trait leadership development.

2.1.3 Trait leadership development model

1) Terms of the model

Mostly, the word “Model” is widely used in the administration group, economic, political administration and other related fields. This word can be called differently such as model, types, simulator, etc. Sometimes it can be called by using the word Model in Thai. In this research, the researcher used the word “Model” for the understanding and leads it to the model development principle in the future. The researcher has studied the meaning of the from researchers in both inside and outside countries, and it is found that the researchers use the meaning from **Sirichai Kanchanawasee (1994:40-41)** who stated that the model can be applied to use in 4 different meanings which are:

- 1) Simulator
- 2) Sample model
- 3) Model presenting the relation details
- 4) Plan and sample of the operation presenting relationship in each field of system.

And after considering 4 types of meaning to compare with the word theory, it is found that meaning in type 1 and 2 do not have the meaning as theory, but it just simulated and imitated to make it looks like real. For the 3rd meaning, it has similar meaning to the word theory. For the 4th meaning, it is the plan transmitted from the theory to practice which can be called as practical model.

This research is the model of development of the trait of trait leadership on Thai Muslim women in the three southern provinces, and it has the trait which can be compared with the 4th meaning as the model of the development of the trait of trait leadership on Thai Muslim women in the three southern provinces is presenting the

components and relationship related to the process or method used to create or improve and change the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand. There are 3 important parts of the study on Thai Muslim women leadership which are role of behavior and trait leadership. It can be seen that there is a meaning that can be compared with the 4th model which is the plan obtained from the theory into practice.

2) Types of the model

From the study on the types of model from various scholars, there are 2 scholars who use this research which **Keeves (1997:386-387)** selected the Casual model such as the opinion presenting to see the casual relationship model of various kinds of variables of the situation/ problems. Educational model usually takes this type, and **Dell'Olio and Donk (2007:69-71)** selected Personal model which mainly focused on individual the development and focusing on the process that each person make in reality.

3) The development and the model evaluation

Model is the thinking tools that people used to find answers, knowledge and understanding in various phenomenon by having the important components which are (Keeves,1997:186-187)

1.Model shall be brought to the prediction, and the result can be tested. It means that it can be used to build the tools for testing.

2. Structure of the model shall consist of casual relationship which can be used to describe each phenomenon.

3.Model shall be able to create imagination, concept, and interrelations as well as expanding the scope of knowledge finding.

4.Model shall consist of structural relationship more than associative relationship.

The model development has different details in each stage depending on the traits and conceptual framework which is the basis in the development. Such development is the model which is popular to use in the research or thesis. It has 2 major important stages which are model development and the test on such effective

model. The social research and behavioral research usually take the test on the model by using statistical research or quantitative research in order to provide importance to correctness and details of the number only. From the study, it is found that Day and Eisner (2004:808-81) proposed the model assessment by Nobel people with the following details.

1. Assessment in this approach focused on the in-depth analysis, especially on the considered issue which is not necessary to be related with the objectives or person who is related with the decision making. However, it may be mixed with many factors in consideration according to the discretion of the noble person in order to have the conclusion of the quality, effectiveness and appropriateness of the assessment.

2. Specialization assessed from Art criticism with sensitivity and depending on high Nobel person as an investigator. This concept is applied in the undergraduate system, and it is usually taken to be used in the sensitive case as well as cases which need high level of specialist.

3. Model that uses person. It means that the Nobel person is a person who assessed with the believe that the Nobel person is fair with good discretion and has standard criteria from experiences of such Nobel person.

4. Flexible model for the work operation of the Nobel, person according to the skill and expertise of each person.

The researcher checked on the opinions of nobles who have knowledge, abilities, and in-depth understanding about trait leadership development model on Thai Muslim women in the three southern provinces. The criteria will be provided in Chapter 3 onwards.

4) The method of trait leadership development

The study on the development of trait leadership found that there are 3 English words that contain the same meaning which are Technique, Method, and Deliver. The selection depending on the trait or nature of trait which will be developed (Sanrudee Deepuu, 2010:47) Many researchers proposed the ideas, and the researcher has taken the idea of Dubrin (1998 : 330-356) who separated the trait leadership development into 5 methods which are self-understanding, self-discipline,

education, experiences finding, and suggestion provided, and the details are provided as follows:

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1. Self-understanding by using Feedback process related to the receiver.

The trait leadership development in order to have self-improvement to increase effectiveness. Advantages of self-understanding is to provide benefits for a person who receive the trait leadership development in finding reasons and trying to find reason and understand the reason in order to perform appropriate trait leadership in the next future.

2. Self-discipline means the trait leadership development shall have discipline.

Self-discipline means the effort to maintain the level of interesting for all types of trait leadership model such as good listener, and major behavior on trait leadership. The leader shall read and study or be trained in the listening course to be a good listener. Self-discipline takes important roles for studying on personal behavior continuously to ensure that such person has developed themselves.

3. Education means the knowledge transfer without applying knowledge to be used immediately. To apply the education which provides advantage and effectiveness for the trait leadership, most leaders will have high level of intelligence, good knowledge, able to learn from data collection. Knowledges obtained from the official study and as a helper will provide information for leaders to solve new problems S always.

4.Experiences finding. Experiences from work is benefits for using trait leadership in effective ways. If it is lack of experiences, knowledge cannot be interpreted to be a skill. There are two major resources which are colleagues and wide range of experiences of trait leadership. The differences depending on each situation. Therefore, the trait leadership development is necessary to be collected from the administrative methods.

5. The suggestion providing is the trait leadership development that uses the experiences as a major, and it is believed that trait leadership development shall be used to train the leader who has both knowledge and experience which is called Mentor who will provide leadership development for students by Tutoring, coach, guidance, and emotional support, and the advisor should be people who is trusted to provide the suggestion.

From the concept of trait leadership development, the researchers see that there are several methods to develop trait leadership, and it shall be selected carefully and appropriately. according to the trait of leader and each situation with the objective of personality and administration in order to be an effective leader and lead the organization to achieve the goal.

5) Models of trait leadership development

The human resources development can be called in various names, but the researchers may provide the meaning as Human resource development, consisting of the work operation on "Training and Development" which are changes and improvement in knowledge, skill and personal attitudes and arrange system and plan for activities. In this case, the organization shall prepare personnel to provide necessary skill for work operation in order to have progressive on the changes and needs in the future. This is to increase the production in the assigned work which leads to the growth of the personnel in the organization (**Werner and Desimone,2006:4-11**).

The human resources development. The scholars indicated the concept, process, and stages in the development, and the scholars adapted the idea of **Wichien Cheevapimai (2539:64)** in describing the model of development trait leadership with the following details.

Conceptual framework uses for the model of the executive development from the concept id the trainer's library, and there are 6 stages which are preparation stage, pre-operation assessment stage, the development stage, the operation stage, the post-operation assessment, and the operation analysis by having the principle and concept in creating model, consisting of the order determining and number of stages in the structure formed by the association of each step in the components of the model, and it shall be linked reasonably. The structure of the model shall be able to be integrated and proposed in the form of course structure. In each stage of the components of the model, it shall be able to operate in order to achieve goals independently as it is presented in chart no. 2.2.

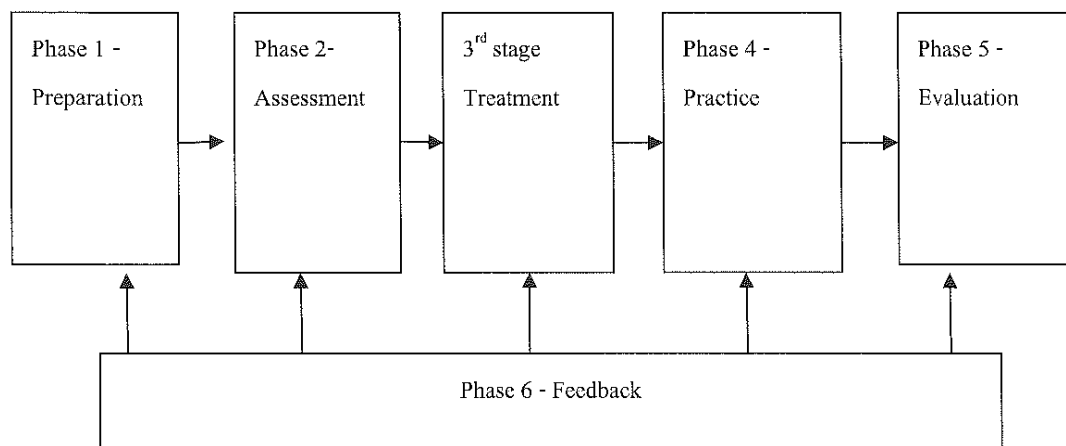


Chart 2.2 The components of the executive development model

Resource : Vichien Cheewapimai , 1996 : 64

From the concept related to the model of the development on personnel and model of the development on leader and types of the development on trait leadership according to the concept of the scholars as it is mentioned above, it is found that the components of the model depends on the studying phenomenon by the created components of the model shall present the relationship between components which leads to new ideas of the studying topic and be able to estimate the results that may occur by tracking assessment.

The researcher analyzed the stages of components and details of the model of many kinds of the developments according to the idea of scholars to be used as

approach to build trait leadership development model on Thai Muslim women in the three southern provinces as follows:

Table 2.2 The analysis on the process, elements and details in all trait leadership development models

Development process	1	2	3	4	5	6	7	8	frequency
1.The analysis on the necessity in the development of the organization			/	/	/	/	/	/	6
2.The analysis on the necessity in the development of the personnel			/	/	/	/	/	/	6
3.The objective specification on the development			/			/	/	/	4
4. The design/ curriculum specification on the development			/		/	/	/	/	5
5.The development operation	/				/	/	/	/	5
6.Assessment and result tracking for before and after development	/	/	/	/	/	/	/	/	8
7.Practice and training	/	/	/		/	/	/	/	7
8.The operated work analysis	/	/				/	/	/	5
9.The analysis on all process of work	/	/				/	/	/	5
10. The use of assessment model/assessment criteria creation			/			/	/	/	4
11.The technique choosing/ development tools						/	/	/	3
12.Concept preparation for the development						/	/	/	3
13.The selection on people who attend the training and developing course						/	/	/	3
14.The trainer and developer selection						/			1

Lists of scholars who proposed the development model are as follows:

1. Vichiean Cheewapimai (1996)
2. Milkovich and Boudreau (1994)
3. Dessler (2002)
4. McCauley, Moxley and Velsor (1998)
5. Mondy et al. (2005)
6. Rogoff (1987)
7. Beebe et al. (2004)
8. Werner and Desimone (2006)

From the process, components, and details analysis in different models of the trait leadership development according to the concept that scholars proposed in the Table 6, it can be seen that the components of the development model consisting of 4 stages as it can be seen below.

Table 2.3 Components of the development model

components of the model	Methods
1.assessment before the development	1.The concept preparation for the development 2.assessment before the operation 3.The objectives specified by the development
2.preparation	1.Needs analysis on the development of the organization 2. Needs analysis on the the development of the officers 3.Analysis on operating work
3.The development operation	1.Design/the development curriculum specification 2.the development operation and training 3. Practice operation
4.assessment on the results of development	1.The use of the assessment model/assessment criteria making 2.assessment on result and then track it before and after the development operation 3.The analysis on all procedures

From the analysis on components of the development model in each of four stages in order to create trait leadership development model on Thai Muslim women in the three southern provinces with unique character has 4 stages which are

1st stage assessment the result before the development in order to specify trait leadership which is needed to be developed.

2nd stage preparation in order to the development

3rd stage The operation on trait leadership development trait

4th stage result assessment on the development and all total operations

Moreover, the development on trait leadership brought the approach in Systematic concepts and studying principle to study as the supportive to the model

which will be developed as the correct, appropriate, and believable principles that can be applied to use, and the theoretical concepts used are

1. Systematic concepts

The Systematic concepts for leadership is the consideration on the overall traits which containing objectives, processes, digestions, and components. There are news exchanges in order to achieve the goals. Systematic concept is one of approaches which is widely accepted and it is the approach which is led by trait leadership development model on Thai Muslim women in the three southern provinces. The researcher has taken this concept into consideration to consider that all 3 organizations which are education, economic, and politics, are the organization that provide services for people. If any development is applied, it shall be seen in overall systematic concepts has the following details (**Lunenburg & Ornstein,1996:15-18**):

1) Input means leader, executive, or operated personnel in the stages of input and it is necessary to create and develop to have awareness, knowledge, understanding, skills, attitudes as well as the trait assessment related to the role and behavior. In this case, it has to be considered whether the desirable traits shall be occurred after development or not, and how it is benefit for the organization mission. It shall be in compliance with the need and necessary in the development field as well.

2) Process is the development stage which will increase knowledge, understanding, and administrative skills on human, work, technology, communication, coordinative administration, the policy and plan identification, the strategic administration, systematic administration, etc., and then help to change behavior and attitude to make it in accordance with objectives of the development.

3) Output means production. It means person who receive the development can produce desirable trait or leadership trait , and the trait is in compliance with the role and behavior of trait leadership and the objectives in order to obtain the benefits for effective administration.

4) Feedback is the study, analysis, assessment on the development result whether is is operated according to the objective or not. The obtained results may be used to develop, improve, and edit in each stage of the new development operation to make it more effective.

5) Environments are the surroundings in both inside and outside organization, and it may have the result as the crisis factor affecting the organizational administration on the environment on economic, society, politics, technology, etc. These environments may have effect to the consideration to build the trait leadership development model in order to make it appropriate in each field for the knowledge development and make it achieve the successfulness.

2. Learning principle: Before understanding the word "knowledge," it may have to consider how people learn, especially in the development as people will have the expectation from the training and development whether what types of behavior will be presented, and to consider for the appropriate learning and the content of the development. **Knowles (as cited in Delahaye, 2001:30-31)** in this research, the researcher uses the concept of **Somboon Sirisanhira (2004:158)** and it is applied to use the learning principles with the following details. In conclusion, the learning will be a major force for the development in the individual to be able to think, operate and to love their works with correct method and principles, and it is summarized that there are 3 major components which are:

1. Cognitive learning is the knowledge and understanding of the content.
2. Skills learning is learning that is committed to the practice to build skills and experience on trait leadership and practicality as well as Simulation
3. Psychological learning supports people to have awareness and see the importance of trait leadership for organization as well as model in morality and ethics for administration.

In conclusion, the learning is the process of behavioral changing in knowledge, skill, practical and attitude started from practicing or experiences of each individual which will be different from others. In this case, it is resulted that the development will occur in each individual and it provides the thinking, practicing, and learning for the most benefits that the person can apply the knowledge to use in daily lives.

Therefore, the researcher has conducted the Systematic concepts and learning principle as a theoretical concept which is the basic to create the model of

trait leadership development on Thai Muslim women in the three southern provinces in order to understand concept, knowledge, human understanding, and to make the most benefit for the model creation.

2.2 Related literature

From the surveying on the literature and related research about trait leadership and the model of trait leadership development, it can be presented respectively as follows:

2.2.1 Trait leadership

For the study on the trait leadership, there are several researches such as leader or executive of the school, head of the nursing, head of the municipality, etc. In this case, there are different objectives on the study such as to present the model of trait leadership development to study on the components and trait of leader and to search for the factors influences the effectiveness, and to think of the training course in order to create desirable performances for the leader in the future, etc.

Domestic researches

Prasit Khewsri (2001) has studied on the propose of the model of trait leadership development of the executive of school which is managed by using the school as a basis. In this case, the objectives are to check and present the model of the model of trait leadership development of school which is managed by using the school as a basis, and then analyze and synthesize the trait leadership from documents, academic evidences, and then check on the importance of the trait leadership by using Delphi Technique which is improved by 25 people by using the open-ended questionnaire for 2 times. It is found that major trait for executive of school by using the school as a basis is counted as 109 traits which can be divided into 5 fields which are 1) knowledge 2) skill 3) attitude 4) moral and ethics 5) personality.

For the work of **Nikhon Nakai (2006)**, he has studied on electronic component-oriented leadership and the factors that influence the effectiveness of electronic trait leadership for executives of the school in basic level with the objectives to develop and check the theoretical model of the electronic

component-oriented leadership (Trait of leadership in information technology development) for executives of the school in basic level and the empirical data in order to test on the invariance of the electronic components between the leadership of the school and to study on the influence of different variables on both student level and classroom level as well as the school with the effectiveness of electronic trait leadership. The electronic component-oriented leadership contains with 6 components which are 1) The leadership and vision 2) the learning and teaching 3) the capability, productivity and proficiency 4) the support, enhancement, management, and practice 5) the measurement and evaluation, and 6) social trait , Law and ethics.

It is consistent with the work of **Sudarat Krutka (2007)** who has studied on the training course to enhance desirable performance of the head of nursing in the health service in the future. From the survey on the comments of the experts on the nursing administration field, this survey observed by 22 of students and scholars by using 3 times of Delphi Techniques. It is found that the most desirable and necessary performance of the head of nursing in the health service in the future which should be developed and trained to be a leadership with knowledge, ability and attitude to lead and administrate the nursing organization to achieve the meaning of the organization in health service system in the future such as 9 fields of performances which are 1) field of trait leadership 2) Administrative field 3) Nursing practice standards 4) Human resources and administration 5) Database using and research suggestion and support 6) Information technology for communication and network building 7) quality the development field 8) trustworthy 9) Business marketing strategy on nursing service.

For the work of Marin Mekdee (2004:abstract), it is the study on the trait leadership of executive according to the teacher's needs, and it is study on the trait of exevutive of District School Education Region 5 according to the criteria and standard of the education of municipality school and Pattaya City Hall. It is found that the first three traits of executive of school that can follow the needs of teachers who teach in the school are to listen to others, operate work with willingness and then pay attention on the duty as a foresight people who rethink and make new things, and then make it becomes reality. It is in compliance with the work of Somsak Khontieng (n.d.:abstract) who has studied on the teachers' opinions related to the trait of the

executive from primary level school in Bangkok, it is found that the real situational opinions from the expectation on the executive's trait of teachers are significantly different with statistically level of 0.05. The trait of the executive in the real situation are personality, morality, behavior, responsibility, instruction, creative thinking, knowledge, academic, administrative field, operation and command administration for the development of teaching and learning as well as creative mind, creative knowledge, academic administration, operational and administrative command.

International researches

Stogdill, (1974 : 541-A) has compiled research on personality and behavior of the executive. , and it is divided into groups according to the findings of the individuality of the executive which is confirmed by the findings of more than 10 researches that the executive will have the ability to be in society, have psychology in making negotiations, have a good social manner, have initiative thinking and creative thinking, tolerate on difficulties, shall not lost the courage to face difficulties, have core knowledge and how to work, have self-confidence, always learn to enhance the value of talent, have confident to succeed, capable for the prediction, able to cooperate with the group, being well-known, and have ability to change and think of something new as well as the ability to speak and write effectively.

For the work of **Smith, (1974 cited in Abhivat Phuchaisaeng, 1999:42)**, the research is about the trait of effective and ineffective principals. For the result of the research, it is found that the trait of effective principals are arranged from the least to the most effective as follows: 1. Build up the relationship between higher level of executives in school and the committees 2. Plan and coordinate closely with teachers in the school 3. Create understanding and communication between home and school 4. Stimulate teachers for both career development and self-development 5. Have stability and self-confident in the school atmosphere 6. Have great support 7. Coordinate in the activities which make the most effectiveness and fairness 8. Develop oneself on academic field 9. Create unity and coordination between teachers and support the school 10. Work according to the development projects of the school continuously 11. Have good relationship with the community while working 12. Be the leader in academic field 13. Present the capability in teaching and school

administration clearly 14. Teach student to have good manner and good behavior 15. Have good relationship with students.

For the work of **Hutchins (1997: 1518-A)**, the trait of the leader has been revealed by the value of the leader in order to distribute the behavior of being leader of the principals in South Carolina. It is measured by using measurement on factors of leadership, the effective decision as well as other abilities related to the leadership of the executives of the school. From the study, it is found that the senior principals will have more educational works and it is possible that the roles related to the leadership from senior principals can be presented to the subordinates inside the organization or agency better and more stable than those who are junior principals.

From the results of all researches from inside and outside countries, it can be summarized that trait of desirable executive is to have morality, ethics, have ability to manage work, have good-personality, have academic knowledge, have good communication, and have vision.

From the related literature mentioned above, it can be summarized that the trait leadership needs trait leadership in each field such as having vision, initiative thinking, creative thinking, able to analyze, have knowledge and academic skill, have good relationship with colleagues, have corporation in work, able to adapt oneself into many situations, always improve themselves, and the leader or executives needs to be ready to face with situational changes.

2.2.2 Model of trait leadership development

The study about model of trait leadership development has conducted in both inside country and abroad with the following summary.

Domestic researches

Pratheep Binchai, and Nipon Kinawong (2004) has conducted the research of trait leadership development model according to the complete range of trait leadership as executive in the school in basic educational level with the objective to present trait leadership development model according to the complete range of trait leadership as executive in the school in basic educational level. From the result of the study, it is found that the appropriate development trait

leadership model according to the complete range of trait leadership as executive in the school in basic educational level is the training process according to Berthalanffy's systematic frame model which are 1) assessment trait leadership according to the complete range of trait leadership of the trainee 2) providing necessary knowledge 3) The trainees who attend the operation training shall write about the development according to the trait leadership of trainees.

For the research of **Somboon Sirisanhiran (2004)**, he has conducted to the research on trait leadership development trait development model of the dean with the objective of develop a model of trait leadership development of the dean. From the result of the study, it is found that Development process trait leadership of the dean containing steps of the development details, development activities, behavioral objective, and expected result. There are 4 stages of the development which are 1) assessment to specify the development trait 2) the development preparation 3) the development operation which contains 4 sub-models 4) assessment result of the development.

It is complied with the work of **Sutham Thammathassananon (2006)** who has taken the research and proposed the model of development on executive of basic level of school for national development with the objectives to study on the desirable trait of executive of basic level of school for national development who has ability to renovate the education to develop the nation and to propose the model of development on executive of basic level of school for national development. From the result of the study, it is found that the model of development on executive of basic level of school for national development which has the desirable trait in renovating the education to develop the nation is the integrated model of development from executive which can lead to the national development. In this case, it is focused in 2 level of integration which are 1) stage of the development content, method, and activity of development by using integration process 2) result of the integrated national development with 4 the development stages which are 1) assessment stage to identify the trait which is needed to be developed 3) The trait development operation stage 4) The evaluation of the development and the operation stage.

As well as the research from **Supa Aosakulsuddhi (2009)** who has taken the research on the topic of model of trait leadership development of the head of nursing in the community hospital. In this research, it has to objective to create and evaluate model of trait leadership development of the head of nurse in the community hospital. From the result of the study, it is found that the result of creating and evaluating model of trait leadership development of the head of nurse in community hospital which is related to the behavior according to role of trait leadership of the head of nurse in community hospital, and it consists of 4 major parts which are part 1: trait leadership that must be developed, part 2: concept and principle of model and general objectives of the model, part 3: Development process on trait leadership of the head of nurse in community hospital, and it consists of 4 stages which are 1) stage of assessment to identify the trait of trait leadership which is needed to be developed 2) stage of preparation the model of trait leadership development 3) stage of operation on the model of trait leadership development which consists of 4 sub-models according to the group of trait leadership which is needed to be developed 4) stage of assessment the development and operation which is the approach to take the model to use as the condition of successfulness and successful indicator of the model.

From the research of **Sakchai Phucharoen (2010)**, one trait in creating model of trait leadership development is added which is the repeat development. Sakchai Phucharoen had taken research on leadership trait development's model of school executive in the area of Office of the Basic Education Commission with the objective to create trait leadership development's model of school executive in the area of Office of the Basic Education Commission to assess the appropriately and possibility of the model. From the result of the study, it is found that there are 5 stages of trait leadership development's model of school executive in the area of Office of the Basic Education Commission as follows: 1) preparation for people who take the development course providing necessary understanding for the development and the development approach 2) assessment before the development 3) the development with the stages of trait leadership development on 4 traits which are concepts, objectives, contexts, methods, and activities related to the development 4) assessment after development, and 5) repeat the development.

International researches

Kho (2001) has taken the research assessment on effectiveness of trait leadership developments structure in international level of USA with the objectives to consider for the investment by creating effective trait leadership development that is able to be competed in the international level competition. This research is the study on the development on executive and leader of the international retailer by using activity development such as work assignment to go to observe work in international countries. There are 12 participants with 6 months observation in order to exchange experiences in business and innovation. The data is collected by personal interview. From the result of the study, it is found that the work assignment to observe work is the best way for trait leadership development of executive as it can develop the potential, and it provides the cultural learning and self-adaptation as well as self-confidence. It provides world-context learning and in-depth situational understanding. For this research, it is mainly focused on the importance of the systematic trait leadership development with long-term development for the organization.

Hartley and Hinksman (2003) have taken the research on the trait leadership development: systematic review of the literature. The research is to search for information from document, publishing, researches that are related to the trait leadership development. From the result of the study, it is found that the development of trait leadership is related to the individual's ability development in order to learn everything by using new method. The best trait leadership development shall focus on the strategy and context of the organization in order to design and apply to practice appropriately. The trait leadership development can be done in 2 traits which are 1) official trait such as training course, development program, and educational program. 2) Unofficial trait which is activity that support the trait leadership development such as experiences from the real practice in the trait leadership development assessment. The conceptual framework in performance shall be taken to identify the necessary trait leadership in each organization in order to use as a criteria on skill consideration and as the development on performance approach for each employee. Also, the result of the assessment such as 360 degree of assessment shall be used with the performance conceptual framework. The method which is usually applied to be used in trait leadership development consisting of 360 degree

assessment, coach, work instruction, network, learning from practicing, challenging work assignment, work learning from other organization temporary, the succession planning, the official training, the development on the high successfulness government sector, the organization development, and the work coordination as affiliation. In this case, the model of trait leadership used in trait leadership development such as Transformational trait leadership model and Charismatic model as the development on trait leadership has relationship with the human capital creation and social capital creation. The assessment on the result of the value on the investment in the topic of trait leadership development is necessary. Kirkpatrick model which the assessment is divided into 4 levels to use in the government. The trait leadership that must have is the clarity, high responsibility as well as having trait leadership and skill in politics. Moreover, strong leader shall be mainly focused by paying attention on individuals and personality.

Bush and Grover (2004) had taken a research on the development on trait leadership: evidence and beliefs, as well as objectives for the trait leadership development obtained from the result of the study, it is found that nature and content of the program in the topic of trait leadership has similarity for all over the world. There is the trait leadership development by learning on the basis of the work, learning from performing, being coach and instructor. These methods are the best method for developing trait leadership. In this case, there is the evidence to confirm that the opportunity in learning with the most value is to be a coach and instructor. The studying on the basic of work and experiences can be obtained from work assignment, work rotation and job training, supportive and network between colleagues and from the learning official program on trait leadership. However, the work related to the trait leadership development is mostly in the trait of plan. It means that it has the relationship between the belief of people and plan of the trait leadership development in order to find out which types is the most appropriate type.

From both domestic and international researches, it can be seen that there are four main stages of model of trait leadership development which are assessment, preparation, assessment development, and result after the development. In this research, the researcher has been studying in the topic of the development on model of trait leadership development on Thai Muslim women in the three southern

provinces. In this case, this research is studied by using the conceptual framework, theory, and research academics related to the development model on trait leadership, consisting of Vichien Cheewapimai (1996) , Rogoff (1987), Milkovich and McCaulery, Moxley and Velsor (1988), Dessler (2002), Beebe et al.(2004), Mondy et al.(2005),

Werner and DeSimone (2006), and then synthesized it as the conceptual framework in creating model of trait leadership development on Thai Muslim women in the three southern provinces. There is also a structure of the development model of trait leadership, and it also contains 4 stages of development which are 1.preparation on the trait leadership development 2.Assessment before the development of trait leadership 3.the development on the trait leadership 4. Assess the results of trait leadership development trait and the operation. The components in each stage shall have details related to the details about the development information. The objective is to develop objectives, method, and development activity as well as the preference work.

CHAPTER III

RESEARCH METHODOLOGY

This research has an objective to present Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand. This study is a qualitative research which collects data by mixed methods as follows:

1) Applied Meta-analysis: This method collects data from books, articles, journals, researches and dissertations both in Thai and in other languages. The data both from the primary source and the lesser source are compiled to synthesize the roles, the behaviors and trait leadership of women which will provide the foundation for the study of Thai Muslim women in the three southern provinces of Thailand.

2) In-depth interview: This method uses the structured interview which is obtained from the data synthesis by the application of applied meta-analysis as the tool for the collection of data in order to synthesize trait leadership of Thai Muslim women in the three southern provinces of Thailand.

3) Non-participant observation: This method observed the works, the interviewed and the behaviors of Thai Muslim women leaders in three southern provinces of Thailand towards their colleagues, subordinates, people and families. Also observed is their participation in meetings/ seminars under related topics. The obtained data will be used to synthesize trait leadership of Thai Muslim women in the three southern provinces of Thailand together with the in-depth interview.

4) Delphi technique: In this method, a questionnaire is used as a tool for data collection for the presentation Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand. In doing so, 17 experts are selected by purposive sampling. The Delphi technique is the method to diagnose a problem or make a decision systematically without direct confrontation of experts just like brain storming. As a result, each expert can absolutely and independently express their opinions. They have a chance to scrutinize their ideas carefully. Therefore, the data are reliable can be used to support decisions.

This research aims to study trait leadership of Thai Muslim women in the three southern provinces of Thailand in order to show the leadership of Thai Muslim women in the three southern provinces of Thailand and to present Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand. The objective of the analysis trait leadership of Thai Muslim women in the three southern provinces of Thailand. is to gain knowledge, to understand the process to acquire the ability, the procedure to develop potentiality of Thai Muslim women in the three southern provinces of Thailand and trait leadership of Thai Muslim women in the three southern provinces of Thailand as well as to present Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand so as to apply the model to develop trait leadership of Thai Muslim women in other areas. The research procedure is divided into three stages:

Stage 1: Study the roles, behaviors and trait leadership of women

Stage 2: Study trait leadership of Thai Muslim women in the three southern provinces of Thailand.

Stage three: Create, develop and present Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

Stage 1: Study the roles, behaviors and trait leadership of women

Step 1: Study, analyze and synthesize documents and researches which are related to leadership

The researcher studied roles , behaviors and trait leadership in general to provide the foundation for the study of trait leadership of Thai Muslim women in the three southern provinces of Thailand..

1.1 The study by analyzing and synthesizing documents

The researcher studied the data from documents and researches which were related to roles, behaviors and trait leadership in general in order to analyze and synthesize them to see which roles, behaviors and trait leadership were appropriate, and how. Besides, the researcher searched for the data of Thai Muslim women leaders in three southern provinces of Thailand in order to contact them for

the in-depth interview and the non-participant observation for the study of trait leadership of Thai Muslim women in the three southern provinces of Thailand..

1.2 Data validation

The verification of data validity was conducted by the search for data and the collection of data from different sources, including various documents, Thai Muslim women leaders in three southern border provinces, stakeholders, specialists or experts in order to verify the data. Also, for the researcher's unbiased collection of data, the data triangulation technique was used to validate the research data for accuracy and reliability.

1) Data Triangulation: The researcher collected data from various sources in order to validate the data.

2) The verification of reliability: The researcher used the techniques which made the research most reliable by clearly defining the conceptual framework of the research, using various methods to collect data and considering reliable sources of data which could be checked by audit trial.

1.3 Data analysis

The analysis of data from documents focused on the study of roles, behaviors and trait leadership in general from related concepts, theories and researches. Afterwards, the data had their contents analyzed and interpreted in order to gather and sum up general roles, behaviors and leadership characteristics.

Stage 2: Study trait leadership of Thai Muslim women in the three southern provinces of Thailand.

Step 1: Study trait leadership of Thai Muslim women in the three southern provinces of Thailand.

2.1 The study by in-depth interview and non-participant observation

The researcher collected data using the in-depth interview and the non-participant observation to gather information from personal sources.

The in-depth interview and the non-participant observation were carried out according to the following procedure:

1) The researcher created relationship by greeting and introducing myself to the key informants, the lesser informants and other informants first, and then informing them about the objectives and the benefits of this research.

2) The researcher coordinated and asked for permission to interview key informants by informing them beforehand that the interview would be recorded and taken note of. If the informants did not feel comfortable with it, the researcher had to strictly comply with their requests.

3) The researcher conducted the in-depth interview and the non-participant observation with the key informants, lesser informants and other informants according to the dates, times and places that every informant accepted in order to study the roles and behaviors and to synthesize the specific trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

4) The in-depth interview and the non-participant observation lasted approximately 1-2 hours or depended on the informants' convenience.

2.2 Key informants

In this study, the researcher selected the informants by the method of purposive sampling by choosing all Thai Muslim women leaders in three southern provinces of Thailand who were selected for their outstanding performances in the southern provinces of Thailand in 2013 and also Thai Muslim women leaders in three Southern provinces of Thailand by the method of snowball sampling for occupational diversity, fairness and possibility to conclude and present the appropriate model of trait leadership development of Thai Muslim women leaders in southern provinces of Thailand.

The researcher determined that the informants in this study were selected by purposive sampling. They were divided into three groups, which were:

Group 1 consisted of all Thai Muslim women leaders in three southern provinces of Thailand who were selected from their outstanding performances in the southern provinces of Thailand in 2013 by the southern provinces of Thailand Administrative Center (SBPAC). One of the main missions of SBPAC is to select people who have outstanding performances in the southern provinces of Thailand each year in order to provide encouragement and set good examples for

public servants, local officials, state enterprise staff, local leaders, community leaders, religious leaders, people and non-profit organizations that assist the authority who operate in the southern provinces of Thailand. The selected people will be praised and honored. Their works will be promoted in public so that they can inspire, motivate and urge every section to become more involved in the solving of problems and the development in three southern provinces of Thailand.

When considering in terms of policy, it can be explained that the selection of people with outstanding performances in three southern provinces of Thailand annually is a delicate thought. It is a way to raise the statuses of potential leaders so that they become the main force which helps to push forward policies, strategies, plans and projects in the Southern border provinces. Moreover, these leaders also play an important role to resolve the unrest in three southern provinces of Thailand. There were 8 Thai Muslim women leaders who were selected in three southern provinces of Thailand . They were community leaders, religious leaders, people and non-profit organizations in different positions as follows:

Province	Name	Position	Date of Interview
Pattani	1.Mrs Ura Jehming	President of Thai Women Empowerment Funds, Toongyangdaeng District	27 Mar 14
	2.Mrs Preedah Jehwae	President of Learning Center for Orphans and Underprivileged Children, Mayor District	
	3.Mrs Rohaning Mahlee	President of Woman Development Committee, Mayor District	
Yala	1.Mrs Badreeyah Yahtoh	President of Women Group, Yala Sub-district/ District/ Province	3 Mar 14
	2.Mrs Nidoh Itaelae	President of Women Group, Yaha District	
	3.Mrs Waerosnah Deeyoh	President of Muslimah Sewing Group, Raman District	

Province	Name	Position	Date of Interview
Narathiwat	1.Mrs Roheemoh Maming	President of Women Group, Srisakorn District	21 Apr 14
	2.Mrs Boopha Yeemah	Community Development Volunteer Leader, Rusoh District	8 Apr 14



Group 2 consisted of Thai Muslim women leaders from different professions in three southern provinces of Thailand who were selected by the survey of basic information and the snowball sampling. This group also included Thai Muslim women leaders from various professions who were selected by other government agencies to receive awards; for example, outstanding women award. There were 5 women in this group:

Province	Name	Position	Date of Interview
Pattani	1.Mrs Chidchanok Rohimmula	Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus	20 Apr 14
	2.Mrs Zoraya Chamchuree	Initiator of the project to heal affected people from the unrest in three Southern border provinces, Civic Women's Network	9 Apr 14
Narathiwat	1.Mrs Zubaidah Salae 2.Mrs Siripa Madakakul 3.Mrs Yunaida Madureh	Director of Islam Burapha School President of Women Development Committee, Yee-ngor District President of Yada Vocational Training Center	} 27 Mar 14

Group 3 consisted of other informants who were colleagues, subordinates, people and family members who were close to Thai Muslim women leaders; for example, those who worked in the same offices, subordinates, users of services and parts of their families, etc. This group consisted of 27 people.

Province	Name	Position	Date of Interview
Pattani	1.Unidentified name	Colleague of Mrs Preedah Hayeeteh/ Teacher of the Learning Center for Orphans and Underprivileged Children	<div><div></div><div>14</div><div></div></div> 27 Jan
	2.Mr Prasarn Sakulmanee	Commander of Mrs Ura Jehming / Toongyangdaeng District Development	
	3.Mrs Teeyoh Awae		
	4.Mrs Aaesoh Tangsurat		
	5.Mrs Roozni Mahamah		
	6.Miss Ameenoh Suemaeng	Colleagues of Mrs Ura Jehming	
	7.Mrs Saluena Samaeng		
	8.Miss Sunee Nawajinpan		
		Commander of Mrs Rohaning Mahlee	

Province	Name	Position	Date of Interview
	9.Mrs Kamnung Chamnankij	} Colleagues of Mrs Zoraya Chamjuree	22 Apr 14
	10.Mrs Assara Rathakaran		23 Apr 14
	11.Dr Sathien Paenlua	Commander of Mrs Zoraya Chamchuree	} 29 Apr 14
	12.Miss Nathamon Ratchasen	Colleague of Mrs Chidchanok Rohimmula	
Yala	1.Mrs Kaleeyah Yorkor	} Colleagues of Mrs Nidoh Itaelae	} 4 Mar 14
	2.Unidentified name		
	3.Mr Sutham Srirak	Commander of Mrs Nidoh Itaelae/ Academic in community development	} 9 Mar 14
	4.Mrs Yameelah Adae	Colleague of Mrs Badreeyah Yahtoh /Secretary of Women Development Group, Balor Sub-district, Raman District (specialist)	
	5.Mrs Nasareeyah Hayeeyae	Colleague of Mrs Waerosnah Deeyoh/Member of Muslimah Sewing Group	} 3 Mar 14
	6.Mr Rohzeh Yatoh	Husband of Mrs Badreeyah Yahtoh/Secretary of City Council, Balor Sub-district, Raman District	

Province	Name	Position	Date of Interview
Narathiwat	1.Mrs Jehromoh Samudeng	Commander of Mrs Boopha Yeemah/ Academic in community development (specialist)	26 Apr 14
	2.Mrs A-aezoh Mong	Colleague of Mrs Roheemoh Maming/Vice President of Women Development Group	8 Apr 14
	3.Mr Narong Praphrutchob	Commander of Mrs Roheemoh Maming/District Development, Srisakorn District	25 Apr 14
	4.Unidentified name	Commander of Mrs Yunaida Madureh/Head of Community Development Promotion Group	27 Mar 14
	5.Mrs Mattika Kanibatae	Colleague of Mrs Yunaida Madureh /Member of the village's women agriculture group	21 Apr 14
Narathiwat	6.Mrs Wasinee Kongpetkaew 7.Mrs Siriporn Thongjinda 8.Mrs Sunee Dejboon 9.Mrs Pranee Jindaphet	 Colleagues of Mrs Sariripa Madakakul	 27 Mar 14

Considering the groups of informants from the preliminary study, it was discovered that the first group of informants were Thai Muslim women leaders in three southern provinces of Thailand who were selected for their outstanding performances by the southern provinces of Thailand Administrative

Center (SBPAC). They had outstanding trait leadership and were the major force that propelled the organizations to reach their goals under the context of unrest situation in southern provinces of Thailand. Additionally, the selection of informants from such group helped to provide encouragement and set up good examples for many other Thai Muslim women who attempted to step up to become leaders in various organizations. It also helped to create readiness in the development of trait leadership of Thai Muslim women for greater potential and efficiency.

The second group of informants consisted of Thai Muslim women leaders in three southern provinces of Thailand who were selected from the survey of basic information as well as the snowball technique. This group demonstrated the occupational diversity that Thai Muslim women leaders were involved in. The thing that these women shared was that they were Thai Muslim women leaders of organizations who possessed outstanding trait leadership which enabled them to work efficiently under the unrest context in southern provinces of Thailand.

The third group of informants comprised people who were close to those Thai Muslim women leaders such as people who worked in the same offices, subordinates, users of services and parts of their families, etc. They would clearly point out the roles, behaviors and trait leadership of Thai Muslim women towards people around them.

Due to the consistency of the groups of informants who were chosen by the researcher, they were good representatives for the study of trait leadership development of Thai Muslim women in the three southern provinces of Thailand for the presentation of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

2.3 Tools for data collection

The tools for data collection were the researcher, the questions for the in-depth interview and a recording machine. The questions created by the researcher consisted of:

- 1) The titles of the subject of study
- 2) The objectives of the subject of study

3) The questions for the in-depth interview were only basic guidelines for the interview. The situation during the real interview was in the form of a talk which might or might not be official depending on the cases. In each question that concerned the roles, behaviors and trait leadership of Thai Muslim women in three southern provinces of Thailand there were open-ended questions for additional comments regarding trait leadership of Thai Muslim women in three southern provinces of Thailand which were appropriate and in line with the leadership behaviors according to the roles of Thai Muslim women leaders in three southern provinces of Thailand.

2.4 The examination of tool's quality

The questions for the in-depth interview that were created by the researcher were initially submitted to the dissertation adviser for examination and suggestions. After improving and modifying the questions according to the advisor's suggestions, they were presented to the experts in three southern provinces of Thailand so that they could check the tool's quality in terms of content validity and construct validity as well as the language used in the questions. Once the questions were amended according to the expert's suggestions and were rechecked by the advisor, the researcher used the tools as the questions for the in-depth interview.

2.5 Data compilation

The data were collected by the researcher from the in-depth interview and the non-participant observation. The researcher coordinated with the three groups of informants to arrange times and places for the interview (at offices, homes, etc.). Then, the data were collected from the three groups of informants respectively. During the interview and the non-participant observation, there were both tape recording and note taking depending mainly on the permissions from the informants.

Non-participant observation revealed the roles, behaviors and trait of Thai Muslim women leaders towards their colleagues, subordinates, people or family members, which would create a clearer understanding of specific trait leadership of Thai Muslim women. Furthermore, non-participant observation allowed the observer to access and perceive the thoughts, practices and working methods of those women leaders.

2.6 Data analysis

The researcher analyzed the data by learning while collecting the information according to the qualitative research's principles. During the in-depth interview with Thai Muslim women leaders in three southern provinces of Thailand in the topic of trait leadership of Thai Muslim women in the three southern provinces of Thailand, the content analysis was applied with each group using the data triangulation as seen in the table below:

Key Informants	Lesser Informants	Other Informants
All Thai Muslim women leaders in three southern provinces of Thailand who were selected for their outstanding performances in the southern provinces of Thailand in 2013. The southern provinces of Thailand Administrative Center (SBPAC) was the organization which considered the giving of awards.	Thai Muslim women leaders from various professions in three southern provinces of Thailand who were selected from the basic data survey and the snowball sampling, or Thai Muslim women leaders from various professions who were selected by other government agencies to receive awards.	Colleagues, Subordinates, People and Family members of Thai Muslim women leaders in three southern provinces of Thailand.

Apart from the data triangulation, the researcher also considered the data from the non-participant observation during the field research which monitored the work in each activity under the subjects and topics that concerned the roles and duties of Thai Muslim women leaders. From the data collection by such method, the researcher also searched for the common points of the whole data in order to find specific trait, and then analyzed data and summed up the subjects carefully. The researcher avoided writing any message or quoting any saying that would allow the readers to link back to the individual informants for the creation, development and presentation of the Model of trait leadership development of Thai

Muslim women in the three southern provinces of Thailand in the next stage. As for the drawing of conclusion based on induction, **Supang Chantawanit (2009:106)** briefly explained that the making of conclusion based on induction was a general method to draw a conclusion which demonstrated the connection between at least two variables by mainly using certain cases or data sources. It was the stating of general facts from specific facts of such data by linking them with related concepts, theories and researches from the literature review of documents and researches which were referred to in order to meet the objectives.

Stage 3 Create, develop and present Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

Step 1: Study, analyze and synthesize documents and researches which are related to model of trait leadership development

The researcher studied the data from documents and researches which were related to model of trait leadership development.

1.1 Study, analyze and synthesize documents

The researcher studied the documents which provided the information about concepts, theories and researches which were related to model of trait leadership development.

1.2 Data validation

The verification of data validity was conducted by the search for data and the collection of data from different sources, including Thai Muslim women leaders in three southern provinces of Thailand, stakeholders and related agencies in order to verify the data. Also, for the researcher's unbiased collection of data, the data triangulation technique was used to validate the research data for accuracy and reliability.

1) Data Triangulation: The researcher collected data from various sources in order to validate the data.

2) The verification of reliability: The researcher used the techniques which made the research most reliable by clearly defining the conceptual framework of the research, using various methods to collect data and considering reliable sources of data which could be checked by audit trial.

1.2 Data analysis

The leadership characteristic development model was analyzed by qualitative data analysis which featured content analysis and interpretation in order to collect data and sum up the general leadership characteristic development model.

Step 2: Create, develop and present Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand

2.1 Model creation and development

The researcher created Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand by using the data from the analysis in Step 1 as the guidelines for the creation and development model of trait leadership development using Delphi technique three times.

2.2 Informants

The researcher determined the groups of informants, which included 17 experts from purposive sampling as follows:

1) Three graduates of doctoral degrees in related branches:

-Assoc.Prof.Dr.Somboon Sirisanhiran (Associate Dean of the Faculty of Social Sciences, Mahidol University, a specialist in Public Administration especially in terms of leadership)

-Asst.Prof.Dr.Noppadol Thippayarat (Lecturer of the Faculty of Fine and Applied Arts, Prince of Songkla University: Pattani Campus, a specialist in southern art and culture)

-Dr.Thaweesak Putthasukkhhi (Lecturer of the Graduate School, Thaksin University, a specialist in education and human resource development)

2) Three stakeholders who are involved in women leadership development:

-Miss Pornsom Paopramote (A specialist in women field, Ministry of Social Development and Human Security)

-Mr Piya Kitthaworn (Secretary of Southern Border Provinces Administration Center, a specialist in the development and promotion of women's roles in three southern provinces of Thailand)

-Mrs Kalaya Iawsakul (Executive of a non-profit organization and coordinator of the Public Health Security Coordination Center, Pattani Province)

3) Four Thai Muslim women leaders in three Southern border provinces

- Assoc. Prof. Chidchanok Rohimmula (Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus)

- Mrs Preedah Jehwae (Selected person for outstanding performance of Muslim women leader in Pattani Province)

- Mrs Badreayah Yahtoh (Selected person for outstanding performance of Muslim women leader in Yala Province)

- Mrs Boopha Yeemah (Selected person for outstanding performance of Muslim women leader in Narathiwat Province)

4) Vice Governor of Yala Province

- Mr Samart Waradisai

5) Vice Governor of Pattani Province

- Acting Sub Lt. Somphot Suwannarat

6) Director of Yala Primary Educational Service Area 1

- Prof. Adul Phromsaeng

7) President of Islamic Council of Narathiwat

- Mr Sabae-eng Jehloh

8) President of Pattani Chamber of Commerce

- Mr Sirichai Piticharoen

9) Yala Development Governor

- Mr Somporn Arunran

10) Narathiwat Local Governor

- Mr Issara La-ongsakul

2.3 Data collection tool

The researcher created the tool for the collection of data, which was the questionnaire regarding the suitability and possibility to practically apply the Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand. The definitions of suitability and possibility were as follows:

Suitability	means	valuable, useful
Possibility	means	feasible for practical use

The levels of importance were divided into 5 scales which determined the score value of each level as follows:

5	means	Most suitable and possible in your opinion
4	means	Very suitable and possible in your opinion
three	means	Moderately suitable and possible in your opinion
2	means	Not very suitable and possible in your opinion
1	means	Least suitable and possible in your opinion

The researcher used the questionnaire as a tool to survey the opinions of 17 experts three times according to the following steps:

1st round

1) The researcher created the first questionnaire using the data regarding the trait leadership of Thai Muslim women in three southern provinces of Thailand from Stage 1 to develop a 5-scale questionnaire.

2) The questionnaire was given to 17 experts to survey their opinions. The answers were analyzed. The median and the interquartile range of each question were calculated.

2nd round

1) The researcher created the second questionnaire which showed the expert's marks from the first questionnaire and displayed the median and the interquartile range of each question.

2) The questionnaire was given to 17 experts to reconfirm or to change the answers. Then, the median and the interquartile range of each question were reanalyzed.

3rd round

1) The researcher created the third questionnaire which showed the experts' marks from the second questionnaire and displayed the median and the interquartile range of each question.

2) The questionnaire was given to 17 experts to reconfirm or to change the answers. Then, the median and the interquartile range of each question were reanalyzed.

2.4 The examination of tool's quality

The questionnaire created by the researcher was initially submitted to the dissertation adviser for examination and suggestions. After improving and modifying the questionnaire according to the advisor's suggestions, it was presented to the experts in three southern provinces of Thailand so that they could check the tool's quality in terms of content validity and construct validity as well as the language used in the questions. Once the questionnaire was amended according to the expert's suggestions and was rechecked by the advisor, the researcher gave the questionnaire to 17 experts so that they could provide the answers and fill in additional comments.

2.5 Data collection

The researcher brought the questionnaire and the letter of request (set 1) from the Faculty of Social Sciences and Humanities, Mahidol University to the experts to survey their opinions three times. The researcher delivered the documents by myself and by post. The dates that the experts were supposed to return the documents were clearly fixed.

2.6 Data analysis

The researcher analyzed the questionnaire regarding the trait leadership development of Thai Muslim women in three southern provinces of Thailand for the third time by the SPSS for Windows program. The statistics used were the measures of central tendency, which were the median and the interquartile range.

The calculation of medians

The researcher calculated the medians from the answers of 17 experts who completed the questionnaire to study whether the given messages had the suitability and the possibility to practically apply the Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand. The interpretation of medians was determined as follows:

4.50-5.00 meant that the experts agreed that it was most suitable and possible to practically apply the model of trait leadership development of Thai Muslim women .

3.50-4.49 meant that the experts agreed that it was very suitable and possible to practically apply the model of trait leadership development of Thai Muslim women .

2.50-3.49 meant that the experts agreed that it was moderately suitable and possible to practically apply the model of trait leadership development of Thai Muslim women .

1.50-2.49 meant that the experts agreed that it was not very suitable and possible to practically apply the model of trait leadership development of Thai Muslim women.

1.00-1.49 meant that the experts agreed that it was least suitable and possible to practically apply the the model of trait leadership development of Thai Muslim women.

It was also specified that the medians of the messages that, in the experts' opinions, had the suitability and the possibility to practically apply the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand needed to be least 3.50

The calculation of interquartile ranges

The researcher calculated the interquartile ranges (IQR) from the answers of 17 experts who completed the questionnaire to study the dispersion of opinions in the expert's answers. In order to do that, the researcher examined whether the opinions were in accordance with each other or not by the calculation of the difference between quartile 3 and quartile 1 (Q1-Q3). It was specified that, if the interquartile ranges of such messages were lower than or equaled 1.50, it meant that the expert's opinions were in line with each other. However, if the interquartile ranges were higher than 1.50, it meant that the expert's opinions were not in line with one another.

In this study, the researcher selected the messages that, in the experts' opinions, had the suitability and the possibility to practically apply the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand at high and highest levels. Also, they had to be the messages which were in accordance with each other only, i.e., the medians of such messages had to be at least 3.50 and their interquartile ranges had to be lower than or equal 1.50. As for the messages which were ranked lower than the high level by the experts or were not in accordance with each other, they would not be considered.

For the determination of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, the criteria for the consideration of the expert's opinions were as follows:

1) If the medians of the messages in the third questionnaire of the experts were between 3.50 and 4.49, and their interquartile ranges were lower than or equaled 1.50, it meant that the expert's opinions were in accordance with each other as they agreed that such messages had the suitability and the possibility to practically apply the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand at high level.

2) If the medians of the messages in the third questionnaire of the experts were between 4.50 and 5.00, and their interquartile ranges were lower than or equaled 1.50, it meant that the expert's opinions were in accordance with each other as they agreed that such messages had the suitability and the possibility to practically apply the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand at highest level.

Afterwards, the researcher improved and modified Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand for the presentation in the next step.

2.7 Model presentation

For the presentation of Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand, the researcher concluded the data from the analysis in Step 2 and then presented Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand.

CHAPTER IV

ROLES, BEHAVIOR, AND TRAITS LEADERSHIP OF WOMEN

The study, “Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand,” is descriptive research, in which data was collected using the qualitative method by presenting the analysis’s result. The researcher aimed to answer the research’s objectives in three points; including, firstly, what are roles, behavior, and traits leadership of women; secondly, how do the traits leadership of Thai Muslim women in the three southern provinces conform to behavior and role of leadership; and lastly, how should the model of traits leadership development for Thai Muslim women in these three provinces of Thailand be undertaken, by presenting the research’s result in the form of an essay from the content analysis, which contains following ideas;

4.1 Brief personal information of women leaders of Thai Muslim women in the three southern provinces.

4.1.1 Thai Muslim women leaders in Pattani province.

4.1.2 Thai Muslim women leaders in Yala province.

4.1.3 Thai Muslim women leaders in Narathiwat province.

4.2 The analysis of roles, behavior, and traits of women in leadership in general.

4.2.1 Roles of leadership of women.

4.2.2 Behavior of women leadership that conforms to roles.

4.2.3 Traits leadership of women that conform to roles and behavior.

4.1 Brief Personal Information of Women Leaders of Thai Muslim Women in the Three Southern Provinces.

From the consideration to select women Thai leaders in the three southern provinces of Thailand using the criterion as mentioned in the previous chapter, the researcher would like to present personal information of the women leaders of each province as follows.

Each number in the table refers to following meanings;

- 1 refers to marital status single ✓ married ✕ ○ divorced △ widowed
- 2 refers to number of family members/person
- 3 refers to age/year work experience/year
- 4 refers to position/department
- 5 refers to education level
- 6 refers to income/month
- 7 refers to training regarding leadership ✓ trained ✕ never been trained

What unity was provided by the training

4.4.1 Pattani Province

Table 4.1 General information of female Thai Muslim leaders in Pattani province.

Name	1	2	3	4	5	6	7
1.Mrs.Oura Jaeming	△	7	42/ 10	Community development volunteer/ Community Development Department, Ministry of Interior	Diploma	5,000-10,000	✓ Community Development Office/ Community Development Institute/ The Secretariat of The House of Representatives

Table 4.1 General information of female Thai Muslim leaders in Pattani province. (cont.)

Name	1	2	3	4	5	6	7
2.Mrs. Prida Hayita	○	3	45/4	Women Development Committee of the province and Amphoe, the president of the Orphans and Underprivileged Learning Center/ Tambon Talubo Community, Amphoe Mayor e Community Development Department, Ministry of Interior	Higher Education	lower than 5,000	✓ Southern Border Provinces Administration Centre
3.Mrs.Rohaning Malee	○	4	34/10	The president of Women Development Committee Tambon Krawa/ Community Development Department, Ministry of Interior	Diploma	5,000-10,000	-
4.Mrs. Chidchanok Rahimmula	×	4	51/22	Dean of Faculty of Political Science, Price of Songkla University, Pattani Campus/ Office of the Higher Education Commission	Graduate	100,000	-
5.Mrs. Soraya Jamjuree	×	1	47/20	The head of Civic Women for Peace/ Price of Songkla University, Pattani Campus/	Graduate	30,000	-

From table 4.1, it is concluded that the marital status of Thai women leaders shows 2 persons who are single, 1 who is married, 1 widower, and 2 persons who are divorced. The numbers of their family members are from 3 to 7 people. There are 3 people aged between 30-40 years old, 2 people between 40 – 50 years old, and 2 people aged between 50-60 years old. All of them work for the government units; including 3 people working in the Ministry of Interior, 1 person working for the Ministry of Public Health, 1 person working for the Ministry of Agriculture, 1 person working for the court of justice, and 1 person working for the Office of the Higher Education Commission. Their education levels included 1 person at the high school level, 2 people at the diploma level, 3 people at the higher education level, and 1 person at the graduate level. Their income range included 1 person with income lower than 5,000 Baht, 3 people in the income range from 5,000 to 10,000 Baht, 2 people in the income range of 10,000 to 20,000 Baht, and 1 person in the range of 100,000 Baht. In addition, 2 people have been trained regarding leadership, and 3 people have never been trained.

4.1.2 Yala Province

Table 4.2 General information of Thai Muslim women leaders in Yala province

Name	1	2	3	4	5	6	7
1.Mrs. Budriya Yato	×	4	45/ 14	The president of Thai Women Empowerment Fund of Tambon Balo and the president of Thai Women Empowerment Fund of Yala Province/ Community Development Department, Ministry of Interior	High School	5,000 – 10,000	✓ Yala Provincial Public Health

Table 4.2: General information of Thai Muslim women leaders in Yala province (cont.)

Name	1	2	3	4	5	6	7
2. Mrs. Nidau Eitaelae	×	5	56/ 20	The president of Provincial Community Health Volunteer/ Ministry of Public Health	High School	5,000 – 10,000	✓ Ministry of Social Development and Human Security
3. Mrs. Wae-ros-nah Diyau	×	6	40/ 10	The committee of Tambon, Amphoe and Provincial Women Development / Community Development Department, Ministry of Interior	Diploma	10,000-20,000	✓ Southern Border Provinces Administration Centre/ Community Development Department

From table 4.2, it is concluded that the marital status of Thai Muslim women leaders in Yala province is that there are 4 people who are married. The number of their family members is from 4-6 people. Their ages include 3 people are between 40 and 50 years old, and 1 person in the range between 50 to 60 years old. All of them work under the government units, including 2 people working for the Ministry of Interior, 1 person working for the Ministry of Public Health, and 1 person working for the Office of the Private Education of Yala Province. Their education levels included 2 people with a high school degree, 1 person with a diploma degree, and 1 person with a graduate degree. Their income ranges are 2 people in the income range of 5,000 to 10,000 Baht, and 1 person in the income range of 20,000 to 30,000 Baht. They all have been trained regarding leadership.

4.1.3 Narathiwat Province

Table 4.3 General information of Thai Muslim women leaders in Narathiwat Province

Name	1	2	3	4	5	6	7
1.Mrs. Rohimau Mamueng	×	5	38/5	The president of Women Community/ Community Development Department, Ministry of Interior	High School	5,000- 10,000	✓ Thai Women Association for Community Development corporate with Community Development Department
2.Mrs. Boobpha Yima	×	6	51/20	Volunteer of District Development / Community Development Department, Ministry of Interior	High School	5,000- 10,000	Community Development Department/The Non-Formal and Informal Education Center of Narathiwat province, Ministry of Interior
3.Ms.Subaida Dolau	×	1	42/5	The Director of Islam Burapa School/Office of the Basic Education Commission	Higher Education	10,000- 20,000	-

Table 4.3 General information of Thai Muslim women leaders in Narathiwat Province (cont.)

Name	1	2	3	4	5	6	7
4.Mrs.Sunaida Madue-rae	×	1	44/15	The president of Payada Occupation Community/ Community Development Department, Ministry of Interior	Higher Education	20,000	-
5.Mrs. Siripa Madakakun	×	-	51/10	The board director of District Women Development/ Community Development Department, Ministry	Graduate	20,000- 30,000	-

From table 4.3, it can be summarized that one of the female Thai leaders in Narathiwat province is single and five of them are married. The number of their family members is from 2 to 6 people. Their ages are one person in the range from 20 to 30 years old, one in the range of 30 to 40 years old, 2 in the range of 40 to 50 years old, and two in the range of 50-60 years old. They all work for the government units; including, five people working for the Ministry of Interior and one person working for the Office of the Basic Education Commission. In addition, two of them have a high school degree, another two people have a higher education degree, and one person has a graduate degree. Their income rates per month included two people between 5,000 and 10,000 Baht, and two people between 10,000 and 20,000 Baht. Lastly, two people have been trained regarding leadership and three people have never been trained.

4.2 Roles, Behavior, and Traits Leadership of Women

4.2.1 Traits Leadership of Women

From the study of the concept and meaning of roles and traits of leaders in the previous chapter, it is inferred that a leader is important for the staff's performance

in any organization. Furthermore, roles of the leader are also important for conducting activities in the obtained position. Therefore, a person who is assigned the position and duty should work to conform to such roles, especially the role of leadership, which is an important role for organizations. Thus, the performance of roles of women in leadership should conform to the obtained position, environment, and appropriate time. In this research, the researcher is interested to study female Thai Muslims in the three southern provinces of Thailand in order to find out how performance of roles of women in leadership conforms with obtained positions, environment, and the unstable situation.

As mentioned in chapter two, the meaning and elements of roles and leadership roles can be summarized that roles refer to actions of a person in which he/she performs in accordance with assigned duties, and that the expression of roles are dependent on society's acceptance of that position. A role's elements are involved with work and people. Leadership roles mean actions of the leader or director, who is an important person in policy assignments, work planning, and evaluations. The role of leadership is considered as one of processes that influence point of view, confidence, and ideology of the organization in order to let members or followers follow the organization's goals or objectives. The roles of leadership will be expressed in the form of roles and duties in accordance with such a position, in which the researcher concludes that roles of leadership consist of the elements that follow;

1. Roles according to the status or position, which contains four elements; including, completing duties as required by law, being the organization's representative in order to undertake any work, behave as a revolutionary, assign policies, create clear visions regarding work, and assign recommendations and teaching work appropriately.

2. Expected roles from society includes three elements, which are following society's rules, behaving as a good example for others in society, and having good morality and consciousness towards the public, as well as being able adjust well to work with others.

3. Roles that show ability of leadership, which contains 3 elements; including, roles that are actually followed as perceived by that leader, behavior that

shows intellectual excellence and management skills, the ability to make decisions in any circumstance, and the ability to create challenging projects.

Women's roles. Although the status of women's participation in any context in the past was at a very low level due to beliefs and values of a society that admires men as the leader, when environmental factors, especially economic and social factors, have changed, the model of relationship between men and women has been seen to have developed accordingly. For example, women had a chance regarding education and have increasingly become a force in the labor market, which has changed women's roles. In addition, an interesting point is, even though the women's roles have changed, attitudes, beliefs, and values of society toward women have not been changed equally. Unequal roles and attitudes bring in a denial and protestation of women's participation in any society, both openly and covertly.

The researcher reviewed literature and previous studies regarding leadership roles and leadership roles of women, which is presented as follows;

An important factor supporting leadership roles of women is education, on which **Bawuan Prapruetdee, Thipaporn Pimsud and Chalermpon Sreehong (1977:221)** have conducted research about roles of Thai women as management leaders in the direct management level from four groups; including, government, state enterprises, private businesses, and international organizations. The study made an interesting point, which is women leaders, who succeeded in their management work, were carried forward by an important factor, which was education. Furthermore, women who have high education level tend to have more chances to become management leaders.

Additionally, the work of **Pratheeb Jongsuebtham (1986: Abstract)**, whose research was conducted on the topic "Thai women leaders in Thai local government: a study of leadership roles of village chiefs and sub-district chiefs that are women in the country," the research revealed that most women who had recently become a village chief or sub-district chief still lacked confidence regarding solving problems and making decisions by themselves due to having less experiences as well as less knowledge in the work. Pratheeb Jongsuebtham confidently pointed out that in the future when women village chiefs and sub-district chiefs have a chance to increase their knowledge and abilities from working and support from government units, as

well as receiving training about politics, they will be able to use reasons to make decisions and solve problems more confidently.

In addition, **Ladda Chadchawarn (2001: Abstract)** has done a study regarding leadership roles of women in natural resources and environment development, which the study claimed that women leaders play an important role in natural resources and environment development in societies. They created projects, participated, gave knowledge to villagers, coordinated with the government and private sectors, gave opinions and recommended useful information during meetings, and dedicated and supported the project's operation until it succeeded efficiently.

Additionally, Plengmanee Rengsomboonsuk (2005: Abstract) conducted research on the topic of "Roles of women leaders toward strengthening reinforcement of community: a case study of Pak Puan village, Pak Puan sub-district, Wang Sa Pung district, Loei province." Regarding politics and government, occupation, and beliefs and traditions of women leaders in Pak Puan community, the study revealed that women leaders performed their duties and gained acceptance, faith, and trust from people as well as successfully operated activities in the community. These women leaders have trait leadership skills, including management, roles in coordination, decision-making, being good learners who always study new things, being good representatives for the community in order to coordinate with other offices, and being good consultants for people in the community.

Furthermore, Siriluck Ngao-kham (2011: 26) did research on the topic "roles of women leaders for community development" and found out that leaders have important roles as follows; one, to create new work or projects as a good example for people; two, to recommend ways to perform activities; three, to help others to solve problems; four, to provide data and information to concerned people; five, to establish and develop any groups in the village; six, to cooperate with offices and concerned people; seven, to build a relationship among groups in the village; eight, to plan and solve problems regarding women's development in the village; nine, to provide education and share knowledge about women's development work; ten, to survey women's problems and needs; eleven, to analyze women's problems and needs; twelve, to organize activities according to women's development plans in the village; thirteen, to promote and support women's activities; fourteen, to cooperate and

coordinate between government and private businesses that work in the village; fifteen, to promote and advertise work regarding women's development; sixteen, to establish women's development funds of the village; seventeen, to promote and support children's development activities in the village; eighteen, to promote and support youth activities; nineteen, to promote activity regarding occupation by establishing occupation groups; twenty, to promote money-saving campaigns and establish a money-saving group for production and related activities; twenty-one, to support environmental and natural resources conservation; twenty-two. to support religious, cultural , and traditional activities; twenty-three, to support family development projects; twenty-four, to cooperate with the village committee in order to develop the village in every way; and twenty-five, to follow up and evaluate women's development projects in the village.

From the study of concepts, theories, and research of various researchers concerning roles of general leadership in the second chapter and research regarding roles of women's leadership from academicians based on the main concept of roles of leadership by Hicks (1975), Mintzberg (1975. referenced in Lussier and Achua, 2001), Nanus (1989), Covey (1996), Farrew and Kaye (1996), Stogdill (1974. referenced in Wichian Chiwapimay, 1995), Krech, Crutchfield, and Ballachey (1962), Murphy (1996) and Gorton (1983), as well as the research of academicians about roles of women leadership such as the work by Bawuan Prapruetdee, Thipaporn Pimsuk, and Chalermpon Sreehong (1977), Pratheeb Jongsuebtham (1986), Ladda Chadchawarn (2001), Plengmanee Rengsomboonsuk (2005) and Siriluck Ngao-kham (2011), the researcher set up the framework of analysis and synthesis and collected data of leadership roles of Thai Muslim women in the three southern provinces as follows; 1) management, 2) academic leader or professional leader, 3) leader in creative change and development, 4) conflict resolution and integration and support participation in team working, 5) work follow-up and evaluation, and would like to present details of leadership roles in each fields as follows.

4.2.1.1 Roles of women in leadership in the field of management are roles of women's leadership as a director who makes plans, imposes policies, does surveys, keeps discipline, gives power of attorney, organizes and supports activities, has generosity, acts as a responsible representative, allocates

resources, hires officers, and provides security, as the researcher explains further as follows;

1) Women leaders as directors. Directors are the most important part that leads an organization to success. Important duties of directors are to coordinate any work or activities to good completion and success, as well as to manage human resources, budgets, and time for the most benefit. The researcher reviewed literature and found out that (Pinyo Sathorn. 1973:155-159), Mintzberg (Mintzberg. 1975 referenced in Lussier and Achua, 2001: 10-13), Nanus (Naus.1989:71-79), Covey (Covey.1996:152-153), Farrew and Kaye (Farrew and Kaye.1996:178-180), Stogdill (Stogdill.1974 referenced in Wichian Chiwapimay, 1995:8), Krech, Crutchfield and Ballachey (Krech, Crutchfield and Ballachey.1962), Gorton (Gorton.1983), Baworn Prapruetdee, Thipaporn Pimsud, and Chalermpon Sreehong (1977:221), and Ladda Chadchawarn (2001: Abstract) shared the same idea regarding roles of women leaders as directors, which can be summarized as follows;

Director is the most evident role of women leaders, whose the duty is to coordinate between units in an organization. Women leaders will be the ones who supervise policies, set objectives, follow up on work performance, and find visions, missions, and goals of an organization in the future effectively and efficiently. Women leaders will direct work with directions in order to meet with set objectives. During practice, women leaders should realize the needs and necessity of service users and those who share pros and cons through strategy planning. In addition, women leaders are person who make decisions and change organization structures, systems, and work process in order to meet with an organization's visions and missions. Furthermore, women leaders need to work as a team, which is to give authority to officers who are smart and creative to work independently and are able to fully make decisions in order to reach an organization's visions and missions.

Good women leaders are required to play a role of an organization's head as well; for example, to be a chairman of important ritual ceremonies in an organization, including chairman in religious ceremonies, an annual merit ceremony, or even an officer's wedding ceremony. Moreover, women leaders have to be an organization's leader, such as a consultant to suggest ways to work and motivate and encourage officers to work as well.

2) Women leaders as a planner. Planning is one of the most important operations employed in order to achieve goals, and good planning will lead to success. The researcher reviewed literature and discovered that Mintzberg (Mintzberg. 1975 referenced in Lussier and Achua, 2001: 10-13), Nanus (Nanus.1989:71-79), Covey (Covey.1996:152-153), Farrew and Kaye (Farrew and Kaye.1996:178-180), Stogdill (Stogdill.1974 referenced in Wichian Chiwapimay, 1995:8), Krech, Crutchfield and Ballachey (Krech, Crutchfield and Ballachey.1962), Ladda Chadchawarn (2001: Abstract) and Siriluck Ngao-kham (2011:26) consistently agreed regarding roles of women leaders as a planner, which is summarized as follows;

Women leaders play a role in work-planning and method-setting as well as making sure that plans are followed correctly. Women leaders have to always forward data and information regarding an organization to related units and analyze new tendencies and developments to officers so that they understand an organization's culture and policies and are able to develop plans in more detail to achieve an organization's goals. In addition, women leaders should be able to communicate with people from both inside and outside an organization in order to help them to clearly understand the work's purposes and should be able to analyze a team's capability to do work-planning for the future. Besides, women leaders should be able to collect both resources and human resources that are necessary for work according to the plan by indicating which resources will support or obstruct the work in order to meet objectives.

3) Women leaders as a policy imposer. Policy imposers are the most important factor in any policy impositions in an organization, which requires a person who has knowledge, understands organization's context, and is able to integrate an organization's requirements and possible results after practicing such policies. Policy imposers should be able to evaluate circumstances from both inside and outside an organization as well as be able to clearly explain policies so that others can actually practice and get the most benefit for an organization. The researcher reviewed literature and found that (Pinyo Sathorn. 1973:155-159), Thonglor Datethai (2001:47-48), Hicks (Hicks.1975:307) Mintzberg (Mintzberg.1975 reference in Lussier and Achua, 2001:10-13), Nanus (Nanus.1989:71-79), Covey

(Covey.1996:152-153), Farrew and Kaye (Farrew and Kaye.1996:178-180), Stogdill (Stogdill.1974 reference in Wichian Chiwapimay, 1995:8), Krech Crutchfield, and Ballachey (Krech Crutchfield and Ballachey.1962) and Ladda Chadchawarn (2001: Abstract) consistently agreed regarding roles of women leaders as a policy imposer, which is summarized as follows;

Women leaders as a policy imposer who impose policies and objectives in order to achieve goals are required to be able to evaluate surroundings both inside and outside an organization and impose methods or processes in order to reach goals. Women leaders also have to work on setting a unit's objectives and explain those objectives to controlees for a mutual understanding so that the work goes well according to the objectives and brings in success. All in all, leaders should always consider if imposed objectives are appropriate and practical. Organization policy-imposition will support the work to go in the correct direction and help to reach goals efficiently in which women leaders have to adjust organizational structures, systems, and work processes to meet with missions and visions as well as service users' necessary requirements and people who receive pros and cons.

4) Women leaders as a responsible representative.

Responsible representative refers to a person who is willingly responsible for the results of any actions, decisions, and activities that are made by an organization's staff. The researcher reviewed literature and discovered that Pinyo Sathorn (1973:155-159), Nanus (Nanus.1989:71-79) and Pelngmanee Rengsomboonsuk (2005: Abstract) agreed on the same idea about roles of women leaders as a responsible representative, the summary is as follows;

Women leaders are responsible for decision-making and actions of people in an organization or are responsible for all activities, in which they have to build a good relationship with people outside an organization as well in order to gain acceptance from society. Moreover, women leaders as a responsible representative should be brave to think, make decisions, and take responsibility even when those mistakes were not made by them, so that their officers can work happily, and they should listen to ideas and suggestions of others from both inside and outside an organization. Furthermore, women leaders need to build a network in order to

support the work, be responsible for related activities, and should not deny any responsibility.

5) Women leaders as a generous person. A generous person in this case refers to a person who is bountiful and able to support others in an organization. From literature review, the researcher found out that (Pinyo Sathorn. 1973:155-159) and Krech Crutchfield, and Ballachey (Krech Crutchfield and Ballachey.1962) consistently agreed regarding roles of leaders as a generous person, which is summarized that women leaders should behave themselves as respectful persons appropriate to time and place so that people in an organization can always rely on them as a generous person with virtues and morals.

6) Women leaders as a security provider. Security provider refers to women leaders whose duty is to provide security to people in an organization, and who should try to develop the office and always bring in advancement. The security provider should built confidence and trust regarding work to officers by indicating the goals of that work as well as resources that might cause problems or obstacles and show how to step by those problems in order to achieve goals. Hicks (Hicks.1975:307) gave his opinion regarding leaders as a security provider as follows;

“The duty of leaders is to provide security; employees’ work security is an important element in any organization, and leaders should always try to develop the office and make advancements; whenever there are problems they should not left controlees or co-workers with those problems.” This is relevant to Farrew and Kaye's (Farrew and Kaye.1996:178-180) opinion that

“Leaders will help staff to receive more information about an organization, help to point out tendencies and new developments that might affect work expectation, help staff members to clearly understand the purposes of working, help each staff member to be able to clearly choose the purposes of working, and help to indicate which resource will support or obstruct work in order to gain success according to the goals.”

7) Women leaders as a resource and employee allocator. Resource and employee allocator refers to a person who has knowledge and ability regarding human resource allocation and selection of human resources for work. The researcher reviewed literature and found out that Mintzberg (Mintzberg.1975.

reference in Lussier and Achua, 2001:10-13), Stogdill (Stogdill.1974. reference in Wichian Chiwapimay, 1995:8), Farrew and Kaye (Farrew and Kaye.1996:178-180), Murphy (Murphy.1996), and Siriluck Ngao-kam (2011:26) share the same idea regarding roles of women leaders as a resource and employee allocator. This can be summarized as follows;

Women leaders play the role of resource allocator or distributor and select staff for an organization in order to produce a product or provide services according to objectives. Leaders should suggest staff members to understand the values, benefits, and skills of working and encourage them to realize the importance of long-term planning as well as be completely open to their opinions. Besides, leaders should help staff members to understand and be able to associate things from work together, provide convenience, create a good working environment, and support work that comes from both physical and intellectual strength.

8) Women leaders as a surveyor. Surveyor refers to a person who surveys needs and the availability of resources, human resources, and budget in order to evaluate a situation for further management. The researcher reviewed literature and discovered that Baworn Prapruetdee, Thipaporn Pimsud, and Chalermpon Sreehong (1977:221), Siriluck Ngao-kam (2011:26), Covey (Covey.1996:152-153), and Stogdill (Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8) agreed upon the concept of roles of women leaders as a surveyor which can be summarized as follows;

A women leader is a surveyor in order to create an organization's visions, missions, and goals for the future. The important information that is required for building models, values, and visions is the service users' requirements and the people who gain or lose benefits through strategy planning. Also, women leaders as a surveyor should find ways to provide convenience for staff members in order to build a good relationship and a good working environment to reach objectives.

9) Women leaders as a proxy. In this case, proxy refers to women leaders who delegate any work for staff members to undertake, including assigned work and other tasks beyond assigned work, and are aware of the appropriateness of knowledge and ability of that staff member in order to reach an

organization's goals. This is relevant to Covey (Covey.1996:152-153)'s concept regarding roles of women leaders as a proxy;

“They should authorize proxy to workers who are smart and creative enough to work independently and are able to fully make decisions in order to reach an organization's visions and missions”.

10) Women leaders as a disciplinarian. A disciplinarian is a person who follows rules and regulations that are set without omission or exemption. In addition, disciplinarians may also conduct themselves as a good example, punish anyone who breaks rules and regulations, or provide a prize to staff members that behave themselves with discipline in order to encourage them to continue doing so as well as keeping an organization peaceful. The researcher has reviewed literature and has discovered that Gorton (Gorton.1983) has given ideas regarding roles of women leaders as a disciplinarian, which can be clarified as follows;

Women leaders have to have self-discipline and accept and follow the rules, regulations, manners, and traditions of an organization. They have to follow those rules strictly and must not have received punishment for breaking the rules. Furthermore, they should dress properly in accordance with place and time and willingly work on assigned duties with full ability. As a disciplinarian, women leaders should be faithful to the democratic form of government with the King as Head of State, adhere to religion and behave themselves as good religious people, and support and join any cultural or traditional activities that are held by organizations or communities. In addition, they have to keep and support the discipline of duty, follow an organization's laws and practices as well as adhere to morals and virtues. Besides this, punctuality is one of the important things for women leaders, and as well as time dedication, they have to be honest and equal in practicing their duties. Moreover, they should protect an organization's benefits and must not commit any corruption, and also should be diligence and work hard in order to protect an organization's benefits, not taking advantages for themselves and working according to standards and ethics strictly.

11) Women leaders as an activity host and supporter. Activity host and supporter refers to women leaders who play a role in hosting and supporting activities of an organization as they create projects and continue doing

them in order to help others, both inside and outside an organization. Moreover, they have to be a coordinator and provide accurate information to staff members and communities in order to build a good relationship between staff and related units, both inside and outside an organization, which is coherent with Siriluck Ngao-kham's (2011:26) idea regarding roles of women leaders as an activity host and supporter;

“It a creator of projects to be an example for people, suggesting ways of practice, helping others solve problems, giving information regarding people, establishing and developing groups in the area, coordinating between units and related people, building relationships between groups of people, supporting activities, cooperating and coordinating between government units and privates businesses, promoting events, finding funds, and supporting staff memebbers' development activities”.

In conclusion, roles of women leaders regarding management means roles of women leaders who practice management duty and have the ability to impose policies, plan, survey, delegate, collaborate resources, select employees, host and support activities, as well as keep discipline and hold responsibility for work.

Table 4.4 Summarized references of roles of women leaders regarding management.

Roles regarding management	References
1. Women leaders as a director	Pinyo Sathorn. 1973; Mintzberg. 1975 referenced in Lussier and Achua, 2001; Nanus.1989; Covey.1996; Farrew and Kaye.1996; Stogdill.1974 reference in Wichian Chiwapimay, 1995; Krech, Crutchfiled and Ballachey.1962; Gorton.1983; Baworn Prapruetdee and team. 1977; Ladda Chadchawarn. 2001

Table 4.4 Summarized references of roles of women leaders regarding management. (cont.)

Roles regarding management	References
2. Women leaders as a planner	Pinyo Sathorn. 1973; Mintzberg. 1975 referenced in Lussier and Achua, 2001; Nanus.1989; Farrew and Kaye.1996; Stogdill.1974 referenced in Wichian Chiwapimay, 1995; Krech, Crutchfield and Ballachey.1962; ; Ladda Chadchawarn. 2001 Siriluck Ngao-kham. 2011
3. Women leaders as a policy imposer	Pinyo Sathorn. 1973; Thonglor Datethai. 2001; Hicks.1975; Mintzberg.1975 referenced in Lussier and Achua, 2001; Nanus.1989; Covey.1996;
	Farrew and Kaye.1996; Stogdill.1974 referenced in Wichian Chiwapimay, 1995; Krech Crutchfield and Ballachey.1962; Ladda Chadchawarn 2001
4.Women leaders as a responsible representative	Pinyo Sathorn. 1973; Pelngmanee Rengsomboonsuk .2005
5. Women leaders as a generous person	Pinyo Sathorn. 1973;Krech Crutchfield and Ballachey.1962
6. Women leaders as a security provider	Hicks.1975; Farrew and Kaye.1996

Table 4.4 Summarized references of roles of women leaders regarding management. (cont.)

Roles regarding management	References
7. Women leader as a resource and employee allocator	Mintzberg.1975 reference in Lussier and Achua, 2001; Stogdill.1974 referenced in Wichian Chiwapimay, 1995; Farrew and Kaye.1996; Murphy. 1996; Siriluck Ngao-kham. 2011
8. Women leaders as a surveyor	Baworn Prapruetdee and team. 1977; Siriluck Ngao-kham. 2011; Covey.1996; Stogdill.1974 reference in Wichian Chiwapimay, 1995
9. Women leaders as a proxy	Covey.1996
10. Women leaders as disciplinarian	Gorton. 1983
11. Women leaders as an activity host and supporter	Siriluck Ngao-kham. 2011

4.2.1.2 Roles of women leadership regarding the provision of academic and vocational knowledge.

Roles of women leadership regarding the provision of academic and vocational knowledge means roles of women leadership as an expert, exemplary, group symbol, as well as an ideologist, a coach, an entrepreneur, a disseminator, an academic leader and a consultant, which the researcher explained in more details as follows;

1) Roles of women leadership as an expert. Being an expert is considered from project's characteristics that each project needs a worker who has knowledge, ability, expertise, skills, and experiences suitable for such a project, by using, and, or applying principles, reasons, concepts, and methods for practice or development of an assigned project and special work, and, or solving academic problems or complicated vocations that have wide scope and require study, searching, experiment, and research. The researcher reviewed literature and found out that Pinyo Sathorn (Pinyo.1973:155-159), Nanus (Nanus.1989:71-19), Farrew and Kaye (Farrew

and Kaye.1996:178-180), and Krech Crutchfield, and Ballachey (Krech Crutchfield and Ballachey.1962) consistently agreed on roles of women leadership as an expert, which is summarized as follows;

Women leaders should have expert comprehension of one subject, there is no need to know everything in depth, but leaders will need an assistant and consultant to give advice regarding technical subjects in order to indicate directions of practice in other parts of work and to assist staff to be able to develop work plans in more detail to achieve a project's targets. In summary, an "expert" is a person who knows about one subject in depth and is an expert in the work that he or she is doing as well as being skilled in work that others are doing while having wide knowledge in order to apply that work for the most benefit. More importantly, an expert should modishly develop work and continuously learn and advise or guide staff or coworkers all the time.

2) Roles of women leadership as an exemplary. In the present, the search of an exemplary or model from leaders in every part of community, starting from the family level up to the country level, is very important for indicating and guiding children or staff members in an organization to copy such a model. If any organization has a model that behaves as an exemplary for others, that organization will surely succeed. The researcher reviewed related literature and learned that Pinyo Sathorn (Pinyo.1973:155-159), gave ideas about roles of women leadership as an exemplary that leaders as an exemplary will behave well or perform good work and be admired as a good example of an organization.

3) Roles of women leadership as a group symbol. The word symbol basically refers to something that gives meaning of another thing, or in depth, a symbol means objects, letters, shapes, or colors used for relating meanings or concepts so that everyone can understand them in the same way, possibly being both concrete and abstract. Symbols help with communication, such as pictures, letters, drawing, pronunciation, or action, all of which help senders and receivers understand in the same way even though they speak different languages. However, it depends on both sides' experience how much senders are able to convey meaning and how much receivers understand symbols. A group symbol means being a representative that conveys meanings or concepts of the group so that everyone understands in the same

way, which is communication through a representative so that receivers understand the same concept. The researcher went through related literature and discovered that Pinyo Sathorn (Pinyo.1973:155-159) and Krech Crutchfield, and Ballachey (Krech Crutchfield and Ballachey.1962) agreed upon roles of women leadership as a group symbol as follows;

Leaders as a symbol of a group; women leaders are representatives or symbols of a group, and they are people that the rest of group admired as a person, beloved and trusted by people in an organization. Moreover, they are the pride of an organization and gain acceptance from employees; therefore, they will work in unity and harmony.

4) Roles of women leaders as an ideologist. The term ideal means the conception of a standard of goodness, beauty, and sincerity, one way or another that human considers it as their goal of life. Ideals consist of principles and values, which play an important role in morality because principles and values that people adhere to are dependent on their importance to each person. An ideal is different from a hero, which is a model of morals, ethics, and behavior. However, it is not easy to use ideals in practical terms because many ideals are conflicted with each other, which need to be fixed; therefore, it is often that beliefs or religions become the solution. So, goodness, which is an ideal that can be practiced as habit, can be applied in order to avoid conflicts. The researcher reviewed literature and found out that Pinyo Sathorn (1973:155-156) expressed thoughts regarding roles of women leadership as an ideologist that leaders as an ideologist are people who are able to build beliefs and faiths for people in an organization, including creating morals, culture, and tradition for an organization as well.

5) Roles of women leaders as a coach. A Coach is a person whose duty is to direct a way of operation as well as order or suggest ideas to staff members so that they actually work and can work actively. It can be said that a coach is a person whose specific strategies and methods of operation to workers or staff members, in which most trainers are those who have been trained, have practiced, and have performed such a role before and understand the practical nature of the work in that role very well. The researcher went through literature and discovered that Thonglor Datethai (2001:47-48), Rungsan Prasertsree (2001:16-17), Nanus

(Nanus.1989:71-79) and Farrew and Kaye (Farrew and Kaye.1996:178-180) shared the same idea regarding roles of women leader as a coach;

Roles of women leaders as a coach are duties concerned with building a team and being a consultant as well as informing or promoting an organization's visions to employees; thus, they have to be a reliable person, respect others, and help people to learn in order to reach imposed visions. As a coach, women leaders should have time and ability to teach their teams, build confidence for staff members so that they know all the work stages, tell staff members which resource supports or obstructs regarding success according to targets. Lastly, women leaders have to be a role model of work as well.

6) Roles of women leadership as entrepreneur. In general, entrepreneur means a person who starts a new business in order to gain profit and growth, aims to find the market's needs in response to economic needs, and collects production factors, which are land, labor, and investment, to make products and services. Entrepreneurs maybe an agency, a company, a shop, or only a private business, anyhow, an entrepreneur shall accept risks that might occur from production and production process management and receive returns, which are profits or losses. The researcher read through related literature and found out that Rungsan Prasertsree (2001:16-170 and Mintzberg (Mintzberg.1975. reference in Lussier and Achua, 2001:10-13) agreed with each other regarding roles of women leaders as an entrepreneur, which could be summarized as follows;

In the role of being entrepreneur, women leaders will have to be an advisor and give analytical advice. Also, they should have ability and knowledge about entrepreneurship, developing and modifying a business, and creating important changes in an organization, such as producing new products or services or finding new markets, etc.

7) Roles of women leadership as a disseminator. A disseminator is a person who conveys meaning via stories, truth, data, etc. regardless if the communication is done by itself or through any other method, and regardless if it was prepared in the form of documents, folders, reports, books, charts, drawings, photographs, films, videos, voice recordings, computer files, or any other method that reveals things that were saved. The researcher reviewed literature and discovered that

Mintzberg (Mintzberg.1975. referenced in Lussier and Achua, 2001:10-13), Farrew and Kaye (Farrew and Kaye.1996:178-180), Baworn Prapruetdee, Thipaporn Pimsud, and Chalermpon Sreehong (1977:221), Ladda Chadchawarn (2001: Abstract) and Siriluck Ngao-kam (2011:26) shared the same opinions regarding roles of women leaders as a disseminator as follows;

Roles of disseminator refer to roles of women leaders that they apply new knowledge or new information that they have learned to disseminate to people in an organization, which will help to indicate tendencies and new developments that might influence work expectations. In addition, disseminators will help staff members to understand real culture and policies of an organization and help communicate with staff members so that they know directions which are organization's strategy. Furthermore, it helps build security and encouragement for work and the integration of work both inside and outside an organization by exchanging ideas and suggesting information that is useful in order to efficiently meet an organization's targets.

8) Roles of women leadership as an academic and vocational leader. Being a leader in academics means that leaders focus on the importance of academic matter, impose policies and work plans that build an organization of learning, and support staff member to have a chance to gain academic understanding in order to reach an organization's shared goals.

Whereas, vocational leader means actions of leaders who avowed that they dedicate themselves to work in such vocation for the rest of their lives. So, such vocations are the workers that have been trained for a long time, and they are the workers that carry on a specific group's customs and ethics, whose leaders will get paid in a form of a fee. The researcher went through literature and found that Baworn Prapruetdee, Thipaporn Pimsud, and Chalermpon Sreehong (1977:221), Ladda Chadchawarn (2001: Abstract), Pelngmanee Rengsomboonsuk (2005: Abstract) and Siriluck Ngao-kam (2011:26) all consistently agreed regarding roles of women leaders as academic and vocational leaders as follows;

Academic leader refers to any action of leaders that shows an ability in academic development by creating new programs, reinforcing a learning atmosphere, as well as supporting and promoting workers' performance regarding

learning and teaching activities to improve efficiency. Vocational leader refers to women leaders who have specific knowledge and are trained to be knowledgeable in a specific vocation. Women leaders are free to run any vocation that has a performance standard, specifically for each vocation based on knowledge.

9) Roles of women leadership as a consultant. Consultants are people who have been well-trained in academic and vocational skills regarding service. They were self-taught in order to always improve themselves and in order to have the appropriate traits to help others. Besides, it is important that consultants also know themselves, believe in and value any risky behavior as well as have faith that problems occur for reasons and that there are always solutions. Moreover, they have to be aware of verbal and action expression during consulting and provide appropriate advices, as well as able to control emotion, feeling, fear or discussed feeling to be in a position that will not obstruct work or to make most benefits for people who ask for consultation. The researcher reviewed literature and discovered that Pelngmanee Rengsomboonsuk (2005: Abstract) and Siriluck Ngao-kam (2011:26) agreed on the same concept regarding roles of women leaders as a consultant, which can be summarized as follows;

Roles of a consultant mean that women leaders play a role in consultation and suggest ways of working with people in an organization. Anyhow, women leaders do not have a duty to force or order people or controlees to follow their suggestions; consultation is just to help create more choices so that people in an organization can think and decide on such issues by themselves. Women leaders shall always obtain new knowledge and skills doing duties in order to provide accurate consultation and get the most benefit.

In summary, roles of women leadership regarding academic and vocational roles mean roles of women leaders that are working as an academic leader and are expert in that work field. This includes conducting themselves as an exemplary, a group symbol for staff in an organization to follow such a role model, as it is a confidence building and boosts spirits in work environments, a coach, and a consultant, also disseminating information to everyone in an organization in order to undertake work clearly and accurately.

Table 4.5 Summarized references of roles of women leadership regarding academic and vocation

Roles regarding academic and vocation	References
1.Roles of women leadership as an expert	Pinyo Sathorn.1973; Nanus.1989; Farrew and Kaye.1996; Krech Crutchfield, and Ballachey.1962
2. Roles of women leadership as an exemplary	Pinyo Sathorn.1973
3. Roles of women leadership as a group symbol	Pinyo Sathorn.1973; Krech Crutchfield, and Ballachey.1962
4. Roles of women leadership as an ideologist	Pinyo Sathorn.1973
5. Roles of women leadership as a coach	Thonlor Datethai. 2001; Rungsan Prasertsree. 2001; Nanus.1989; Farrew and Kaye.1996
6. Roles of women leadership as entrepreneur	Rungsan Prasertsree. 2001; Mintzberg.1975. referenced in Lussier and Achua. 2001:10-13
7. Roles of women leadership as a disseminator	Mintzberg.1975. reference in Lussier and Achua. 2001:10-13; Farrew and Kaye.1996; Baworn Prapruetdee, Thipaporn Pimsud, and Chalermpon Sreehong.1977; Ladda Chadchawarn.2011; Siriluck Ngao-kam . 2011:26

Table 4.5 Summarized references of roles of women leadership regarding academic and vocation (cont.)

Roles regarding academic and vocation	References
8. Roles of women leadership as an academic and vocational leader	Baworn Prapruetdee, Thipaporn Pimsud, and Chalermpon Sreehong.1977; ; Ladda Chadchawarn.2011;
	Plengmanee Rengsomboonsuk. 2005; Siriluck Ngao-kam . 2011:
9. Roles of women leadership as a consultant	Plengmanee Rengsomboonsuk. 2005; Siriluck Ngao-kam . 2011:

4.2.1.3 Roles of women leadership regarding creative change and development

Roles of women leadership regarding creative changes and developments are roles of women leaders as agents of change, an advisor, motivator, moral supporter, giver of admiration, facility provider, a supporter, a project originator and cooperator, and on who gives advice, as the researcher will explain in more detail as follows;

1) Roles of women leadership as an agent of change. Agent of change means that leaders display their management or performance, and it is a process that influences their coworkers. It is about changing conditions or increasing coworker's effort to go beyond expectations as well as developing coworkers' ability to a better level with more efficiency. In addition, agents of change will raise the awareness of group's visions and missions and will encourage their coworkers to look ahead to the interest of their group or society's benefits. The researcher reviewed literature and found out that Thonglor Datethai (2001:47-48), Nanus (Nanus.1989:71-79), Ladda Chadchawarn (2001: Abstract), and Siriluck Nhao-kham (2001:26) had the same concept regarding roles of women leader as a change agent. It is summarized as follows;

Roles of an agent of change are roles that women leaders have to be a medium of change and know changing methods, who focus on studying the

context in an organization, including internal environmental factors, such as human resources, resources, and other facilities, and external environmental factors, such as situations, economic systems, and social problems. Women leaders should be able to predict changes of the world, evaluate effects that will occur to an organization, and be ready to face those changes by considering the benefits that an organization will receive as well as the rights, suitability, and followers as important points.

2) Roles of women leadership as a recommender.

Recommendations refer to a presentation of things that need to be improved or fixed so that a path can be developed further in the future. Recommenders are people who give opinions in terms of recommendations for consideration. The researcher read through literature and discovered that Hicks (Hicks.1975:307), Farrew and Kaye (Farrew and Kaye.1996:178-180), Pratheeb Jongsuebtham (1986: Abstract), and Siriluck Ngao-kham (2001:26) agreed on the same concept regarding roles of women leaders as a recommender;

Roles of women leadership as a recommender mean doing the duty of a recommender is the provision of recommendations and suggestions for co-operation, which will help employees understand and choose goals for work more clearly. Furthermore, it will point out which resources support or obstruct work in order to reach goals. Recommendations from leaders will be a good way to build security and desire for working participation. All in all, recommendation is considered as a powerful tool for leaders who work in long-term management.

3) Roles of women leadership as a motivator. A motivator is a person who motivates people in an organization to work readily and always improve themselves in order to reach the set goal. The researcher has reviewed literature and encountered that Hicks (Hicks.1975:307) has given ideas about roles of women leaders as a motivator as follows;

In any performance, sometimes it is necessary to have some kind of reason to support it , so there is always movement and work going forward. Thus, leaders will work as though they are a stimulating medication to make an effect on work performance.

4) Roles of women leadership as a moral supporter. Any performance, besides principles, rules, and orders that incites workers to finish work

according to targets is controlled by one important factor that is the feeling of happiness and comfort in working, which feeling will occur by a factor or power that pushes a person to feel motivated to work because of good moral support as a factor or a power that motivates people to undertake work. In conclusion, a moral supporter refers to a person who has good encouragement and makes other people have effort to do and finish things in order to achieve preset goals. The researcher went through literature and found out that Hicks (Hicks.1975:307), Stogdill (Stogdill.1974. reference in Wichian Chiwapimay, 1995:8) and Ladda Chadchawarn (2001: Abstract) shared the same idea regarding roles of women leaders as a moral supporter, which is summarized as follows;

Roles of women leadership as a moral supporter are that women leaders should show the value and importance of their work for an organization by creating, motivating, encouraging people in an organization to work with their full ability and focus on public benefits in order to reach the goal together.

5) Roles of women leadership as a person who praises and gives admiration. Admire means to respect and praise means the expression of approval, admiration, or flattery. A person who praise and gives admiration refers to a person who extols and gives nice complements for satisfaction of work or an employee in an organization. The researcher read through related literature and found out that Hicks (Hicks.1975:307), Farrew and Kaye (Farrew and Kaye.1996:178-180), and Stogdill (Stogdill.1974. reference in Wichian Sukpimay, 1995:8) agreed on the same point regarding roles of women leaders as a person who praises and gives admiration;

Women leaders as people who praise and give admiration, that is to say, women leaders should praise and admire employees in order to show that women leaders see the importance of employee performance, and it gives moral support for employees as well. Moreover, this will encourage other employees to be enthusiastic to work so that they can be admired as well.

6) Roles of women leadership as a facility provider. Facility provider means a person who makes things easy and convenient during work in order to reach an organization's goals. The researcher has reviewed literature and has discovered that Farrew and Kaye (Farrew and Kaye. 1996:178-180) and Stogdill

(Stogdill.1974.reference in Wichian Sukpimay, 1995:8) agreed on the same concept regarding women leaders as a facility provider, which can be summarized as follows;

Roles of women leaders as a facility provider are that, women leaders should suggest employees to understand and value their work and long-term planning. In addition, women leaders should give opportunity for people to work together and create a good atmosphere as well as listen to employees' ideas, understanding and connecting those ideas for the best benefit for organization.

7) Roles of women leadership as a supporter. A supporter is a person who supports work in order to reach success. The researcher reviewed literature and found out that Stogdill (Stogdill.1974 referenced in Wichian Chiwapimai, 1995:8), Ladda Chadchawarn (2001: Abstract), and Siriluck Ngao-kham (2001:26) shared the same concept regarding roles of women leaders as a supporter. Summarized as follows;

Roles of women leaders as a supporter contain duties of supporting and promoting employees to use both physical and intellectual ability to undertake work in order to meet objectives efficiently as well as helping them to solve problems.

8) Roles of women leadership as a project originator and cooperator. Aproject originator refers to a person who creates, settles, establishes and originates projects. The researcher reviewed literature and discovered that Ladda Chadchawarn (2001: Abstract) and Siriluck Ngao-kham (2001:26) agreed with each other regarding roles of women leaders as a project originator and co-operator as follows;

Women leaders should create and co-operate on projects by starting with providing knowledge to employees in an organization, coordinating with people from both outside and inside an organization, and suggesting useful opinions and information to people in a meeting as well as dedicating and supporting project operations to reach objectives efficiently.

In conclusion, roles of women leadership regarding creative changes and developments refer to roles of women leaders whose duties consist of making changes, creating and co-operating projects in an organization, giving suggestions, motivating, giving moral support and admiration, assisting and helping

employees so that they work efficiently by focusing on the preparation for creative changes and developments with no limitations and openness for everyone to participate and share their ideas, including both concordant and different ideas, in order to apply them for the most benefit to an organization.

Table 4.6 Reference summary of roles of women leadership regarding creative changes and development

Roles regarding creative changes and development	References
1. Roles of women leadership as a change agent	Thonglor Datethai.2001; Nanus.1989; Ladda Chadchawarn.2001; Siriluck Nhao-kham.2001
2. Roles of women leadership as a recommender	Hicks.1975; Farrew and Kaye.1996; Pratheeb Jongsuebtham .1986; Siriluck Ngao-kham. 2001
3. Roles of women leaders as a motivator	Hicks.1975
4. Roles of women leadership as a moral supporter	Hicks.1975; Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8; Ladda Chadchawarn. 2001
5. Roles of women leadership as a person who praises and gives admiration.	Hicks.1975; Farrew and Kaye.1996; Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8

Table 4.6 Reference summary of roles of women leadership regarding creative changes and development (cont.)

Roles regarding creative changes and development	References
6. Roles of women leadership as a facility provider	Farrew and Kaye.1996; Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8
7. Roles of women leadership as a supporter	Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8; Ladda Chadchawarn.2001; Siriluck Nhao-kham.2001
8. Roles of women leadership as a project creator and co-operator	Ladda Chadchawarn.2001; Siriluck Nhao-kham.2001

4.2.1.4 Roles of women leadership regarding coordination, conflict management, and support of team participation.

Roles of women leadership regarding coordination, conflict management, and support of team participation are roles of women leadership as an organization's representative, a person who controls relationships in an organization, gives rewards and punishments, a mediator, an announcer, a negotiator, a team-builder and teammate, problem-solver, coordinator, human relationship supporter, and public relations.

1) Roles of women leaders as an organization's representative. Organization's representative means an authorized person who works on behalf of an organization in order to meet with an organization's targets. The researcher reviewed literature and discovered that Pinyo Sathorn (1973:155-159), Farrew and Kaye (Farrew and Kaye.1996:178-180), Stogdill (Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8), and Plengmanee Rengsomboonsuk (2005: Abstract) agreed on the same concept regarding roles of women leaders as an organization's representative, which is summarized as follows;

Women leaders as an organization's representative are responsible for coordinating negotiating, promoting, and making contacting with

people inside and outside an organization, as well as coordinating with other offices in order to reach goals successfully. This role supports a good relationship within an organization because it is a working process that is being done by workers' participation and leaders working as an organization's representative.

2) Roles of women leaders as an organization relationship controller. Organization relationship controller means a person who maintains and keeps order regarding contacts, connections, and communication between staff members in an organization. The researcher reviewed literature and discovered that Pinyo Sathorn (1973:155-159), Farrew and Kaye (Farrew and Kaye.1996:178-180), Stogdill (Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8), and Krech, Crutchfield, and Ballachey (Krech, Crutchfield, and Ballachey.1962) agreed on the same concept regarding roles of women leaders as an organization relationship controller, which is summarized as follows;

Women leaders as an organization relationship controller work on the maintenance of matters within an organization, including relationships between staff members. This role focuses on good relationships among staff members or harmony within an organization, such as building a good working atmosphere, encouraging everyone to participate in work, and listening to all opinions in order to create unity and good relationships.

3) Roles of women leaders as a person who gives rewards and punishments. The authority of leaders can be divided into various characteristics, and each characteristic divided by duty. Authority by duty is the authority according to roles that are accepted by people, to give rewards or punishments to others; in other words, it is the authority that is imposed by an organization and the roles of that work. Authority results in giving rewards or punishments to people who did not finish or succeed with their work. The researcher reviewed literature and discovered that Pinyo Sathorn (1973:155-159), Stogdill (Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8), and Krech, Crutchfield, and Ballachey (Krech, Crutchfield, and Ballachey.1962) agreed on the same concept regarding roles of women leaders as a person who gives rewards and punishments, which is summarized as follows;

Women leaders as a person who gives rewards and punishments are responsible for imposing rewards and punishments to staff members

in an organization and have authority to give a raise, deduct a salary, or assign any assignments to them. The importance of giving rewards and punishments is to motivate and encourage as well as to build satisfaction of staff members to work in an organization. Women leaders must be fair, honest, and auditable, but if women leaders have no rights or authority to give rewards when staff members do good things or to punish them when they made mistakes, then will difficult to keep being such a leader.

4) Roles of women leaders as a mediator. To mediate any issues, a person should obtain such a role first. Benefits of mediation are; one, it is a convenient method; two, mediation a the way to restrain conflicts without formalities, it is flexible, and it helps maintain a relationship between litigants more so than a court proceeding; three, it is fast, as mediation takes a short time to find out if litigants will agree or not and how they will agree, and if they can agree with each other, then the case will conclude faster than the normal process; however, if they cannot make an agreement, then the case will proceed to the next level; four, it maintains a relationship between litigants, and when litigants are able to make an agreement together, it reduces conflicts and arguments and allows them to co-operate with each other again, which is a good thing for both sides; five, it builds satisfaction for litigants as mediation is a way that requires negotiation techniques in order to get litigants to consent, pacify, and give in to each other without any of them taking advantage of one another, which is to say, mediation is not the same as a court proceeding as there is no indication of which party is right or guilty or which party won or lost, which causes feelings of disgrace; six, it protects an organization's reputation and the confidential information of litigants as the process of mediation will secretly proceed; therefore, information shared in this process will not be able to be used as evidence in court unless any of the litigants consent to do so, seven, it creates peace in an organization as mediation will help litigants be able to work together peacefully as well as be able to co-operate for further developing society; eight, it lightens work in court, as any conflicts that can be settled, can be agreed upon. The researcher reviewed literature and discovered that Pinyo Sathorn (1973:155-159), Rungsan Prasertsree (2001:16-17), Mitzberg (Mintzberg.1975 referenced in Lussier and Achua, 2001:10-13), Stogdill (Stogdill.1974. referenced in Wichian Sukpimay, 1995:8), Krech, Crutchfield,

and Ballachey (Krech, Crutchfield, and Ballachey.1962), Murphy (Murphy.1996), and Gorton (Gorton.1983) agreed with each other regarding roles of women leaders as a mediator, which can be summarized as follows;

Women leaders as a mediator, or, as it is sometimes called, a “middleman,” which means a person who suggests ways to peacefully negotiate and restrain conflict. In addition, a mediator also helps both litigants to consent, so they can make an agreement together; however, a mediator is not allowed to judge the case, but only to make compromises regarding conflicts that occur in an organization, so women leaders should harmonize all staff members in conformity.

5) Roles of women leaders as an announcer. An announcer is a person whose duty is to announce news or information to a public, wherein most of this work is important at ceremonies and formal events. As a good announcer, women leaders should understand target groups as well as the nature of the work and ways to work with other media. In addition, announcers should improve information for the visions and missions of organizations and build interest in staff members and other offices, so they can disseminate that information as needed. The researcher reviewed literature and discovered that Thonglor Datethai (2001:47-48), Rungsan Prasertsree (2001:16-17) and Mitzberg (Mintzberg.1975 referenced in Lussier and Achua, 2001: 10-13) agreed on the same concept regarding roles of women leaders as an announcer, which can be summarized as follows;

Roles of women leaders as an announcer is an important role in organizations, which is to say, it is their duty to announce the news or truth on behalf of organizations, for which women leaders should have skills in speaking, presentation, planning, negotiation with other offices, and building networks with outside people for benefits regarding concepts, resources, support, and information for their organizations.

6) Roles of women leaders as a negotiator. There are various kinds of staff members in an organization, and their characteristics and requirements are different, which is the nature of organizations; therefore, being together in an organization requires interaction and communication for the objective of each person's needs and a public's needs. In order to obtain needs, sometimes it requires techniques and methods to utilize, and negotiation is one of the methods that will help fulfill those

needs; therefore, negotiators need to know and understand principles and techniques of negotiation as well as the differences and characteristics of each person to use in order to build a good relationship that will lead to a successful negotiation. Negotiation refers to a presentation of offers to each other in order to find a clear and exact solution, in which both parties share benefits and conflicts. The researcher reviewed literature and found out that Rungsan Prasertsree (2001:16-17), Mintzberg (Mintzberg.1975 referenced in Lussier and Achua, 2001: 10-13), Farrew and Kaye (Farrew and Kaye.1996:178-180), and Murphy (Murphy.1996) agreed on the same concept regarding roles of women leaders as a negotiator, which can be summarized as follows;

Roles of women leaders as a negotiator means a negotiator's duty is to negotiate in order to obtain their needs, such as budget, facilities, equipment, and other support. Moreover, negotiators have to negotiate with other units within an organization as well as customers, sellers, suppliers, or other services. More importantly, negotiators should negotiate by considering public benefits as well as those of staff members and should find new solutions creatively.

7) Roles of women leaders as a team builder and teammate.

Team means a group of people that work together, interact with each other, and cooperate in order to efficiently reach to the same goal, wherein all coworkers are satisfied working on that project. Team-building means an attempt to make a group of people learn and come to a conclusion of problems together in order to improve their relationships for better quantity and quality of work, whence these relationships will affect performance in achieving goals. Thus, leaders who will succeed need to build a united team and know how to persuade team members to work willingly. The main emphasis of team building is to work together in order to reach to the same goal. Working as a team refers to having more than one person of the staff members in an organization work together in which everyone shares the same goal and agrees to do the same thing according to the plans of working together. Working as a team is important for every organization as it is an important factor in increasing the efficiency and effectiveness of management. The researcher reviewed literature and discovered that Rungsan Prasertsree (2001:16-17) gave an opinion regarding roles of women leaders as a team builder and working as a team as follows;

Roles of women leaders as a team-builder refer to roles of women leaders that build a team and security for their team members, create activities that support and encourage members, hold meetings and events occasionally in order to forge relationships within teams and organizations. Roles of working as a team contains three items that leaders need to follow, including; one, behaving as a team member and team leader appropriately; two, co-operating with other units and organizations; and three, showing sincerity to superiors and controlees by supporting teamwork planning and encouraging staff members to fully participate in making decisions. Team-building and working as a team will provide an organization with harmony and unity, which leads to achieving goals efficiently.

8) Roles of women leaders as a problem solver. There are always problems in work, such as conflicts, work, budgets, etc., wherein each person has a different way to manage or solve those problems, and wherein each way might be give the same of different results because it depends on the knowledge, ability, and experience of each person. However, when using those problem solving methods for analysis, it reveals that those methods can be summarized into theories with exact models, sometimes requiring higher knowledge to solve some specific problems. Problem solvers require mental ability to get rid of imbalances by adjusting themselves and their environment to a balanced state or expected situation, for which problem solvers are required to have qualifications as follows; thinking reasonably, intending to find the truth, enthusiasm, willingness to learn and pay attention to surroundings, open-mindedness, friendliness, courage to face the truth, confidence, creativity, calm, caution, and the ability to adjust themselves to circumstance. The researcher reviewed literature and discovered that Rungsan Prasertsree (2001:16-17), Mitzberg (Mintzberg.1975 referenced in Lussier and Achua, 2001: 10-13), Murphy (Murphy.1996) and Siriluck Ngao-kham (2011:26) agreed on the same concept regarding roles of women leaders as a problem solver, which can be summarized as follows;

Roles of women leaders as a problem solver, which is to say when there are problems or conflicts in an organization, women leaders should be able to survey, analyze problems and requirements, and plan to solve those problems as well as to be able to create good understanding within an organization after the

problems are solved. Therefore, women leaders should have background knowledge of all work in an organization in order to understand problems and find solutions.

9) Roles of women leaders as a coordinator. The position of coordinator occurs due to the requirement of having successful work and activities by undertaking actions coherently and receiving the outcome according to a set standard as well as saving time and resources. In addition, reaching goals is the standard of the success and failure measurement of an organization, so, before coordinating, leaders should set clear requirements for needs to be met after coordination and how to process them in order to get the needed results. If leaders do not set clear objectives, it might cause mistakes. The researcher reviewed literature and discovered that Murphy (Murphy.1996), Ladda Chadchawarn (2001: Abstract), Plengmanee Rengsomboonsuk (2005: Abstract) and Siriluck Ngao-kham (2011:26) agreed on the same concept regarding roles of women leaders as a coordinator, which can be summarized as follows;

Roles of women leaders as a coordinator means working as a person who makes connections between units and related people and builds relationships between staff members both inside and outside organizations, as well as creating co-operation, dedication, and support for work until it is finished and goals have been reached successfully and efficiently. Women leaders should have skills in communication in order to apply to the coordination of work for the most benefit to an organization.

10) Roles of women leadership as a human relationship supporter. Human relationship refers to a relationship between humans in which they live in society together peacefully, which leads to good understanding and cooperation. So, human relationship is both a science and an art in supporting a good relationship in order to gain respect, love, co-operation, loyalty, and a good relationship with each other. Leaders who play the role of human relationship supporter should know techniques in building relationships, which can be summarized as follows; one, they should understand the nature of humans because humans are various in their opinions, aspects, beliefs, and behaviors, and when leaders obtain this knowledge, they can find ways to build relationships appropriately; two, they should know how to make relationships with people, for having a human relationship requires techniques

and methods, such as speaking techniques, presentation techniques, etc.; three, they should take on the characteristics of a friendly person, such as dress, appearance, how to get along with people, good manners, humor, happiness, enthusiasm, or, in other words, it means living a happy, delightful life; four, they should not behave in either an excessively or deficiently outstanding manner; five, they should have strong emotions but be able to hide their feelings, and as the human nature contains greed, anger, and deceit, a smart manager should always conceal their feelings; six, they should help, honor, and forgive others, for a person who is director should help others because societies move forward by helping each other. Directors should respect others, including employees, coworkers, and customers at the same time, should forgive others as no one is perfect, and when someone makes a mistake, should give them a second chance.

To summarize, leaders who will be successful should be a good human relationship supporter, which comprises of having a good appearance and personality, communication skills, including speaking, language and style, an understanding of human nature and needs, the ability to control oneself, and an understanding of management and roles psychology. The researcher reviewed literature and discovered that Gorton (Gorton.1983) and Siriluck Ngao-kham (2011:26) agreed on the same concept regarding roles of women leaders as a human relationship supporter, which can be summarized as follows;

Roles of women leaders as a human relationship supporter consists of duties to support and build relationships with staff members in an organization in order to create a good work atmosphere, which will lead to successful work in accordance with objectives.

11) Roles of women leaders as a public relations officer.

Public relations refer to the communication of opinions, news, and truth to people. It supports relationships and good understanding between offices and organizations, as well targeted people and others related groups of people in order to exact cooperation from people. Moreover, public relations help create a good image for organizations and cause people to admire and believe in organizations as well as helping to find causes of misunderstandings in order to fix them and contribute to successful work. As a public relation officer, a person should have qualifications as follows; one, have

knowledge, understanding, and ability, including methods and practices of publicizing; two, being responsible and punctual; three, being able to provide consultation that is relevant to an organizations' policy; four, understanding the work's characteristics of environment as well as people from every level in an organizations and society; five, creativity; six, being able to use all kinds of public relations techniques and to utilize them appropriately according to the situation; seven, friendliness and getting along well with people from both outside and inside an organization; eight, having passion in public relations work, patience, and submissiveness; nine, having a good personality, cheerfulness, and optimism; and ten, having morality and ethics. The researcher reviewed literature and found out that Siriluck Ngao-kham has given ideas regarding roles of women leaders as a public relations officer as the below summary shows;

Roles of women leaders as a public relations officer contain the duties of publicizing and disseminating an organizations' work in order to support and build understanding and cooperation with people inside and outside the organization. A public relations officer should also promote a better image and value of an organization as well as protecting an organization's reputation and creating correct understanding. All in all, public relations is about proving correct information to staff members and society to prevent misunderstandings and build a good understanding between leaders and concerned staff members for cooperation and achievement of an organization's goals.

In conclusion, roles of women leadership regarding coordination, conflict management, and support of team participation are roles of women leaders that work as an organization's representative to coordinate with both people from inside and outside an organization by working as a negotiator and mediator as well as supporting good relationships between staff members in order to obtain the goals of participation and team-work.

Table 4.7 Summarized references of roles of women leadership regarding coordination, conflict management, and support of team participation.

Roles regarding coordination, conflict management, and support of team participation.	References
1.Roles of women leader as an organization's representative	Pinyo Sathorn.1973; Farrew and Kaye.1996; Stogdill.1974. referenced in Wichian Chiwapimay, 1995; Plengmanee Rengsomboonsuk.2005
2. Roles of women leaders as an organization relationship controller	Pinyo Sathorn.1973; Farrew and Kaye.1996; Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8; Krech, Crutchfield, and Ballachey.1962
3. Roles of women leaders as a person who gives rewards and punishments	Pinyo Sathorn.1973; Stogdill.1974. referenced in Wichian Chiwapimay, 1995:8; Krech, Crutchfield, and Ballachey.1962
4. Roles of women leaders as a mediator	Pinyo Sathorn .1973; Rungsan Prasertsree.2001; Mitzberg.1975 referenced in Lussier and Achua, 2001:10-13; Stogdill.1974. referenced in Wichian Sukpimay, 1995:8; Krech, Crutchfield, and Ballachey.1962; Murphy.1996; Gorton.1983

Table 4.7 Summarized references of roles of women leadership regarding coordination, conflict management, and support of team participation. (cont.)

Roles regarding coordination, conflict management, and support of team participation.	References
5. Roles of women leaders as an announcer	Thonglor Datethai. 2001; Rungsan Prasertsree. 2001; Mitzberg.1975 referenced in Lussier and Achua, 2001: 10-13
6. Roles of women leaders as a negotiator	Rungsan Prasertsree.2001; Mitzberg.1975 referenced in Lussier and Achua, 2001:10-13; Farrew and Kaye.1996
7. Roles of women leaders as a team builder and working as a team	Rungsan Prasertsree.2001
8. Roles of women leaders as a problem solver	Rungsan Prasertsree.2001; Mitzberg.1975 referenced in Lussier and Achua, 2001:10-13; Murphy.1996; Siriluck Ngao-kham .2011
9. Roles of women leaders as a coordinator	Murphy.1996; Ladda Chadchawarn.2001; Plengmanee Rengsomboonsuk.2005; Siriluck Ngao-kham .2011
10. Roles of women leaders as a human relationship supporter	Gorton.1983; Siriluck Ngao-kham .2011
11. Roles of women leaders as a public relations officer	Siriluck Ngao-kham .2011

4.2.1.5 Roles of women leadership regarding performance tracking and evaluation.

Roles of women leadership regarding performance tracking and evaluation are roles of women leadership as a representative of acknowledgement of the others' mistakes, a person who is responsible for decision-making, an inspector, a performance evaluator, and a person who makes estimations, which the researcher will explain further as follows;

1) Roles of women leaders as a representative of acknowledgement of the others' mistakes. A person acknowledges mistakes for others is someone who works as a representative and has authority to undertake things on behalf of another person according to an agreement and the agreed to do so as well as consenting to take responsibilities for mistakes that were done by staff members in an organization. The researcher reviewed literature and discovered that Pinyo Sathorn (1973:155-159) expressed his opinions about roles of women leaders as a representative of acknowledgement of the others' mistakes, which can be summarized as follows;

Leaders as a representative of acknowledgement of the others' mistakes are people who are responsible for decision-making regarding staff members' actions in a group or responsibility for all business.

2) Roles of women leaders as a person who is responsible for decision-making. Decision-making means the process of selecting one choice from various choices, of which the chosen choice was considered and evaluated as the choice that will contribute to the success of an organization's objectives. A person who is responsible for decision-making should have knowledge of every step of work, such as planning, organization management, coordination, and performance control and tracking. The researcher reviewed literature and discovered that Hicks (Hicks.1975:307), Nanus (Nanus.1989:71-79), and Plengmanee Rengsomboonsuk (2005:Abstract) agreed on the same concept regarding roles of women leaders as a person who is responsible for decision-making, which is summarized as follows;

Roles of women leaders as a person who is responsible for decision-making performs the duty of judging and directing work direction by imposing work-objectives and guiding work with directions. There might be some

conflicts when people are working together; therefore, leaders should fix those conflicts in order to prevent them from expanding by making a decision on how to undertake those issues.

3) Roles of women leaders as an inspector and performance evaluator. A performance evaluator refers to a person who evaluates staff members who undertake work, including work results and other characteristics that add values toward work within a certain period. Evaluation is done by observation, taking notes, and evaluation by a supervisor, which has to have the same system, standard, and effective criterion as well as fairness. The researcher reviewed literature and discovered that Mintzberg (Mintzberg.1975 referenced in Lussier and Achua, 2001: 10-13), Farrew and Kaye (Farrew and Kaye.1996:178-180), Murphy (Murphy.1996), Gorton (Gorton.1983) and Siriluck Ngao-kham (2011:16) agreed on the same concept regarding roles of women leaders as an inspector and performance evaluator, which can be summarized as follows;

Roles of women leaders as an inspector and performance evaluator are roles that women leaders inspect and evaluate performance of staff members in an organization, which consists of the step of indicating the objectives of evaluation and evaluating in accordance with criterion in order to improve the ability of a person, team, and organization. In addition, an evaluation can be done both one-on-one and in a group so that the evaluator can see relationships between staff members during their work session. Regarding an organization's reputation and objectives, evaluators are people who provide special suggestions to each staff member so that they can improve their performance and build good a reputation with organizations. Furthermore, women leaders should make updates regarding tendencies of new evaluation models as well as the advancement of technology.

4) Roles of women leaders as a person who makes estimations. A person who makes estimations refers to someone who does approximate estimations, such as estimating distance, size, quantity, and height. Estimation will help people to understand situations so that they are able to behave themselves appropriately. The elements of estimation are; one, experience will help contribute to more accurate estimation; two, observation will help to estimate things or situations; three, comparison will help people noticing that things or situations are the

same or different from what they have experienced; four, practice will help contribute to more and more accurate estimation. Benefits of estimation are being able to estimate things approximately in order to solve problems in case of emergency, and it is a practice of cleverness in order to prevent danger and result in good and accurate performance. The researcher reviewed literature and discovered that Farrew and Kaye (Farrew and Kaye.1996:178-180) and Siriluck Ngao-kham (2011:26) agreed on the same concept regarding roles of women leaders as a person who makes estimations, which can be summarized as follows;

Roles of women leaders as a predictor, women leaders will have to estimate things or situations that will occur in an organization in order to help staff members to receive more information and discover tendencies and new developments that might impact work expectations.

In conclusion, roles of women leadership regarding performance tracking and evaluation are roles in which women leaders show their responsibilities of being a leader. In addition, whenever there is a performance according to plans and policies, there should be tracking and evaluation so that the result can be used to improve work and develop it to be even better. This is the role that will help predict or estimate work for the future as well.

Table 4.8 Summarized references of roles of women leadership regarding performance tracking and evaluation.

Roles regarding performance tracking and evaluation	References
1. Roles of women leaders as a representative of others' mistakes.	Pinyo Sathorn. 1973
2. Roles of women leaders as a person who makes decisions.	Hicks.1975; Nanus.1989; Plengmanee Rengsomboonsuk.2005

Table 4.8 Summarized references of roles of women leadership regarding performance tracking and evaluation. (cont.)

Roles regarding performance tracking and evaluation	References
3. Roles of women leaders as an inspector and performance evaluator	Mintzberg.1975. referenced in Lussier and Achua, 2001:10-13; Farrew and Kaye.1996; Murphy.1996; Gorton.1983; Siriluck Ngao-kham.2011
4. Roles of women leaders as a predictor	Farrew and Kaye.1996; Siriluck Ngao-kham.2011

4.2.2 Leadership Behaviors

Regarding this research, the researcher would like to study roles, behaviors, and trait leadership of women leaders, of which details were briefly explained earlier with information of roles of leadership. In the next section, there will be explanation regarding leadership behaviors for basic understanding.

Leadership behaviors refer to actions that leaders undertake, to show their abilities, that influence followers to behave accordingly in order to reach an organization's goals together.

Leadership behavior studies began in the end of the year 1940 as most of the researchers who did research about leadership had changed their interest and had started to study more about trait leadership behaviors, which focused on studying things that leaders said and did in aiming to find the best behavior model for being an effective leader. However, it revealed that there was no best model for every situation, and leadership models in that period referred to a combination of trait, skills, and behaviors (the most important element) that leaders used to interact with followers.

From a review of leadership behavior theories, it was revealed that this type of research is divided into two important models, which are the human focus model and work focus model.

1) Leader behavior of the human focus model means leaders who try to create motivation in work, provide chances for controlees to participate in decision-making, foster reliability and faith, and create good relationships among members in the group.

2) Leader behavior of the work focus model means leaders who order and supervise work closely, aiming at the success of work more than development or growth of controlees.

The selection of using leader behavior is dependant on situations and the culture of interpretation. The researcher concluded that there is no clear conclusion about which model of leader behavior is suitable for an organization, work, or type of controlees, especially in circumstances that leaders face, so, while being the same for both men or women leaders' behavior, they are different depending on roles and context. Furthermore, Shakeshaft (Amedy,1999:10 online. Citing Shakeshaft, 1998) summarized that it is acknowledged that men and women are different regarding ability, interest, and psychology, and it is usually presumed that men tend to be cold, dictatorial, aggressive, sex discriminatory, and focus only on methods; on the other hand, women are acknowledged in a negative way that they pay too much attention to human, emotional, and interpersonal aspects. Positive images towards men are that they believe in human equality, efficiency, and have management ability. Positive images towards women are that they are relaxed and friendly, funny, able to separate work from social roles, and work freely.

4.2.2.1 Leadership behavior of women leaders regarding management

Leadership behavior of women leaders regarding management are leadership behavior of women leaders that are relevant to roles of women leaders regarding management, which consist of seven elements as follows; one, to impose visions, missions, policies, targets, and objectives on strategy and operation plans for management that are relevant to both academic and vocational aims; two, to manage and improve the working structure of an organization in order to support missions efficiently; three, to manage and develop human resources by supporting and assisting the work of staff members; four, to motivate staff members to have encouragement to work; five, to plan the budget and other management systems in order to manage

resources efficiently; six, to be ready to change and be able to solve problems at hand; seven, to make an absolute decision appropriate with circumstance. The researcher will explain in more details as follows;

1) The designation of visions, missions, policies, targets, and objectives of strategy and operation plans for management relevant to academic and vocational aims.

The designation of visions, missions, policies and objectives of strategy and operation plans for management in relevant to academic and vocational aims means leadership behaviors that are relevant to roles regarding management in roles of director, planner, and policy imposer, in which the researcher will explain in more detail regarding behavior as follows;

Visions are a creation of the future, or, in other words, it refers to looking at the future, which will be a target to follow by applying a planning system as the method. In addition, it also means things that people want to see in the future, those things being better things. Visions come from intellectual thinking and the aim of making things happen.

Missions are fundamental purposes that show reasons or explanations of why an organization was established or exists; it is the principle used as a guideline to make decisions and impose targets, objectives, and strategies.

Policies are principles and procedures that are adhered to as an operational guideline that directors use for making decisions so that the operation goes correctly and reaches the objectives.

Targets are the things that will make each work succeed. It is in the frame of the aim of duties and goals that are set by an organization.

Objectives are procedural methods that support the target. Every project requires objectives and targets as an indicator of project operations. Objectives are the presentation of requirements of actions to make projects appear solid, which have to be clear, measurable, and able to be evaluated. There can be more than one objective in each project, and the type of objectives is dependant on the level and size of that project. The researcher reviewed literature and discovered that Halphin (Halphin.1966:86), Shakeshaft (Amedy, 1999:10 online. Citing Shakeshetf, 1998), Holmes, Albino, and Reagan (Groenfiew, 1994. online citing Holmes, 1989, Albino,

1992 and Reagan, n.d), Growe and Montgomery (Growe and Montgomery, n.d. online), Rosener (Aburdene and Naisbitt, 1993: 67-68 citing Rosener, n.d. unpagged) have given the same ideas regarding leadership behaviors of women leaders relevant to management roles and roles of women leaders as a director, planner and policy imposer, which can be summarized as follows;

Women leaders have the abilities to use strategy and have visions, which show a group's leadership in order to undertake activities and reach the imposed target. Furthermore, they have the abilities to build motivation and pay attention to public success by focusing on relationships, sharing, and procedures of participation motivation so that coworkers value themselves and share authority and information as well as become enthusiastic to work in order to reach the organization's target.

2) To manage and improve the working structure of an organization in order to support missions efficiently.

Before continuing on to the topic of organization structure, the researcher would like to briefly summarize the meaning of vision, mission, and strategy planning, due to these three items being related to organizational structure. Vision is the cause of the existence of an organization, which reflects core values and purposes of staff members in that organization, requires stability, and will not change in accordance with time. In addition, vision will specify missions or duties that an organization will have to undertake in order to change from abstract visions to solid visions. As for strategy planning, it is the details of how to undertake duties according to missions from a short period of time to a medium period of time, such as three to five years, under current circumstance and environment. Thus, strategy planning should be reviewed and improved when the surroundings of economy, politics, society, and technology as well as people's needs and expectations change.

The cooperation of vision, mission, and strategy planning specifies how organizational structure at a period of time should be. The improvement of organizational structure to be strengthened and flexible in order to increase an operation's efficiency and become relevant to an organization's developmental direction is very important. Besides, the improvement of role and management structure in any office should make it clear as this will lead to the most efficient work

for an organization. Furthermore, the management and improvement of organizational structure in order to support missions efficiently is a leadership behavior of women leaders that is relevant to roles regarding management as a proxy. The researcher reviewed literature and discovered that women leadership behavior regarding the management and improvement of the working structure of an organization in order to support missions efficiently consists of three elements as follows;

2.1 Emphasis on procedures. From the literature review, it was revealed that Paitoon Jaruenphanwong (1982:8) and Vinack (Vinack.1969) agreed on the same concept about this topic, which is summarized as women leaders using communication procedures to aim at reaching the imposed target by emphasizing the maintainance of harmony and human relations.

2.2 Ability to manage various types of work. From the literature review, it was revealed that Farris and Burns (Farris and Burns, n.d. online), Deaux (Deaux.1976 b), and Vinack (Vnack.1969) agreed with each other about this topic, which is summarized as women leaders working by emphasizing on cooperation and relationship coordination between leaders and controlees.

2.3 The sight of work regarding relationships. From the literature review, it was revealed that Paitoon Jaruenphanwong (1982:8), Deaux (Deaux.1976 b), Kelly, Hale and Burgers (Thompson, 2000. Online citing Kelly, Hale, and Burgers, 1991), and Rosenner (Thompson, 2000 online citing Rosenner, 1990) agreed on the same concept regarding looking at work as a relationship, it can be summarized as follows; model of women leadership focuses on a relationship between persons as women leaders are interested in relationships between persons and the building of relationships between people in a group. Moreover, women leadership also focuses on supporting people to respect their own values, cooperate, support, understand, and be eager to work, which women leaders are able to influence or use authority with staff members in order to operate and administrate for the achievement of an organization.

Additionally, this is relevant to the opinion of Farries and Burns (Farris and Burns, n.d. online), Rosenner (Thompson, 2000 online citing Rosenner, 1990), Loden (Amedy, 1999. online citing Loden, 1985) Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990) and Haruethai Putraseranee

(1996: 40-41) who have given ideas about the sight of work regarding relationships, which is summarized that a model of women leadership is like democracy as women leaders use leadership with participation, giving opportunity for everyone in an organization to give ideas; moreover, they are friendly and interested in ideals, harmony, help, care, and creativity.

3) To manage and develop human resources by supporting and administrating staff members.

Human resource management refers to procedures that directors use for the operation of staff members, starting from searching, selecting, and hiring an appropriate person to work for an organization as well as developing and maintaining so that staff members have chances to increase their knowledge and ability and stay physically and mentally healthy. In addition, this also includes the search of ways to make staff members who resign from work due to their disability, retirement, or other reasons to be able to live happily in society.

Human resource development refers to activities or learning processes that increase knowledge, skills, abilities, and ideas of people in an organization in correspondence with their current positions as well as supporting their future duties, for the occurrence of the most efficient and effective result, which will lead to the development of both staff members themselves and that of the organization. Human resource development is considered as a worthwhile and sustainable investment when compared with other investments; however, it depends on staff members' capability as well.

Any organization whose staff members have high capability, virtue, and ethics inevitably has advantages in terms of competition and leading an organizations to succeed sustainably. Therefore, every organization aims for and puts emphasis on human resource development so that their staff members remain good and smart, and if there is good support and administration, then organizations will meet with success, which said administration includes work control and supervision as well as the art of management, such as human relations, encouragement, etc. The researcher synthesized leadership behaviors and found the idea about behavior of women leadership that is relevant to roles regarding management under the topic of women leaders as a resource allocator and a surveyor, and it was revealed that

leadership behavior of women leaders regarding human resource management and development by supporting and administrating staff members contains four elements;

3.1 Human focus. From the literature review, it was found that Farries and Burns (Farris and Burns, n.d. online), Bass (Bass.1990:723-724), Deaux (Deaux.1976 b), Vinack (Vnack.1969), Kelly, Hale and Burgers (Thompson, 2000. Online citing Kelly, Hale, and Burgers, 1991), Rosenner (Thompson, 2000 online citing Rosenner, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999. online citing Loden, 1985), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), and Haruethai Putraseranee (1996: 40-41) agreed with each other, which can be summarized that women leaders focus on people and human relations, emphasize cooperation, coordination and the maintenance of harmony, and encourage people to participate. In addition, they also emphasize data and information as well as work authority, support of staff members to value themselves, and being enthusiastic to work in the way that focuses on cooperation, support, and understanding. Women leaders tend to use a model of democracy and participation because they have skills in human relations that better than men's skills.

Furthermore, there are additional relevant opinions about human focus behavior, and from the literature review it was revealed that Gilligan (Amedy, 1990. online citing Gilligan,1993), Grole and Montgomery (Grole and Montgomery, n.d. online), Hagberg Consulting Group (Hagberg Conculting Group. 1998 online), Sherman (Sherman. 2000:137), Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged) and Amedy (Amedy. 1999. online) agreed with each other, which can be summarized that women leaders that focus on people usually pay attention to every detail regarding people, such as lifestyle, society, and religion as well as teamwork. Women leaders have high patience and effort, they express ideas creatively without adhering to old traditions, and, moreover, they are able to express their opinions and feelings well, communicate well, understanding and encourage others, participate in society, and accept and adjust themselves well to differences and varieties in societies. By focusing on people, it focuses on relationships, sharing, help, decision-making, moral support, and encouragement of participating in the aim of achieving an organization's targets.

3.2 To help change staff members' interest toward an organization's targets. From the literature review, it was revealed that Halphin (Halphin.1966:86) and Growe and Montgomery (Growe and Montgomery, .n.d. online) agreed with each other, which can be summarized that women leaders have behavior that helps changing staff members' interest toward an organization's targets, in which they have to show their ability of group or organizational leadership in order to reach an organization's targets. Moreover, women leaders remove problems by giving moral support, focusing on staff members by showing that every person has their own value, encouraging participation, being responsible, and giving authority and information in order to change staff members' interest toward an organization's targets.

3.3 To emphasize consistent opinions. From the literature review, it was revealed that Farries and Burns (Farris and Burns, n.d. online), Vinack (Vnack.1969), Holmes, Albino, and Reagan (Gorenfrew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d.), Rosenner (Thompson, 2000 online citing Rosenner, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999. online citing Loden, 1985), Growe and Montgomery (Growe and Montgomery, .n.d. online), Hagberg Consulting Group (Hagberg Conculting Group. 1998 online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged) and Amedy (Amedy. 1999. online) consistently agreed, which can be summarized that the importance of the management model of women leaders is to emphasize consistent opinions, which concerns the communication process, participation, and harmony of staff members in organizations. This is the support of working in terms of democracy as everyone has the right to give opinions, and decisions will be made only when there is a consensus.

3.4 Kindheartedness. From the literature review, it was found that Growe and Montgomery (Growe and Montgomery, .n.d. online) and Rosenner (Thompson, 2000 online citing Rosenner, 1990) consistently agreed that women leaders manage work with their kindheartedness and focus on a good relationship between staff members, sharing, decision-making, and moral support; in

addition, they encourage staff members to feel that they are a part of organization and make them want to participate in order to reach an organization's targets.

4) To encourage staff members to feel motivated to work.

In any work, if there is no encouragement for staff members to feel motivated, that work might not succeed because it lacks enthusiasm and motivation. Motivation is the tendency of the development of the ability to be responsible for work; it is a necessity that everyone has it. However, it is the responsibility of leaders to provide chances for staff members to develop themselves and their work. Motivation occurs both naturally and from learning, which it caused by internal and external stimulation of that person; for example, internal stimulation is the feeling of wanting or lacking something, so it pushes a person to do activities to compensate for the lack of that thing in order to get that thing. External stimulation is anything that motivates, leads, and supports a person's needs to do activities, of which these motivations can be caused only by external or internal stimulation, or both. It can be said that motivation is caused by the behavior to meet human needs, which needs are an important internal stimulation of behavior. In addition, there are other stimulations, such as social acceptance, a friendly atmosphere, threats, and granting rewards or giving moral support; these are all stimulations that cause motivation. The researcher synthesized leadership behavior and found a consistent concept of leadership behavior of women leaders that is relevant to roles regarding management under the topic of roles of women leaders as a security provider and activity host and supporter; and it was revealed that leadership behavior regarding encouragement of staff members to feel motivated to work consists of four elements;

4.1 To support people to value their own values.

From the literature review, it was discovered that Rosenner (Thompson, 2000 online citing Rosenner, 1990) concluded that women leaders have transformational leadership, or interactive leadership, which focuses on relations and supports people to value their own values as well as to work enthusiastically in the way of participation and understanding. This is consistent with the concept of Grole and Montgomery (Grole and Montgomery, .n.d. online), which concludes that women leaders focus on relationships, sharing, and process. Moreover women have leadership roles in the model of providing conveniences, creating relations with people all around, making

decisions together, giving moral support, valuing themselves, motivating participation, and giving authority and information, all of which will help change staff members' interest toward an organization's targets.

4.2 To pay attention to people (society), spirits (religion), and honor others. From the literature review, it was found that Farries and Burns (Farris and Burns, n.d. online), Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged), Deaux (Deaux.1976 b), Vinack (Vnack.1969), Kelly, Hale and Burgers (Thompson, 2000. Online citing Kelly, Hale, and Burgers, 1991), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Schermerhorn (Schermerhorn, 1996: 110), and Haruethai Putraseranee (1996: 40-41) consistently agreed, which can be summarized that women leaders pay attention to people society, culture, and living. Moreover, they are interested in relationships between people inside and outside organizations and the expression of opinions. Women leaders usually express themselves creatively and beautifully. Regarding work, women leaders will use the principle of democracy and participation by honoring and paying attention to others as well as sharing information and authority.

4.3 To understand oneself. From the literature review, it was found that Holmes, Albino, and Reagan (Gorenfrew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d.) and Rosenner (Thompson, 2000 online citing Rosenner, 1990) consistently agreed, which can be summarized that in any work management in an organization, women leaders will have to learn the work and understand the background before undertaking that work. Furthermore, they should have visions, interactions with staff members and people from outside organizations, participation, work priority, listening and compromising skills, concern, bravery, and the ability to apply things according to their good understanding of themselves and the work in order to reach an organization's targets efficiently.

5) To plan the budget and other management systems for the efficiency of resource management.

For management, the important thing powering an organization is the budget, and if leaders impose good policies, visions, and plans, it will lead

organizations to meet with targets efficiently. Likewise, budget-planning is an important part of management, which means the arrangement of written operation plans of an organization for a certain period of time in the future.

Regarding other management systems, there should be systematic management; in addition, organizations should prepare well and without confusion, so everyone knows their responsibility in order to bring in the most benefit from resource management. The researcher synthesized leadership behavior and found consistent ideas about leadership behavior of women leaders that is relevant to roles regarding management under the topic of roles of women leaders as a disciplinarian and discovered that leadership behavior regarding budget and other management systems planning for efficient resource management consists of two elements;

5.1 To know how to prioritize work. From the literature review, it was found that that Holmes, Albino, and Reagan (Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d.), Remual Nuntasupawat (1999,11), and Halphin (Halphin. 1966: 86) concluded that, regarding women leaders' management, leaders should know to prioritize work by reviewing performance results and problems every day to predict what will happen next in the future. In addition, women leaders should always be cautious and ready to make changes for organization's benefits.

5.2 To work hard. From the literature review, it was found that Holmes, Albino, and Reagan (Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d.) concluded that one of the important models of women leaders' management is working hard; that is to say, women leaders should plan and prioritize work depending on the importance and urgency of each work. Besides, women leaders should aim to work hard in order to lead an organization to success.

6) To be ready to make changes and be able to solve problems at hand.

There are always rapid changes in this world; however, some organizations still adhere to the same old model of working and tend to keep on going without thinking of making any changes. Furthermore, whenever leaders suggest policies and new methods of working so that staff members have to do things different

from before, leaders are suspected of causing difficulties for staff members and usually do not get full cooperation, sometimes even receiving antagonism. The preparation for making changes is an important thing that leaders should be aware of, for which, firstly, they should prepare staff members to be ready so that they can move forward to the goal together because a well-developed organization comes from prompt staff members.

Additionally, there are usually problems and obstacles in organization management, for which problem solving is one of the important things that will help organization to reach its targets. The more problems there are the more people are afraid of them, and they will be solved with more difficulty. On the contrary, if people face them creatively, they will get through those problems easily, especially people who are an organization's leaders or directors at every level. If they have such a trait or ability, they will be a good power for an organization. There are two qualifications for problem-solving at hand, which are, resourcefulness and wit, of which wit can be divided into two items, including wit that comes from instinct and wit that develops from experience, meaning to suddenly save oneself from situations can come from both talent and practice. People can increase their resourcefulness with practice, such as imagining circumstances and finding ways to solve them ahead of time. The researcher has synthesized leadership behavior and found consistent ideas about leadership behaviors of women leaders that are relevant to roles regarding management under the topic of women leaders as a responsible representative and discovered that leadership behavior regarding promptness for taking changes and the ability to solve problems at hand consist of one element;

6.1 To work freely and use the management principle of management by exemption. From the literature review, it was found that Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged) did research about the model of women and men's management, from which can be concluded that women leaders carry out the management model of management by exemption, or to be clearer, women leaders will manage only necessary matters and receive positive response in which they are able to access thoughts about caring and have the bravery to make friends with others; therefore, they are well-prepared, ready to make changes, and are well-adjusted to critical circumstances.

7) To make decisive decisions appropriate to situations.

The competence of organization management is not only having knowledge and ability about the work that they are doing, but also decision-making skills. Making decisions in an organization means to choose to do one thing from many choices; it is the process to find the most appropriate solution from various choices, and the final choice is considered as the choice that will lead an organization to its goals. Decision-making is considered as the heart of performance and management; however, decision-making is in every step and process of work and that decision-making should consider well, and be appropriate to, the situation. The researcher has synthesized leadership behavior and found consistent concepts about leadership behavior of women leaders that are relevant to roles regarding management under the topic of roles of women leaders as a generous person, and it was found that leadership behavior regarding decisive decision-making appropriate to situations consists of three elements;

7.1 To make decisions together. From the literature review, it was found that Farida Eibrahim (1999, 141), Holmes, Albino, and Reagan (Gorenfrew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d.), Rosenner (Thompson, 2000 online citing Rosenner, 1990), Growe and Montgomery (Growe and Montgomery, .n.d. online), Sherman (Sherman, 2000:137), and Haruethai Putraseranee (1996: 40-41) consistently agreed, from which it can be concluded that women leaders should be a person who makes good decisions and has good communication. Furthermore, they should listen to opinions and compromise in order to find out decisive solutions. Decision-making should be based on information and truth as well as a consensus or an agreement from everyone in an organization. It is about participating in brainstorming and taking responsibility in order to reach an organization's targets.

7.2 To give moral support. From the literature review, it was found that Halphin.1966.86) and Growe and Montgomery (Growe and Montgomery, .n.d. online) consistently agreed, from which it can be concluded that women leaders focus on relationships, sharing, and process; moreover, they have leadership in the model of providing conveniences and making relationships with people all around as well as giving moral support to make people value themselves.

7.3 To be trustworthy. From the literature review, it was found that Kelly, Hale and Burgers (Thompson, 2000. Online citing Kelly, Hale, and Burgers, 1991), Growe and Montgomery (Growe and Montgomery, .n.d. online), Rosener (Aburdene and Naisbitt, 1993: 67-68 citing Resener, n.d. unpagged) consistently agreed, from which it can be concluded that women leaders should interact with people in an organization in order to build trust, belief, and faith, in which they placed emphasis on participation and team-work so that they can build a good relationship with staff members.

In conclusion, leadership behavior regarding management is behavior that women leaders express consistently with roles regarding management, or, to be clearer, they are things that women leaders express in the form of imposing visions, missions, policies, targets, and objectives of strategy and performance planning, all of which require the consideration of the organizational structure management and improvement, human resources management and development, motivation and encouragement of staff members, budget management, the ability to solve problems at hand, and the ability of decision-making.

Table 4.9 Summarized references of leadership behavior of women leaders that is relevant to management roles.

Leadership behavior of women leaders	References
1. The designation of visions, missions, policies, targets, and objectives of strategy and operation plans for management in relevance to academic and vocational aims.	Halphin.1966:86); Amedy, 1999:10 online. Citing Shakeshetf, 1998; Groenfiew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d; Growe and Montgomery, n.d. online; Aburdene and Naisbitt, 1993: 67-68 citing Rosener, n.d.

Table 4.9 Summarized references of leadership behavior of women leaders that is relevant to management roles. (cont.)

Leadership behavior of women leaders	References
<p>2. To manage and improve the working structure of an organization in order to support missions efficiently.</p> <p>2.1 To emphasize procedures.</p> <p>2.2 To be able to manage various types of work.</p> <p>2.3 The sight of work regarding relationships.</p>	<p>Paitoon Jaruenphanwong .1982; Vinack.1969</p> <p>Deaux.1976 b; Vnack.1969</p> <p>Paitoon Jaruenphanwong .1982; Bass.1990</p> <p>Deaux.1976 b; Thompson, 2000. Online citing</p>
	<p>Kelly, Hale, and Burgers, 1991; Thompson, 2000 online citing Rosenner,1990; Farris and Burns, n.d. online; Amedy,1999. online citing Loden, 1985; Kabacoff,1998. online citing; Eagly and Johnson, 1990; Haruethai Putraseranee.1996</p>
<p>3.4 Kindheartedness</p>	<p>Grove and Montgomery, n.d. online; Aburdene and Naisbitt.1993 citing Rosener, n.d. unpagd</p>
<p>4. To encourage staff members to feel motivated to work.</p> <p>4.1 To support people to value their own values.</p> <p>4.2 To pay attention to people (society), spirits (religion), and honor others.</p> <p>4.3 To understand oneself.</p>	<p>Thompson, 2000 online citing Rosenner, 1990; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vnack.1969; Thompson, 2000. Online citing Kelly, Hale, and Burgers, 1991; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Amedy, 1999. online citing Loden, 1985; Amedy, 1990. online citing Gilligan, 1993; Schermerhorn,1996; Haruethai Putraseranee,1996: Grorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d; Thompson, 2000 online citing Rosenner, 1990</p>

Table 4.9 Summarized references of leadership behavior of women leaders that is relevant to management roles. (cont.)

Leadership behavior of women leaders	References
5. To plan the budget and other management systems for efficient resource management. 5.1 To know how to prioritize work. 5.2 To work hard.	Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d; Remual Nuntasupawat.1999; Halphin.1966; Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d
6. To be ready to make changes and able to solve problems at hand 6.1 To work freely and use the management principle of management by exemption	Rungsan Prasertsree, 2001 referenced in Bass, n.d. unpagged.
3.4 Kindheartedness	Grove and Montgomery, n.d. online; Aburdene and Naisbitt.1993 citing Rosener, n.d. unpagged
4. To encourage staff members to feel motivated to work. 4.1 To support people to value their own values. 4.2 To pay attention to people (society), spirits (religion), and honor others. 4.3 To understand oneself.	Thompson, 2000 online citing Rosenner, 1990; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vnack.1969; Thompson, 2000. Online citing Kelly, Hale, and Burgers, 1991; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Amedy, 1999. online citing Loden, 1985; Amedy, 1990. online citing Gilligan, 1993; Schermerhorn,1996; Haruethai Putraseranee,1996: Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d; Thompson, 2000 online citing Rosenner, 1990

Table 4.9 Summarized references of leadership behavior of women leaders that is relevant to management roles. (cont.)

Leadership behavior of women leaders	References
5. To plan the budget and other management systems for efficient resource management. 5.1 To know how to prioritize work. 5.2 To work hard	Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d; Remual Nuntasupawat.1999; Halphin.1966; Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d;
6. To be ready to make changes and able to solve problems at hand 6.1 To work freely and use the management principle of management by exemption	Rungsan Prasertsree, 2001 referenced in Bass, n.d. unpagged.
7. To make decisive decisions appropriate to situations. 7.1 To make decisions together 7.2 To give moral support 7.3 Trustworthiness	Farida Eibrahim.1999; Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d.; Thompson, 2000 online citing Rosenner, 1990; Growe and Montgomery, .n.d. online; Sherman, 2000; Haruethai Putraseranee.1996; Halphin.1966; Growe and Montgomery, .n.d. online; Aburdene and Naisbitt.1993 citing Rosener, n.d. unpagged

4.2.2.2 Women's leadership behavior regarding academic and vocational aims.

women's leadership behavior regarding academic and vocational aims is women leader's behavior that is relevant to roles of women leadership regarding academic and vocational aims, which consists of six elements as follows; one, to create culture and atmosphere that lead to an academic and vocational organization; two, to use knowledge as a fundamental to manage and develop academic and vocational advancement; three, to promote and support controlees to develop their learning, research, and the use of information technology, computers, and language in order to access academic and vocational objectives; four, to control quality of an institute in order to maintain academic and vocational standards; five, to always and continuously develop their knowledge for the acceptance from both internal and external organizations; six, to support academic and vocational forums for exchanging knowledge as well as supporting the creation of new knowledge for organizations and societies, of which the researcher will explain in more detail as follows;

1) Create culture and atmosphere that lead to an academic and vocational organization.

Due to changes in societies these days, many organizations have to improve and change rapidly and continuously in order to finish work and achieve goals. However, to be able to achieve goals requires many factors and one of the important factors is the creation of culture and atmosphere that lead an organization to its targets. Organizations should have systems and movements that remind staff members to be responsible for their duties with quality and standards according to academic and vocational aims, and support culture, tradition, and environment as well as supporting search and renovating and maintaining work regarding culture, tradition and environment. Moreover, women leaders should participate in communities and societies in order to create work regarding the maintenance of culture and tradition as well as to retain local living and respect for local intellectual thought. Additionally, there should be plans for physical environmental development of an organization for a good quality of life of staff members and service users. Also, there should be plans to promote health, including

physical, mental, social, environmental, and intellectual, so that staff members and service users can live a good life, and it is the good creation of culture and atmosphere that lead an organization to become an academic and vocational institute. From the study of women's leadership behavior, there are three important elements, including, caring, behave appropriately, and having good social skills, of which the researcher will explain in more detail as follows;

1.1 Caring. Women leaders present leadership behavior of caring for work, controlees, and coworkers, including both internal and external organizations. The term “work” here refers to duties that leaders should undertake that are not only work’s duties but also responsibilities, such as management, budget allocation, human resource selection, etc. Any work that leaders expect to finish successfully with quality, occurs only when they fully put forth effort, knowledge, and ability to that work, which includes working on assigned duties, working hard, diligence, learning, and preparation for making changes according to situations for the success of organizations. From the literature review, it was found that Farris and Burns (Farris and Burns, n.d. online) Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991) and Rosener (Thompson, 2000. online citing Rosener, 1990) have given consistent opinion about women's leadership behavior that is relevant to roles of academic and vocational aims, which can be concluded as follows;

Women leaders present their leadership in the way of democracy as they focus on participation in every kind of work as well as focus on caring, building relations between people and groups in order to create understanding, cooperation, support, and creative ideas so that an organization will reach its target efficiency.

1.2 Behave appropriately. Women leaders should behave appropriately, which is important leadership behavior for being a good leader. To behave appropriately, one should behave appropriate in both condition and status. To be clearer, one should behave appropriate to one's condition, such as children should keep learning, questioning, listening and being submissive, but adults should behave appropriately in accordance with the principle of giving, such as generosity,

pleasing others, kindness, patience, and forgiveness. For behaving appropriately to status means to behave appropriate with responsibility, such as leaders have duties to take care and govern organizations to move forward toward targets; therefore, they should manage and allocate resources and benefits as well as evaluate performances. From the literature review, it was found that Farida Eibrahim (1999, 141) has given an opinion about women's leadership behavior that is relevant to academic and vocational roles, which can be concluded as follows;

The appropriate behavior of women leaders is the ability of speaking, thinking, and undertaking work appropriately in accordance with place, time, and situation, in which women leaders should be able to control their behavior, be a good listener, and be a good speaker. As well as being a leader women should be prompt to listen to all news and information, problems, and obstructions. Moreover, women leaders should be prompt to speak in order to comment, criticize, and make suggestions to coworkers, subordinates, and others.

1.3 Good social skills. Human relations, negotiation skills, ability to interact with people, and coordination skills, as well as always being welcoming, smiling, happy and secure are the important fundamentals for being a head or leader. From the literature review, it was found that Farida Eibrahim (1999, 141), Farris and Burns (Farris and Burns, n.d. online) Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991) and Rosener (Thompson, 2000. online citing Rosener, 1990), Schermerhorn (Schermerhorn.1996: 110), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000: 137) and Haruethai Putraseranee (1996: 40-41) have given consistent ideas about women's leadership behavior that are relevant to academic and vocational roles, which can be concluded as follows;

Women leaders should have social skills so that they can work smoothly and reach an organization's targets. Good social skills refer to the ability of women leaders to speak, express opinions, make decisions, behave appropriately, have good human relationships with people from both internal and external organizations, and communicate for an organization's success. Furthermore, women leaders usually present their enthusiasm, creative ideas, generosity, and

reliance, and they also focus on the work that emphasizes cooperation and coordination for the harmony and unity of an organization.

2) Use knowledge as a fundamental to manage and develop academic and vocational advancement.

The use of knowledge as a fundamental to manage and develop academic and vocational advancement is the process of knowledge, ability, and skills management organizations carry out in order to add value to its internal work, which consists of search, management, and application of knowledge systematically and continuously for the occurrence of academic and vocational advancement. From the study of women's leadership behavior, there are two important elements, which are insight and knowledge of work, which the researcher will explain in more detail as follows;

2.1 Insight is when women leaders have learned methods to solve problems, and it usually happens immediately, which is why it is called insight. To be able to learn how to solve problems immediately, woman leaders should have experience in solving similar problems because it will help guide to new way of solving problems. Apart from experience, women leaders should be able to see relationships because it will help them learn to solve problems correctly. These abilities are important and women leaders should have a good level of intelligence so that they can solve problems by using their insight. From the literature review, it was found that Holmes, Albino, and Reagan (Gorenfiew, 1994. online citing Holmes ,1989, Albino, 1992, and Reagan ,n.d) have given opinions about women's leadership behavior that are relevant to academic and vocational roles, which can be concluded as follows;

2.2 Having knowledge of work refers to when women leaders have knowledge of work, which is an important part of an organization's management. To be advanced in both academic and vocational ways, it is necessary for directors to have knowledge about work that they are working on, which knowledge is information that will lead to performance as it is data that consists of truth, opinions, theories, principles, models, frameworks, or other necessary information that is a frame of a combination of experience, values, context knowledge for evaluation, and the application of experience and new technologies. From the

literature review, it was found that Farris and Burns (Farris and Burns, n.d. online) Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991) and Rosener (Thompson, 2000. online citing Rosener, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Growe and Montgomery (Growe and Montgomery, n.d. online), Rosener (Aburdane and Naisbitt, 1993: 67-68 citing Rosener, n.d. unpagged), Schermerhorn (Schermerhorn.1996:110), Hagberg Consulting Group (Hagberg Consulting Group.1998 online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman. 2000: 137), Haruethai Putraseranee (1996: 40-41), Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged), and Amedy (Amedy.1999. online) have given consistent opinions about women's leadership behavior that are relevant to academic and vocational roles, which can be summarized as follows;

For women leaders to manage organizations successfully and reach organizations' targets relevant to academic and vocational roles, leadership behavior regarding having knowledge of work is required. To be clearer, women leaders should work correctly in accordance with academic and ethical principles, for which it is necessary for them to have accurate, clear, up-to-date, and continuous knowledge, data, and information of that work. Furthermore, women leaders should be able to order controlees to follow that order correctly as well. Knowledge of work also refers to the knowledge of transferring, cooperation, sharing, decision-making, work priority, listening, compromising, encouragement, and the coordination of benefits and relationships with coworkers. Lastly, women leaders should also understand and take care of both work and workers so that organizations move forward efficiently.

3) Promote and support controlees to develop their learning, research, the use of information technology, computers, and languages in order to access academic and vocational objectives.

In any kind of work, accomplishment of the leader comes from the result of controlee's participation and cooperation. Controlees play an important role in moving the leader's work to success, and leaders are important people who

support and promote controlees to advance in their careers. Furthermore, leaders should allow staff members to bring in related knowledge to apply to their work and follow up their performance efficiently. Good leaders should promote and support controlees to have chances to learn, research, use information technology, computers, and languages with appropriate methods. From the study of women's leadership behavior, there is one important element, which is the motivation of participation regarding authority and information. The researcher will explain in more detail as follows;

3.1 The motivation of participation regarding authority and information refers to leaders who have leadership behavior to support and motivate staff members to participate in the topic of authority and information. It is a creation of staff members' participation and cooperation process regarding authority and information so that they know their authority and responsibility. Particularly, information is a very important matter because if staff members receive unclear and inaccurate information, they will not be able to completely undertake their responsibility, which will affect on organization's targets. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991) and Rosener (Thompson, 2000. online citing Rosener, 1990), Loden (Amedy, 1999. online citing Loden, 1985), Gowe and Montgomery (Gowe and Montgomery, n.d. online), Rosener (Aburdane and Naisbitt, 1993: 67-68 citing Rosener, n.d. unpagged, Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman. 2000: 137) and Haruethai Putraseranee (1996: 40-41) have given consistent opinions about women's leadership behavior that are relevant to academic and vocational roles, which can be summarized as follows;

Women's leadership behavior that motivates participation regarding authority and information refers to women leaders who build motivation in order to motivate staff members to be enthusiastic in giving cooperation, work, and coordination of authority, duty, and information. However, participation in any matter should be based on theory, understanding, accuracy, and clarity.

4) Control organizations' quality in order to maintain academic and vocational standards.

Quality control of organizations in order to maintain academic and vocational standards is the ability of leaders to assign work to staff members, so they have finish the assigned work in the time limit accurately, completely, and in a nice and tidy order to retain academic and vocational standards. Leaders in any organization should present leadership behavior that is relevant to an organization's quality control, such as having knowledge and understanding about an organization's quality and always learning and researching continuously so that they know about principles and criterion of quality evaluation to develop an organization and gain acceptance. In addition, leaders should make an effort and aim to keep academic and vocational standards so that organizations move forward. From the study, women's leadership behavior consists of one important element, which is effort, and the researcher will explain in more detail as follows;

4.1 Effort refers to women leaders who are strong and enthusiastic to work. When women leaders are engrossed and motivated to use more effort, it goes in the direction relevant to organization's targets. If any organization wants to grow endlessly, then they should develop human resources continuously because when human resources are qualified and efficient, work will be effective, which gives benefits to both company and society. Nothing provides to society better than the development of human resources. From the study, it was found that Sherman (Sherman. 2000:137) has given an idea about women's leadership behavior that is relevant to academic and vocational roles, which can be concluded as follows;

Women leaders who put in effort to work will achieve accomplishment, such as leaders who are motivated to work for achieving goals usually commit, find a way, and prevent problems to make work go smoothly, for which women leaders will have intention, persistence, and effort to work. Mostly, women leaders will focus on communication so that there is mutual understanding and people can work with their full ability.

5) Always and continuously develop knowledge for acceptance from both internal and external organizations.

Due to changes that are happening rapidly under the current influence of modernization these days, many organizations have to improve and change their management model so that they can handle those changing situations. Therefore, they use new techniques or new management tools to support their ability in order to respond to an organization's targets as well as provide knowledge, understanding, skills, and ability in development to staff members in organizations. The popular method used by leaders should be to always and continuously develop their knowledge by always studying their weak points and strengths, such as appearance, characteristic, behavior, or even their own working ways; moreover, leaders should develop their strengths that are good already to make them even better, and anywhere there are weak points they should improve even more. Leaders should act like an explorer, or always have a open heart. From the study of women's leadership behavior, there is one important element, which is creating values for themselves. The researcher will explain in more detail as follows;

5.1 Creating values for themselves. "Value" a word that everyone hears all the time, but no one actually cares to build values in order to develop themselves and for a better future. However, a good leader in an organization should be aware and focus on this word because if leaders are going to succeed in their careers and become efficient directors, they should have leadership motivation and ability to build motivation for staff members. The important fundamental is that leaders should have motivation to work, which firstly comes from leaders having values themselves, confidence, and respect for themselves. The confidence of their own values might be different depending on each leader, their experience, and environmental factors, such as situations, surrounding environment, etc. Having confidence in their own values is an important fundamental that leaders should have, and they should create and keep it so that they can manage work happily without giving up on any obstructions and accomplishing their goals. From the study, it was found that Farida Eibrahim (1999, 141), Farris and Burns (Farris and Burns, n.d. online) Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale, and Burgers,

1991) and Rosener (Thompson, 2000. online citing Rosener, 1990), Schermerhorn (Schermerhorn.1996: 110), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000: 137) and Haruethai Putraseranee (1996: 40-41) have given consistent opinions about women's leadership behavior that are relevant to academic and vocational roles, which can be concluded as follows;

The creation of values for women leaders is when women leaders present their values or are proud of themselves, which can be considered from self-valued evaluation regarding ability, importance, success, and self-value as well as the ability to accept the others' values, confidence, and respect for themselves.

6) Support academic and vocational forums for exchanging knowledge as well as support the creation of new knowledge for organizations and societies.

The support for organizations to provide academic and vocational activities helps promote knowledge exchange of staff members in organizations in order to create new knowledge for both organizations and societies. In addition, organization leaders who emphasize this matter usually have consistent leadership behavior, which is intelligencr and confidence to operate both academically and vocationally as well as to support staff members to exchange knowledge from internal and external organizations in order to create new knowledge for organizations and societies. From the study of women's leadership behavior, there is one important element, which is intelligence and confidence. The researcher will explain in more detail as follows;

6.1 Intelligence and confidence. Leaders are people who are appointed or honored to be the head and make decisions for organizations as they have ability to govern people, are able to lead followers to good or bad by using the communication process, which will lead to success, and by using their ability to persuade people to cooperate with them and reach their targets. Therefore, being a leader is the art of having influence on people and leading those people, who have sincere confidence, reliance, respect, and cooperation for leaders in order to finish work successfully. Intelligence and confidence is the leadership behavior that is very important for work management, and it is the beginning of confidence creation for everyone in organizations. So, leaders should have knowledge

and intelligence at a level that is higher than staff members because leaders should be able to analyze circumstances and solve problems efficiently. From the study of women's leadership behavior, it was found that Sherman (Sherman.2000:137) has given opinions about women's leadership behavior that are relevant to academic and vocational roles as follows;

Women leaders should be intelligent and confident; they should present their intelligence, intention, confidence, determination of ideology, belief, and their opinions by using a method that makes people agree so that they can move forward to the same goal. Women leaders should present their confidence in order to create the feeling of unity so that an organization's target becomes real. Moreover, women leaders should have social maturity and be open-minded; that is to say, they should pay attention widely to things around them, have emotional maturity, and be able to accept any conditions, such as failure or success. Leaders should be patient, toward themselves and any frustration, reasonable, confident, respectful of themselves, and try to push away the feeling that go against society or others.

In conclusion, women's leadership behavior regarding academic and vocational roles is behavior that women leaders present consistently with roles of women leadership regarding academic and vocational roles; that is to say, things that women leaders undertake, such as creating culture and atmosphere that lead organizations to become academic and vocational institutes, focus on academic and vocational principles, motivate controlees to develop their learning, research, the use of information technology, computers, and languages continuously.

Table 4.10 Summarized references of women's leadership behavior that are relevant to academic and vocational roles.

Leadership behavior of women leader	References
<p>1. Lead change regarding thinking and practice.</p> <p>1.1 Creative ideas</p> <p>1.2 Bravery</p> <p>1.3 Well-presented ideas and feelings.</p> <p>1.4 Prompt to make changes according to situations</p>	<p>Amedy, 1999:10 online. citing Shakeshaft, 1998; Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991; Thompson, 2000. online citing Rosener, 1990; Grove and Montgomery, n.d. online; Aburdane and Naisbitt, 1993: 67-68 citing Rosener, n.d. unpaged); Gorenfiew, 1994. online citing Holmes ,1989, Albino, 1992, and Reagan ,n.d; Hagberg Consulting Group.1998 online; Haruethai Putraseranee.1996; Paitoon Jaruenphanwong.1982; Halphin.1966; Schermoerhorn.1996; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Sherman.2000; Haruethai Putraseranee.1996 Remual Nuntasupawat.1999</p>
<p>2. Create strategy to develop organizations into quality organizations.</p> <p>2.1The interest of creative idea expression</p> <p>2.2 Charisma</p>	<p>Amedy, 1999. online citing Haslett et al, 1992; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991; Thompson, 2000. online citing Rosener; Haruethai Putraseranee.1996</p>

Table 4.10 Summarized references of women's leadership behavior that are relevant to academic and vocational roles. (cont.)

Leadership behavior of women leader	References
3. Search for ways to apply information technology, database, and programs for a correct, rapid, modern, and efficient working process. 3.1 Enthusiasm	Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991; Thompson, 2000. online citing Rosener, 1990; Growe and Montgomery, n.d. online; Aburdane and Naisbitt, 1993: 67-68 citing Rosener, n.d. unpagel
4. Create behavior of working processes in staff members so that they are aware of the value of resources, human capital, and environment. 4.1 Emphasis on society and mentality	Thompson, 2000. online citing Rosener, 1990; Haruethai Putraseranee.1996

4.2.2.3 Women's leadership behavior regarding creative change and development.

Women's leadership behavior regarding creative change and development is leadership behavior relevant to roles of women leadership of creative change and development, which consists of four elements as follows; one, lead change regarding thinking and practice; two, create strategy to develop organizations into quality organizations; three, search for ways to apply information technology, database, and programs for correct, rapid, modern, and efficient working processes; four, create behavior of working processes in staff members so that they be aware of the value of resources, human capital, and environment. The researcher will explain in more detail as follows;

1) Lead change regarding thinking and practice.

To be able to change thinking and practice, leaders should be a person that shows effort to make changes in an organization in order to make a better organization, which leaders can do by brainstorming or hiring an expert from outside. Furthermore, leaders should be able to persuade concerned persons of

the values and benefits of that change. From the study of women's leadership behavior, there are four elements, including creative ideas, bravery, well-presented ideas and feelings, and promptly making changes according to situations, which the researcher will explain more as follows;

1.1 Creative ideas. Creative ideas are the brain process that influences people to think widely, of various aspects, and differently from others. It is the brain's ability to notice relationships between surrounding things occurring in learning and understanding and to lead response actions of imagination, which leads to thinking and inventing new things in order to respond to needs or to solve problems in everyday life by using experience and knowledge. Leaders who have creative ideas will bring organizations new thoughts, which occur in learning, understanding, and responding to imagination, and it will give the most benefit to organizations. From the study, it was found that Shakeshaft (Amedy, 1999:10 online. citing Shakeshaft, 1998), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991), Rosener (Thompson, 2000. online citing Rosener, 1990), Growe and Montgomery (Growe and Montgomery, n.d. online) and Rosener (Aburdane and Naisbitt, 1993: 67-68 citing Rosener, n.d. unpagged) have given opinions about women's leadership behavior that are relevant to roles of leadership regarding creative change and development, which can be summarized as follows;

Women leaders who aim to make thinking new and practice changes usually behave in a way of motivating themselves and staff members to participate in receiving information so that they have correct and clear understanding and are able to develop work with imagination. In addition, women leaders also have encouragement and enthusiasm to progress work.

1.2 Bravery. Bravery is the fundamental characteristic that is usually found in leaders. Leaders who are brave will usually be calm when they face dangerous circumstances by trying to overcome fear and will not let fear obstruct their intention while others might be afraid and scared. Bravery will be the motivating power to make people think positively towards problems, try to find solutions, and express powerful words and encourage everyone to be brave to face problems. When faced with situations or problems that are dangerous,

cannot be solved, happen immediately, might cause damages, or any other situation like this that make people worry, scared, and shocked as they do not know what to do, so they usually respond to this situation by complaining, crying or giving up. Unfortunately, responding to problems in a negative way is not allowed for leaders because leaders' fear will bring failure to organizations. Thus, leaders should get rid of fear by undertaking important behavior, which is bravery. If leaders lack confidence, show their fear, or make indecisive decisions, it will not only lead their team to failure, but they will also lose confidence and acceptance from staff members, which might cause problems in management. However, if leaders can hide their fear and be brave, they will gain acceptance from staff members; thus, it is necessary to practice brave behavior by changing belief, thoughts, and bravery in decision-making. From the study, it was found that Holmes, Albino, and Reagan (Gorenfiaw, 1994. online citing Holmes ,1989, Albino, 1992, and Reagan n.d.), Hagberg Consulting Group (Hagberg Consulting Group.1998 online), and Haruethai Putraseranee (1996: 40-41) have given opinions about women's leadership behavior that are relevant to roles of leadership regarding creative change and development, which can be concluded as follows;

For the women leaders' management that needs to lead thinking and practice changes, women leaders must be brave to think and to make decisions based on rights. In any operation, women leaders should listen to every idea in order to use them for making decisions, for which women leaders should also have good communication skills so that they can consider, think, analyze, and summarize everyone's ideas for unanimity and unity of an organization.

1.3 Well-presented of ideas and feelings. The presentation of ideas and feelings is to present emotion, feeling, thoughts, and presumption to others, for which good leaders should be well-presented in their ideas and feelings. Additionally, the presentation of ideas requires the expression of truth as well. Truth is information, circumstances, and stories that appear to general people. From the study, it was found that Paitoon Jaruenphanwong (1982:8), Halphin (Halphin.1966:86), Schermerhorn (Schermerhorn.1996:10), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000: 137) and Haruethai Putraseranee (1996: 40-41) have given opinions

about women's leadership behavior that are relevant to roles of women leadership regarding creative change and development, which can be concluded as follows;

For creative change and development, including thinking and practice, women leaders play an important role in moving organizations towards targets. Women leaders use their influence or authority in accordance with relationships in organizations in order to show their thoughts and feelings and lead their controlees to undertake activities toward targets. The presentation of ideas and feelings is the moral support for staff members in organizations as well. Therefore, women leaders should have communication skills and both women leaders and their controlees should be open-minded and listen to everyone's information and ideas before summarizing it and use it to power organizations.

1.4 Promptness in making changes according to situations. Currently, many organizations have to face problems often; however, none of the solutions that leaders choose to solve management problems are the best solution, but the situation itself is the factor that will tell which solution they should use. Thus, the management these days focuses on relationships between organizations and its environment, sometimes some situation needs a sharp decision, but some situation needs cooperation in decision-making; moreover, leaders should be aware of human relationships and encouragement of principles as well as organizations' targets or products; therefore, management requires situations to appoint decision-making.

Management in accordance with situations is the method that leaders pay attention to environment in any situation. Factors in any situation of management are different depending on each organization, so leaders should be aware of appropriate decision-making under these situations in order to make it relevant to the needs of organizations and staff members' satisfaction. To be clearer, leaders should be ready to make changes according to situations. Management in accordance with situations usually finds the best solution that is appropriate to the management environment for each organization. There is not only one best solution or fix for many problems with the same solution, but there are many ways to solve problems occurring in organizations. From the study, it was found that

Remual Nuntasupawat (1999:11) has given an opinion about women's leadership behavior about roles of leadership regarding creative change and development, which can be summarized as follows;

Women leaders should be able to predict situations and able to analyze problems from performance in every day in order to prepare and prevent from failure that will happen. Women leaders should be prompt in every aspect to maintain organizations' benefits and motivate staff members to always stay motivated because leaders perform a good example of adjusting themselves to situations.

2) Create strategy to develop organizations into quality organizations.

The creation of an organization's strategy is similar to the body development. The arrangement of strategy using communication techniques shows creative ideas, special ability regarding strategy, smart consideration method, and the building of participation in order to gain acceptance from others and important people who receive and lose advantages. Anyhow, to prevent assigned plans from being just for management, so it is evident that it is not being used in a worthwhile manner. The creation of strategy in order to develop organizations into quality organizations is one of the important roles of organization leaders. From the study of women's leadership behavior, there are two important elements, which are the interest of creative ideas expression and having charisma. The researcher will explain in more detail as follows;

2.1 The interest of creative idea expression.

Creative idea is the thinking process of the brain that is able to think in various ways and differently so as to be able to apply ideas into theories and principles correctly and deliberately, which leads to intentions and creation of new things or new models of thinking. If women leaders are interested in the expression of creative ideas, then they will be able to create strategy or new approaches to help develop organizations into quality organizations. Additionally, creative ideas consist of three elements, which are; firstly, new or original, it is the way of thinking that breaks the frame of old ideas and the idea is new that no one has ever thought about it before and is not a copy of previous ideas. Secondly, workable, it is the idea that comes from a

depth creation and higher than imagination, which it can be actually developed and make benefits appropriately as well as respond to thinking' objectives. Lastly, reasonable, it is the idea that reflects reasons that are appropriate and valuable under the general accepted standard. From the study, it was found that Haslett and team (Amedy, 1999. online citing Haslett et al, 1992) has given an opinion about women's leadership behavior regarding creative change and development, which can be summarized as follows;

Women leaders who have creative ideas will influence leading organizations to creative change and development by emphasizing creative ideas; to be clearer, women leaders should have thinking skills, think in various ways, and think differently, and they have to apply those ideas for benefits through creative expressions. That is to say, there should be changes of new things that can actually be put in practice and be appropriate with each situation.

2.2 Charisma. There are various definitions of the term “charisma,” or personal appeal, in this research, the researcher may give a definition as follows: charisma is a person who is talented that is able to work successfully and amazingly. In addition, charismatic people can predict and expect future situations accurately. If any organization leaders are charismatic, they definitely take organizations to success. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online) Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991) and Rosener (Thompson, 2000. online citing Rosener), and Haruethai Putraseranee (1996: 40-41) have given opinions about women's leadership behavior regarding creative change and development, which can be concluded as follows;

Women leaders who are charismatic are leaders who have good human relationships and have charisma to understand and persuade people to agree with each other and work together in harmony. Moreover, the relationship between women leaders and staff members in organizations will result in the model of cooperation as people work together with their love and faith toward women leaders, which will be a power for those people to follow suggestions all together.

3) Search for ways to apply information technology, database, and programs for a correct, rapid, modern, and efficient working process.

In the modern world where technology develops rapidly, data and information technology that organizations have to collect and get involved with increase. Furthermore, problems that organizations have to face are more complicated. The rapidity of communication technology can send news from one side of the world to the other side in a second, science and the academy have become sources that people can find and learn easily from if they want to. However, the difficulty is not about searching for knowledge or information, but it is about understanding knowledge and meanings. Good organization leaders should learn directions and the selection of using information technology for an organization and their benefits. This is one important thing that will help leaders make correct decisions as leaders who know more information usually have more selections to consider. For followers, the use of information technology and internet influences flexible work, and they can understand changing situations in the present and be able to adjust themselves. From the study of women's leadership behavior, there is one important element, which is enthusiasm, and the researcher will explain in more detail as follows;

3.1 Enthusiasm. Enthusiasm is a mental condition that motivates humans to start “practice” on the work that they have. In addition, enthusiasm is contagious because the lively feeling influences not only a person who is enthusiastic but also people who interact with those who are enthusiastic. Enthusiasm plays an important role in the relationship between humans, it is the same as power that makes effects on machines, and it is a lively power that pushes people to “practice.” The most powerful leader is a person who knows how to motivate enthusiasm in the others’ minds and blend that enthusiasm into work, so there will be no difficult or boring work. “Enthusiasm” is the life power that can fill a human body and create a charming characteristic. Some people have enthusiasm as a gift since they were born, while many have to search for themselves. To obtain such enthusiasm is not difficult at all; it begins with working on the work that is the favorite. From the study, it was found that Kelly, Hale, and Burgers (Thompson, 2000.

online citing Kelly, Hale, and Burgers, 1991) and Rosener (Thompson, 2000. online citing Rosener, 1990), Growe and Montgomery (Growe and Montgomery, n.d. online), Rosener (Aburdane and Naisbitt, 1993: 67-68 citing Rosener, n.d. unpaged) have given ideas about women's leadership behavior that are relevant to roles of women leadership regarding creative change and development, which can be concluded as follows;

Women leaders who are enthusiastic will bring organizations advancement and changes because those women leaders will motivate staff members to participate, support, and move forward organizations efficiently. Additionally, this condition of work requires women leaders to emphasize relationships, sharing, and processes in organizations in order to provide moral support and motivate staff members to be aware of making decisions together, giving each other support, and valuing themselves.

4) Create behavior of working process in staff members so that they are aware of the value of resources, human capital, and environment.

The creation of behavior of working process in staff members so that they are aware of the value of resources, human capital, and environment is the main factor of success that contributes to the operations in organizations in accordance with imposed visions and missions. Therefore, good leaders should emphasize the creation of a knowledge-based society, as well as support the chance of leadership creation, the development of staff members to be good, smart, work professionally, and be ready to learn continuously, in order to promote staff members to help organizations, societies, communities, and environment to move toward sustainability. From the study of women's leadership behavior, there is one important element, which is emphasis on society and mentality, which the researcher will explain in more detail as follows;

4.1 Emphasis on society and mentality. Society and mentality are important issues in motivating leaders to consider them before making any decisions in organizations because emphasizing society is to pay attention to the surrounding context; it is an overall sight. For emphasizing mentality is about paying attention to people in both internal and external

organizations in order to have the most efficient work and reach the imposed target. From the study, it was found that (Thompson, 2000. online citing Rosener, 1990) and Haruethai Putraseranee (1996:40-41) have given opinions about women's leadership behavior that are relevant to roles of leadership regarding creative change and development, which can be summarized as follows;

Women leaders usually emphasize society and mentality in order to lead organizations to change and development. Emphasis on society is when women leaders participate in human focus organization management, that is to say, focusing on interaction with staff members in organizations in order to build strength by focusing on activities practiced; if women leaders received good and modern information, they will be able to get benefits from that information and know problem conditions and causes of those problems. Women leaders have a chance to participate in the process of data selection and use that information as a background to develop organizations in various aspects. For emphasis on mentality, it is the way that women leaders begin developing themselves by working happily so that they can develop organizations in order to bring their organizations to creative change and development.

In conclusion, women's leadership behavior regarding creative change and development is behavior that is relevant to roles of women leadership regarding creative change and development; to be clearer, women leaders try to change thinking and practice, create strategy in order to develop organizations into quality organizations by applying information technology, data, and programs as well as motivating and encouraging staff members to be aware of the value of resources, human capital, and environment.

4.2.2.4 Women's leadership behavior regarding conflict coordination and management and the support of teamwork participation.

Women's leadership behavior regarding conflict coordination and management and the support of teamwork participation are women's leadership behavior that are relevant to roles of women leaders regarding conflict coordination and management and the support of teamwork participation, which consist of nine elements as follows; one, connect an organization's visions and missions to go well together efficiently; two, coordinate and interact with offices from both internal and

external organizations; three, reconcile conflicts that occurred between people and in organizations, four; maintain organizations' unity; five, support and realize the importance of coworkers, controlees, people, and family; six, inspire staff members in organizations to be motivated to work in order to reach the set targets; seven, provide working convenience to staff members; eight, always available for coworkers, controlees, people, and family to meet; nine, develop systems and working processes for team development. The researcher will explain in more detail as follows.

1) Connect an organization's visions and missions to go well together efficiently.

In any operation, organizations' leaders should have clear targets of the operations that are relevant to organizations' strategies and should operate work efficiently as well as be able to adjust themselves to changed and developed circumstances and survive. Visions are what leaders assign an organization to become within a time limit. The assignment of visions in any organization should be assigned after an organization's missions have been set, after that, all missions will be considered in an overall image in order to see what project or work an organization should undertake, and in order to accomplish all missions for organizations to be great in which ways or go to which direction. For mission, it is the operation frame of an organization, which can be assigned by taking every duty (or responsibilities) that an organization is assigned since it was established as a guideline. However, the imposer should clearly impose what each mission should cover in meaning and frame with a certain limitation and how all missions are different so that the strategy planning will go well and accurately. A good leader should know how to coordinate visions and missions to go well together efficiently. From the study, women's leaders behavior consists of two important elements, which are cooperation and the use of democracy and participation, as the researcher will explain further in more detail.

1.1 Cooperation. Cooperation refers to a person's will to help others, or the behavior of people who cooperate with each other. Anyhow, the success of work depends on people and organization's cooperation as well, of which one of the important elements of an organization is everyone's cooperation as staff members are a part of an organization and society; therefore, they have a relation with each other, including directors, controlees, and coworkers. Leaders' actions

reflect directly on leaders themselves and on organizations, such as leaders who cooperate in the coordination of visions and missions usually provide a lot benefit to organizations. From the study, it was found that Kitiphan Rujirakul (1986:11), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Holmes, Albino, and Reagan (Gorenfiaw, 1994. online citing Holmes, 1989, Albino, 1992, and reagan, n.d.), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Growe and Montgomery (Growe and Montgomery, n.d. online), Hagberg Consulting Group (Hagberg Consulting Group.1998 online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000:137) and Haruethai Putraseranee (1996: 40-41) have given opinions about women's leadership behavior regarding conflict coordination and management and support teamwork participation, which can be summarized as follows;

Women leaders who use their ability to persuade staff members to cooperate and undertake work till success because they have a good interaction with controlees, and they build relations with people around them and lead everyone to support and work together, coordinate, discuss with understanding, and reduce conflicts, which results in efficient work. Moreover, cooperation is a support of teamwork as well.

1.2 The use of democracy and participation. The use of democracy refers to the use of principles, such as cause and effect, equality, rights and freedom, voting in the coordination of visions and missions for efficient management. Participation refers to participating in any activity both directly and indirectly; it is a way that applies for encouraging and giving moral support to staff members as well as a strategy that makes people feel encouraged to work more. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Gilligan (Amedy, 1990. online citing

Gilligan, 1993), Growe and Montgomery (Growe and Montgomery, n.d. online), Schermerhorn (Schermerhorn.1996:110), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000:137) and Haruethai Putraseranee (1996: 40-41) have given concepts about women's leadership behavior regarding conflict coordination and management and the support of participation, which can be summarized as follows;

Women leaders usually apply the principle of democracy into their work by focusing on cooperation, communication, and coordinating relations between leaders themselves and controlees. Women leaders will build relations between people in organizations and aim to maintain self values as well as let controlees show their opinions in order to create mutual understanding, which leads to the most benefit for organizations.

2) Coordinate and interact with offices from internal and external organizations.

Coordination and interaction are important for any organization, which have to be done continuously and consistently so that work will efficiently succeed and reach the highest effectiveness; this is because if there is wrong coordination, that work will not able to move forward. From the study of women's leadership behavior, there is one important element, which is the interest of interpersonal relationshipss as the researcher will explain further as follows;

2.1 The interest of interpersonal relationshipss.

Roles regarding interpersonal relationshipss refer to women leaders who pay attention to relationshipss between people both inside and outside organizations; they might work on various duties, such as being the head on behalf of others, getting involved in events and activity arrangement, regulating and ordering controlees to work on assigned work, or being a coordinator and coordinating with people from both internal and external organizations. In the past, information technology was limited to the organization coordination, but these days, the combination of computers and technology provides people new ways, such as electronic mail, voice mail, and video teleconference, which can provide efficiency during emergency situations. From the study, it was found that Kitiphan Rujirakul (1986:11), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack

(Vinack, 1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Growe and Montgomery (Growe and Montgomery, n.d. online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Haruethai Putraseranee (1996: 40-41), Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged) and Amedy (Amedy, 1999. online) have given opinions about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation, which can be summarized as follows;

Women leaders who emphasize interpersonal relationships usually are able to persuade others to cooperate and undertake work to reach their goals or organizations' goals. Women leaders who are democratic will work by focusing on cooperation and interaction with controlees and harmony in organizations. Moreover, women leaders will be interested in ideal, caring for people, society, and religion, and they will express this by giving rewards, being caring and brave to make friendships with others.

This is relevant to the concept of Hagberg Consulting Group (Hagberg Consulting Group. 1998 online) and Sherman (Sherman. 2000:137), which can be summarized as follows;

Women leaders who focus on interpersonal relationships usually focus on communication and interaction between people in organizations, emphasizing teamwork, aiming for team success as a number target and using their skills to create reliance, respect, and faith more so than using their power in order to persuade others. Furthermore, they are the model of the work of conflict coordination and management and teamwork.

3) Reconcile conflicts that occurred between people and in organizations.

The process of conflict reconciliation in an organization is the process to restrain claims and conflicts between people and people, people and a company, people and government units, and a company and a government unit, that have conflicts occurring in their organizations. In addition, big organizations usually

have more conflicts and organizations' leaders will have to solve problems, even though the claim is reported to a group or any person, leaders will receive those problems and fix them, and organization's leaders should work on finding solutions. The operation of the problem of claims or conflicts solving contains both formal and informal processes depending on situations, such as to persuade, step back, restrain, and decline to solve problems, which causes unsustainable problem-solving and results in having a winner and loser, which is not good for organizations and leaders, and that needs to be solved for the peace of organizations. From the study of women's leadership behavior, there are four important elements, which are listen and compromise, endure differences well, control emotions well, and solve problems appropriately, which the researcher will explain further.

3.1 Listen and compromise. In any organization, women leaders will face with problems and obstructions unavoidably, if there is a problem with controlees, coworkers, or other people from external organizations on any issues, such as disagreements, misunderstandings, or irrational benefit allocation, their work will not succeed and not be able to reach the set goal. Women leaders should solve problems by listening and compromising, which is the best solution for the target of the mutual success of organizations. From the study, it was found that Farida Eibrahim (1999.141), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990),), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Growe and Montgomery (Growe and Montgomery, n.d. online), Hagberg Consulting Group (Hagberg Consulting Group. 1998 online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Haruethai Putraseranee (1996: 40-41), and Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged) have given opinions about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation, which can be summarized as follows;

Women's leaders, who are able to listen and compromise, will support any coordination and communication to succeed and help reduce conflicts within organizations. Women leaders should be ready to take any

situation, be able to control emotion, be a good listener, and speak appropriately as well as focus on interpersonal coordination in order to work with participation and as a team.

3.2 Endure differences well. People have the right to live a life freely by their own visions, belief, and culture. However, many times the differences between ideas, belief and needs lead to conflict and violent confrontation because both sides think that the other side is not same as them, or even think that the other side does not have the right as a part of an organization as they see things with prejudice. Therefore, when confronted with conflicts that come from the problem of differences of people who need different benefits as well as have different culture, leaders should be fair and endure differences of people in organizations. Moreover, leaders should be able to reconcile conflicts by using equality and fairness in order to promote harmony and move organizations toward success. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Schermerhorn (Schermerhorn.1996:110), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000:137) and Haruethai Putraseranee (1996: 40-41) have given opinions about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation, which can be summarized as follows;

Women leaders who are able to coordinate and manage conflicts should have the important leadership behavior, which is to endure differences by having tolerance or tolerating people who have different ideas, information, and authority so that everyone works peacefully in organizations that contain differences and varieties.

3.3 Control emotions well. Women leaders that are able to control their emotions highly usually manage their emotions, confusions, and depressions well, or at least they can find new, useful solutions. The outstanding leaders' emotions' are controlled and calm, and they are always cautious whenever confronted with stressful situations; moreover, they will not express bad temper easily when confronted with circumstances that interrupt everyday life. Leaders who are able

to balance their emotions, even with nerve, excitement, fear, and anger, do not express those emotions and can manage emotions, which does not refer to restraint or denial, but it is about understanding and using that understanding to manage situations well. From the study, it was found that, Farida Eibrahim (1999, 141) has given ideas about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation, which can be summarized as follows;

To be able to control emotions well means to be able to listen, speak, appear in public, express decision-making, and behave appropriately according to situations as well as being willing to listen to complaints, compliments, and criticism for development and reducing conflicts in organizations.

3.4 Solve problems appropriately. In everyday life, everyone usually meets problems that need to be solved and each person has different solutions. The practice of problem solving of leaders that go through a thinking process by understanding problems, using methods, information, knowledge, or skills to solve problems will help leaders to be able to make decisions and solve problems well and appropriately. From the study, it was found that Halphin (Halphin.1966:86) has given opinions about women's leadership behavior regarding conflicts coordination and management and the support of teamwork participation, which can be summarized as follows;

For conflict coordination and management and the support of teamwork participation, women leaders should have skills to solve problems appropriately because every organization usually meets with obstructions at some process; therefore, women leaders should express their ability to solve problems in organizations in order to move operations forward and reach the set target. Furthermore, problem solving is also the moral support for staff members.

4) Maintain the unity of organizations.

Unity is unification of an organization including management, resource allocator, or budget management etc. Everything in an organization should go in the same direction, and a good leader should maintain the unity of an organization in order to lead an organization to reach goals sufficiently. From the study of women's leadership behavior, there is one important element, which is emphasizing on harmony maintenance. The researcher will explain further in more detail.

4.1 Emphasizing harmony maintenance. When many people gather together, there usually are many different ideas, and if those people do things with harmony, then success occurs just like some people say “together we live, separate we die.” In any organization, staff members who have the ability to do things are more important than those who don’t; however, unification of staff members is more important and brings in a better success; therefore, women leaders should focus to maintain harmony because when staff members are willing and dedicated to work by focusing on organization’s targets, the great power will happen, which is better than having the same group of people dedicated to work alone without receiving cooperation from anyone. From the study, it was found that Kitiphan Rujirakul (1986:11), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), and Hagberg Consulting Group (Hagberg Consulting Group. 1998 online) have given opinions about women’s leadership regarding conflicts coordination and management and the support of teamwork participation, which can be summarized as follows;

Women leaders that support teamwork participation usually use ability to persuade controlees to cooperate by trying to keep unity or harmony, that is to say, women leaders should coordinate relations with every staff member in order to create correct and clear understanding and are able to work straight to targets as well as motivate staff members to value themselves and feel motivated to work.

5) Support and realize the importance of coworkers, controlees, people, and family

Humans are the most important resource of country development, so human resources development or developing humans should be a continuing process, and especially, there should be a process cultivating the idea of self value and human value. Organization leaders need to practice to give moral support and realize the importance of themselves and others so that organizations'

operations work efficiently. The realization and value of yourself and others refers to knowing your skills, ability, strengths, and weaknesses, understanding the differences of each person, knowing yourself, acceptance, and valuing and being proud of yourself and others, having life targets, and being responsible. From the study of women's leadership behavior, there is one important element, which is sharing, which the researcher will explain further in detail.

5.1 Sharing. Sharing behavior is the giving of things or assets to others who need it or need help with. Sharing is the virtue that helps leaders to get rid of their selfishness and everyone can work in an organization happily. Conflicts in an organization usually come from many reasons, and one of important reason is selfishness. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Groue and Montgomery, n.d. online), Hagberg Consulting Group (Hagberg Consulting Group. 1998 online) and Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990) have given opinions about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation., which can be summarized as follows;

Women leaders should support teamwork and focus on coordination in order to reduce conflicts and problems in organizations. Women leaders should maintain staff members' relationships and disseminate data and information to everyone in order to practice the giving and receiving, which is an important part of sharing.

6) Inspire staff members in organizations to be motivated to work in order to reach the set targets.

Inspiration means the mind power in oneself that moves forward the thought and actions toward success without using external encouragement to motivate internal encouragement. For example, most people are usually ready to go through obstructions in order to achieve their goals, even though they have to give up something of their own if that will help them to get to their success. However, most

people use emotional behavior before realizing to use their intelligence, and many of them lack of understanding of inspiration, which for them mostly it happens without intention. Therefore, many people do not know that inspiration is the power in oneself that is powerful, and it supports leaders' authority so that their work reaches the set target. From the study of women's leadership behavior, it was found that there are two important elements, which are work in the condition of relaxation and informality, and sense of humor, which the researcher will explain in more detail further.

6.1 Work in the condition of relaxation and informality. Working together in an organization, women leaders should have a good management system, such as senior system or virtue system, so that work goes efficiently and straight to organizations' targets. Working in the condition of relaxation and friendliness in an organization is very important as the informality from women leaders towards their controlees and coworkers is an important part that creates a good working atmosphere; this is because every kind of work usually has pressure, so women leaders should create a warm feeling and informality for everyone as well as provide good accessible suggestions. From the study, it was found that Shakeshaft (Amedy, 1999:10 online citing Shakeshaft, 1998), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Growe and Montgomery (Growe and Montgomery, n.d. online), Hagberg Consulting Group (Hagberg Consulting Group. 1998 online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000: 137) and Haruethai Putraseranee (1996: 40-41) have given opinions about women's leadership behavior regarding conflicts coordination and management and the support of teamwork participation, which can be summarized as follows;

Women leaders who have leadership behavior regarding conflict coordination and management and the support of teamwork participation usually are leaders that are able to create a good relationship with surrounding people, listen to and exchange ideas with staff members in an organization informally in order to build working atmosphere in the condition of

relaxation, and help encouraging them to pay attention to public success, team work, and focus on the benefit coordination of working and emphasize the advancement of an organization.

6.2 Sense of humor. Sense of humor is one of the conditions of those who have good mental health. It refers to people who are funny and always impress others and create happiness for people around them as they always make people smile and laugh, which is considered as a charm of women leaders. From the study, it was found that Shakeshaft (Amedy, 1999: 10 online citing Shakeshaft, 1998) has given ideas about women's leadership behavior regarding conflict coordination and management as the support of teamwork participation, which can be summarized as follows;

Women leaders who treat their coworkers well, are able to encourage others, and pay attention to public success usually have a sense of humor. Having a sense of humor is one way to keep relationships, reduce anger and confrontation as well as tighten relationships closer and increase relationships when people have to deal with critical situations together. Moreover, it makes people feel united, which reduces contrary feelings.

7) Provide working convenience to staff members.

In order to get work done successfully and reach targets, women leaders should provide working conveniences to employees in every way, such as environment, equipment, technology, and management. In addition, women leaders should order work according to their duties, suggest, guide, and follow up performances so that operations go well according to the set target. From the study of women's leadership behavior, there is one important element, which is providing help, the researcher will explain in detail further.

7.1 Providing help. Leaders are the most important factor towards organizations' success as they are directly responsible for work planning and controlling staff members to undertake work, meet with success, and achieve set objectives. The problem that many academicians and people are interested in is how women leaders make staff members commit and dedicate themselves to work and willingly try to finish work. The answer is to help each person appropriately as well as realize that an organization's target is of the number

one importance. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), and Sherman (Sherman.2000:137) have given opinions about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation, which can be concluded as follows;

Women leaders who provide working convenience to staff members by helping them will result in cooperation and good relationships as well as incur benefit coordination so that staff members receive the most benefits and organizations will achieve their goals efficiently.

8) Always available for coworkers, controlees, people, and family to meet.

For teamwork, leaders should learn work from both principles and experience, which means using mistakes as a baseline for the next work. Furthermore, leaders can also ask for consultation from experts, for which leaders usually adhere a person they admire as their working model or ask for suggestion from people that are an expert in the field that already to know. More importantly, leaders should know what they are doing and always remind themselves as well as ask team members for opinions so that everyone can help to operate that work. Leaders should always remind team members to go on the right direction. One important behavior is teamwork, which means providing a chance for coworkers and controlees to meet and participate; leaders should not handle work alone but let others participate as a good work requires many different ideas from different people. Additionally, leaders will be able to know that what each of the staff members is good at so that they can divide work appropriately. From the study of women's leadership behavior, there is one important element, which is emphasis on communication, which the researcher will explain further in detail.

8.1 Emphasis on communication.

Communication is the heart of women leaders in order to develop teams because quality women leaders usually create quality work through a quality team. Thus, communication that makes staff members understand and willing to work according to leaders will lead to mutual success. In addition, women leaders should use communication to build relationships with others as well because if they cannot persuade or coordinate with staff members to understand requirements and limitations, teamwork will not exist, and there will be problems and obstructions. Furthermore, it is good for leaders to apply a good communication principle in order to develop themselves, and it will make quality leaders. From the study, it was found that Paitoon Jaruenphanwong (1982:8), Farida Eibrahim (1999, 1), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Holmes, Albino, and Reagan (Gorenfiew, 1994. online citing Holmes, 1989, Albino, 1992, and reagan, n.d.), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Hagberg Consulting Group (Hagberg Consulting Group. 1998 online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000: 137) and Haruethai Putraseranee (1996: 40-41), and Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged) have given opinions about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation, which can be summarized as follows;

Women leaders that are able to communicate will play an important role in helping to coordinate successful work, reduce conflicts, and support teamwork. Women leaders should use their power or authority in order to undertake work or administrate by using communication processes and aiming at the set target. Moreover, women leaders should have communication skills, such as speaking, opinion expression in public, decision-making and behavior so that they can use strategy to move organizations forward appropriately and efficiently.

9) Develop systems and working process for team development.

The development of systems and working process for team development and the maintenance of organizations' survival are important; however, that is not enough, organizations should growth and move forward steadily, which will reflect on organization's success. The development of systems and working process for team development is considered as a necessary matter that organizations should consider, so organizations should emphasize the development of systems and promote the potentiality of working processes because staff members that are quality trained on learning and development processes will be a good model for creating ways of thinking and working professionally. The development of staff members so that they learn together is a good method that will make organizations strong, secure, and have more potentiality than competitors. From the study of women's leadership behavior, there are three important elements, including focus on cooperation and relationship coordination between leaders and controlees, focus on teamwork, and motivating staff members to make decisions well, as the researcher will explain further in detail;

9.1 Focus on cooperation and relationship coordination between leaders and controlees.

The style of work in the present and in the future is in a form of cooperation by the participation of staff members from various departments. For most of the work in an organization, women leaders cannot work on the management by themselves, but they have to work on emphasizing cooperation with other sections, such as the cooperation with public relations department in order to create a strong organizational culture. Moreover, as women leaders have to be the medium to reduce conflicts during work between offices, or be a representative to evaluate work performance, so they have to cooperate and coordinate between themselves and controlees in order to reach organizations' targets efficiently. From the study, it was found that Kitiphan Rujirakul (1986:11), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999.

online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, Grove and Montgomery (Grove and Montgomery, n.d. online), Hagberg Consulting Group (Hagberg Consulting Group. 1998 online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000: 137) and Haruethai Putraseranee (1996: 40-41) have given opinions about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation, which can be summarized as follows;

Women leaders that cooperate and coordinate between themselves and controlees well will help develop working systems and processes as well as help develop teams; therefore, women leaders should have skills of participation in thinking, doing, and coordinating with staff members in organizations and focus on harmony as well as always provide convenience so that organizations achieve their targets.

9.2 Focus on teamwork. There are three items of behavior that women leaders should follow, including behaving as a team member and team leader appropriately, cooperating with other offices in an organization, and showing sincerity to the head and controlees by supporting teamwork planning and motivating people to participate in decision-making. From the study, it was found that Kitiphan Rujirakul (1986:11), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Gilligan (Amedy, 1990. online citing Gilligan, Grove and Montgomery (Grove and Montgomery, n.d. online), Schermerhorn (Schermerhorn. 1996: 110),), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000: 137) and Haruethai Putraseranee (1996: 40-41) have given opinions about women's leadership behavior regarding conflict coordination and management and the support of teamwork participation, which can be summarized as follows;

Women leaders that focus on team development should be able to communicate and discuss so that staff members in an organization understand consistently as well as able to encourage teamwork participation. Women leaders usually are enthusiastic, creative, and generous and have intention to motivate

staff members to participate in working, decision-making, exchanging, and information sharing, which will move organizations forward to their destinations.

9.3 Motivate staff members to make decisions

well. The bravery of decision-making is considered as a very important principle for women leaders as it shows the behavior of being brave to take a risk, in addition women leaders should also help motivate staff members to make decisions well. However, before making any decisions, women leaders should explain idea framing and work planning to staff members as well as suggesting them to finding information to support decision-making. Staff members should practice to predict problems or situations systematically and find ways to prevent problems from happening. Also, staff members should be responsible and enthusiastic to think and find solutions to problems. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990) have given opinions about women's leadership regarding conflict coordination and management and the support of teamwork participation, which can be summarized as follows;

Women leaders should seriously intend to work and search for ways to work enjoyably, and they can find ways of working from people who have succeeded. Additionally, they should use ambition to encourage staff members to be brave to think and make decisions as well as create and maintain organizations' culture and support staff members to work efficiently.

In conclusion, women's leadership behavior regarding conflict coordination and management and the support of teamwork participation is behavior that is consistent with women's leadership behavior expressed as relevant to roles of women leaders regarding conflicts coordination and management and the support of teamwork participation. To be clearer, women leaders will coordinate visions and missions to go well together, interact with offices from both internal and external organizations, try to maintain organizations' unity, reduce conflicts by using reconciliation, and connect broken relationships that occur in organizations. Moreover, women leaders also will motivate, give moral support,

Table 4.11 Summarized references of women's leadership behavior that are relevant to conflict coordination and management and the support of teamwork participation. (cont.)

Women's leadership behavior	References
<p>2. Coordinate and interact with offices from internal and external organization.</p> <p>2.1 The interest of interpersonal relationships.</p>	<p>Kitiphan Rujirakul.1986; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Thompson, 2000. online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Amedy, 1999. online citing Haslett et al, 1992; Amedy, 1999. online citing Loden, 1985; Amedy, 1990. online citing Gilligan, 1993; Growe and Montgomery, n.d. online; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Haruethai Putraseranee .1996; Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpaged; Amedy.1999. online; Hagberg Consulting Group. 1998.online; Sherman. 2000</p>

Table 4.11 Summarized references of women's leadership behavior that are relevant to conflict coordination and management and the support of teamwork participation. (cont.)

Women's leadership behavior	References
<p>3. Reconcile conflicts that occur between people and in organizations.</p> <p>3.1 Listen and compromise</p> <p>3.2 Endure differences well</p> <p>3.3 Control emotion well</p> <p>3.4 Solve problems appropriately</p>	<p>Farida Eibrahim 1999; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Grorenfiew, 1994. Thompson, 2000. online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Amedy, 1990. online citing Gilligan, 1993; Grove and Montgomery, n.d. online; Hagberg Consulting Group. 1998.online ; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Sherman. 2000; Haruethai Putraseranee.1996;</p> <p>Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged;</p> <p>Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Thompson, 2000. online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Schermerhorn, 1996; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Sherman. 2000; Haruethai Putraseranee.1996; Farida Eibrahim 1999; Halphin 1966.</p>
<p>4. Maintain the unity of organizations.</p> <p>4.1 Emphasis on harmony maintenance.</p>	<p>Kitiphan Rujirakul.1986; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Thompson, 2000.online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Amedy, 1999. online citing Haslett et al, 1992; Amedy, 1999. online citing Loden,</p>
	<p>1985; Amedy, 1990. online citing Gilligan, 1993; ; Hagberg Consulting Group. 1998.online;</p>

Table 4.11 Summarized references of women's leadership behavior that are relevant to conflict coordination and management and the support of teamwork participation. (cont.)

Women's leadership behavior	References
<p>5. Support and realize the importance of coworkers, controlees, people, and family</p> <p>5.1 Sharing</p>	<p>Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Thompson, 2000. online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Amedy, 1990. online citing Gilligan, 1993; Growe and Montgomery, n.d. online; Hagberg Consulting Group. 1998.online; Kabacoff, 1998. online citing Eagly and Johnson, 1990.</p>
<p>6. Inspire staff members in organizations to be motivated to work in order to reach the set targets.</p> <p>6.1 Work in the condition of relaxation and informality</p> <p>6.2 Sense of humor</p>	<p>Amedy. 1999. online citing Shkeshaft, 1998; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Thompson, 2000. online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Amedy, 1999. online citing Loden, 1985; Amedy, 1990. online citing Gilligan, 1993; Growe and Montgomery, n.d. online; Hagberg Consulting Group. 1998.online; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Sherman. 2000; Haruethai Putraseranee.1996; Amedy. 1999. online citing Shkeshaft, 1998</p>

Table 4.11 Summarized references of women's leadership behavior that are relevant to conflict coordination and management and the support of teamwork participation. (cont.)

Women's leadership behavior	References
<p>7. Provide working convenience to staff members.</p> <p>7.1 Providing help</p>	<p>Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Thompson, 2000. online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; online citing Haslett et al, 1992; Amedy, 1999; Kabacoff, 1998.online citing Eagly and Johnson, 1990; Sherman. 2000.</p>
<p>8. Always be available for coworkers, controlees, people, and family to meet.</p> <p>8.1 Emphasize communication</p>	<p>Paitoon Jaruenphanwong.1982; Farida Eibrahim.1999; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Grorenfiew, 1994. online citing Holmes, 1989, Albino, 1992; Thompson, 2000. online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Amedy, 1999. online citing Haslett et al, 1992; Amedy, 1999. online citing Loden, 1985; Amedy, 1990. online citing Gilligan, 1993; Hagberg Consulting Group. 1998.online; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Sherman. 2000; Haruethai Putraseranee.1996; Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagel.</p>

elements, including; one, the imposition of standards and indicators in order to check and evaluate staff members' performance; two, set the system of staff members' goodness considered with fairness and transparency and are able to be checked; three, inform staff members regarding guidelines, regulations, and criterion of work evaluation substantially; four, administrate and support to continue developing organizations; and five, develop, improve and apply evaluation results to the next operation, as the researcher will explain further in more detail;

1) The imposition of standards and indicators in order to check and evaluate staff members' performance.

To impose standards and indicators in order to check and evaluate staff members' performance, leaders should be more responsible and fair because there are rules of work performance stated clearly. However, different branches or offices, responsibilities, and criterion are different, and there will be different evaluations, which a good organization's leader should adhere to those criterion and indicators in order to move organizations forward efficiently. From the study of women's leadership behavior, there is one important element, which is the imposition of standards and indicators for performance evaluation, that the researcher will explain further in more detail.

1.1 The imposition of standards and indicators for performance evaluation. There are always standards and indicators to evaluate performances, which leaders use these standards and indicators in organizations' management in order to lead organizations to success and with quality. Furthermore, performance evaluation is considered as an important tool for human management because it helps the selection of human resources and human policies go well with reason and reliably. From the study, it was found that Remual Nunsupawat (1999,11) has given ideas about women's leadership behavior regarding the imposition of standards and indicators in order to check and evaluate staff members' performance, which can be summarized as follows;

There are always standards and indicators for performance evaluation in any organization's management, and most of women leaders play an important role in the imposition of standards and indicators. Women leaders should be aware of policies, plans, and processes and results of the processes

before calculating and imposing them as standards. In addition, women leaders should emphasize surrounding situations and always be ready to make changes for organizations' benefits. Furthermore, women leaders should form objectives clearly with mutual understanding to all staff members so that they can be followed appropriately.

2) Set the system of staff members' goodness consideration in organizations with fairness and transparency and be able to get it checked

The setting of goodness in a part of the performance evaluation in order to give rewards to staff members; those who do good things, receive rewards in return. For the consideration of goodness, sometimes it causes conflicts between staff members in organizations because everyone thinks they did good and deserve to be promoted; thus, there should be the imposition of criterion and ways to do this to show fairness, transparency, and auditability. From the study of women's leadership behavior, there are two important elements, including using the skill of creating influence is better than using power, and the admiration of staff members, as the researcher will explain further in more detail;

2.1 Use the skill of creating influence is better than using power. The use of influence is important for leaders to use it to expand ideas or get policies or plans responded to, or using it to persuade people to participate or make decisions together. From the study, it was found that Paitoon Jaruenphanwong (1982:8) and Schermerhorn (Schermerhorn, 1996: 110) have given ideas about women's leadership behavior regarding the imposition of standards and indicators for members' staff performance evaluation, which can be summarized as follows;

Women leaders usually apply management in a form of democracy and focus on staff members' participation, for which women leaders should have the skill of using influence or authority in accordance with relationships depending on situations, to operate, administrate, and use communication processes to aim at reaching the set target.

2.2 Admiration staff members. Admiration is the encouragement to exchange knowledge and improve behavior in organizations. Leaders should always adjust the plan of admiration and rewarding appropriate to activities; in addition, they might also integrate admiration and reward plans in order

to increase encouragement to improve behavior and participation of staff members at all levels. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000 online citing Keely, Hale, and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Haruethai Putraseranee (1996: 40-41), and Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpaged) have given opinions about women's leadership behavior regarding the imposition of standards and indicators for staff members' performance evaluation, which can be summarized as follows;

Women leaders who set the system of staff members' goodness in an organization with fairness and transparency for performance evaluation should be democratic and emphasize the vote as well as listen to different ideas in order to develop and maintain the admiration and support system for staff members' performance.

3) Inform staff members regarding guidelines, regulations, and criterion of work evaluation substantially.

Performance evaluation refers to the processes of value evaluation of a person who works in any field, including performance and other characteristics that are valuable to performance, within a certain period of time by observation, recording, and evaluation of the organization's leader, which must base on the same system and standards as well as fair evaluation criterion. Another important role of leaders is to make sure staff members understand guidelines, regulations and criterion of performance evaluation so that everyone finish the work that reach the standards and organization's targets. From the study of women's leadership behavior, there is one important element, which is the ability to build encouragement, which the researcher will explain further in more detail;

3.1 The ability to build encouragement. As performance evaluation is important and useful for working management, organizations therefore assign the performance evaluation to their offices. So, the setting of a performance evaluation system is important and necessary to operate smartly in order to prevent problems from happening during management. Additionally, performance evaluation has more objectives only to pay salary to staff

members because the evaluation's result is important and valuable for work management and development; to be clearer, performance evaluation builds encouragement as well as gives rewards to staff members that their performance reaches the standards or is higher than the standards. From the study, it was found that Paitoon Jaruenphanwong (1982:8), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000 online citing Keely, Hale, and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990, Schermerhorn (Schermerhorn. 1996: 110), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman. 2000:137), Haruethai Putraseranee (1996: 40-41) and Bass (Rungsan Praertsree, 2001: 95 referenced in Bass, n.d. unpagged) have given opinions about women's leadership behavior regarding the imposition of standards and criterion for staff members' performance evaluation, which can be summarized as follows;

Women leaders should inform staff members about guidelines, standards, and criterion of performance evaluation substantially, for which leaders should have communication skills, such as direct announcement or informing via media in order to inform everyone in an organization so that they follow strictly and achieve the set targets.

4) Administrative and support to continue developing organizations.

Efficient women leaders will be leaders that administrate, support, and help controlees, having faith in them as well as being friends and trying to understand their problems. In addition, women leaders will help to develop careers and support staff members to be successful people. Efficient leaders will not control controlees closely but will take care of them with honor. Leaders will set targets and provide suggestions, but at the same time, provide freedom to work freely for continuous development. From the study of women's leadership behavior, there is one important element, which is good human relationships, as the researcher will explain further in more detail.

4.1 Good human relationships.

Human relationships are considered as an art and science as it consists of both principle and theory. In order to successfully apply these principles and theories, it requires

techniques and methods which are considered as a specific art for each person. During any operation of an organization, women leaders should know to coordinate thoughts and benefits both inside and outside an organization and should be able to work with all staff members at all ages, genders, and education levels. Moreover, there should be parties outside working hours occasionally in order to create good relationships, and it will lead to better performance as well. Women leaders that have good human relationships will help reduce problems, from a big problem to a small problem. From the study, it was found that Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Kelly, Hale, and Burgers (Thompson, 2000 online citing Keely, Hale, and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990, Loden (Amedy, 1999. online citing Loden, 1985),), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman. 2000:137), and Haruethai Putraseranee (1996: 40-41) have given opinions about women's leadership regarding the imposition of standards and indicators for performance evaluation, which can be summarized as follows;

Women leaders that are able to administrate and support organizations to continue develop should follow imposed standards and indicators strictly. Women leaders should be friendly, skilled in communication, and able to discuss mutual understanding with staff members from any office. Furthermore, they should provide convenience, support and promote work as well as always emphasize the overall image and some methods that might affect organizations.

5) Develop, improve, and apply evaluation results to the next operation.

For management in the world of competition, organization's leaders are considered as a commander that has to plan a strategy for an appropriate fight according to an environment that rapidly changes all the time. As a result, leaders should be aware of every aspect of organizations' development processes as well as be able to apply performance evaluation results to the next operation, which is another important process of organizational development that helps tracking and evaluating in order to see how much the organization's development result is consistent with the set targets, criterion, and standards and how to fix or improve in order to get the expected

result; at the same time, it is the learning support for an organization's teams so that they will be able to get feedback and improve themselves as well as develop organizations better. Moreover, they can apply knowledge and skills to fix problems in organizations; more importantly, it will create moral support for each other, which will lead to cooperation in problem solving. From the study of women's leadership behavior, there is one important element, which is paying attention to public success, which the researcher will explain further in more detail.

5.1 Pay attention to public success. For work, public benefit is the most important thing, which women leaders should be aware of the management of humans, budget, and work efficiently and appropriately, including focusing on cooperation, helping and coordinating between women leaders and controlees with dedication and sincerity; therefore, they will lead organizations to success. From the study, it was found that Kitiphan Rujirakul (1986:11), Shakeshaft (Amedy, 1999:10 online citing Shakeshaft, 1998), Farris and Burns (Farris and Burns, n.d. online), Bass (Bass.1990: 723-724), Deaux (Deaux.1976 b), Vinack (Vinack.1969), Holmes, Albino, and Reagan (Gorenfiew, 1994. online citing Holmes, 1989, Albino, 1992, and Reagan, n.d.), Kelly, Hale, and Burgers (Thompson, 2000. online citing Kelly, Hale and Burgers, 1991), Rosener (Thompson, 2000 online citing Rosener, 1990), Haslett and team (Amedy, 1999. online citing Haslett et al, 1992), Loden (Amedy, 1999. online citing Loden, 1985), Gilligan (Amedy, 1990. online citing Gilligan, 1993), Growe and Montgomery (Growe and Montgomery, n.d. online), Rosener (Aburdene and Naisbitt, 1993:67-68) Schermerhorn (Schermerhorn. 1996: 110), Hagberg Consulting Group (Hagberg Consulting Group. 1998 online), Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990), Sherman (Sherman.2000: 137) and Haruethai Putraseranee (1996: 40-41) and Bass (Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged) have given opinions about women's leadership behavior regarding the imposition of standards and indicators for staff member's performance evaluation, which can be concluded as follows;

Women leaders who emphasize public success are women leaders who emphasize working in a form of democracy, motivating staff members to participate in every process and being able to fully discuss, express, or exchange opinions. Women leaders usually build encouragement, such as moral support or

rewards, so that staff members develop themselves to have more potential and work better. Furthermore, women leaders should develop, improve, and apply evaluation results to the next operation so that they reflect performance of the previous operation, including success and failure.

In conclusion, women's leadership behavior regarding performance tracking and evaluation is behavior that is consistent with women's leadership roles regarding performance tracking and evaluation. That is to say, women leaders impose standards and indicators for staff members' performance evaluation in organizations, which have to be done based on fairness, transparency and the ability to get checked. Moreover, women leaders also administrate, promote, and support every small office to continuously develop for the advancement of organizations.

Table 4.12 Summarized references of women's leadership behaviors that are consistent to performance tracking and evaluation.

Women's leadership behaviors	References
1. The imposition of standards and indicators in order to check and evaluate staff members' performance. 1.1 The imposition of standard and indicators for performance evaluation.	Remual Nunsupawat.1999
2. Set the system of staff members' goodness consideration in organizations with fairness and transparency and able to get checked 2.1 Use the skill of creating influences better than using power 2.2 Admire staff members.	Paitoon Jaruenphanwong.1982; Schermerhorn, 1996 Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Thompson, 2000 online citing Keely, Hale, and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Haruethai Putraseranee.1996; Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagged

Table 4.12 Summarized references of women's leadership behaviors that are consistent to performance tracking and evaluation. (cont.)

Women's leadership behaviors	References
<p>3. Inform staff members regarding guidelines, regulations and criteria of work evaluation substantially.</p> <p>3.1 The ability to build encouragement</p>	<p>Paitoon Jaruenphanwong.1982; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Thompson, 2000 online citing Keely, Hale, and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Schermerhorn. 1996; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Sherman. 2000; Haruethai Putraseranee. 1996; Rungsan Praertsree, 2001: 95 referenced in Bass, n.d. unpagged)</p>
<p>4. Administrate and support to continue developing organizations.</p> <p>4.1 Good human relationship.</p>	<p>Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Gorenfiew. 1994. online citing Holmes, 1989, Albino, 1992 and Reagan, n.d; Thompson, 2000 online citing Keely, Hale, and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Amedy, 1999. online citing Loden, 1985; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Sherman. 2000; Haruethai Putraseranee. 1996;</p>

Table 4.12 Summarized references of women's leadership behaviors that are consistent to performance tracking and evaluation. (cont.)

Women's leadership behaviors	References
5. Develop, improve and apply evaluation results into the next operation. 5.1 Pay attention to public success.	Kitiphan Rujirakul.1986; Amedy, 1999:10 online citing Shakeshaft, 1998; Farris and Burns, n.d. online; Bass.1990; Deaux.1976 b; Vinack.1969; Gorenfiew, 1994. online citing Holmes, 1989, Albino, 1992, and reagan, n.d.; Thompson, 2000. online citing Kelly, Hale and Burgers, 1991; Thompson, 2000 online citing Rosener, 1990; Amedy, 1999. online citing Haslett et al, 1992; Amedy, 1999. online citing Loden, 1985; Amedy, 1990. online citing Gilligan, 1993; Growe and Montgomery, n.d. online; Aburdene and Naisbitt, 1993; Schermerhorn. 1996; Hagberg Consulting Group. 1998 online; Kabacoff, 1998. online citing Eagly and Johnson, 1990; Sherman.2000; Haruethai Putraseranee.1996; Rungsan Prasertsree, 2001: 95 referenced in Bass, n.d. unpagd.

4.2.3 Trait Leadership

This concept occurred during the 1930 – 1940 study of trait leadership, which at that time indicated that trait leadership is something that people were born with, not by making it happen. Therefore, most researches focused on the differences of traits between leaders and followers, or between effective leaders and ineffective leaders, for which there was the search for variable including physical and psychology. Later on, some researchers tried to study physical traits of leadership; moreover, Aristotle believed that leadership came by birth; therefore, there was a theory called the great man theory.

Leadership traits refer to characteristics and traits in leaders that others do not have. These traits are individual that are expressed on leadership and responsibility of management. The importance of such a trait is to make leaders gain faith and reliance as a leader.

Research results and articles that are related to roles, behavior, and traits of women leadership will be discussed in this part in order to use it as questions to do an in-depth interview with Thai Muslim women leaders in the three southern provinces of Thailand and synthesize trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in order to present a model for further development of trait leadership of Thai Muslim women in the three southern provinces of Thailand. From the study, research, and related information and research gathered by using framework and theories of various academicians regarding leadership traits and women's traits of leadership as a conceptual framework of analysis and synthesis in order to study trait leadership of Thai Muslim women in the three southern provinces of Thailand concerning four aspects, of which some elements of trait leadership can be divided into groups as follows;

1) Management trait leadership, which is relevant to leadership behavior and roles of leadership regarding management.

2) Academic and vocational trait leadership, which is relevant to leadership behavior and roles of leadership regarding the academy and vocation, performance tracking and evaluation, which are duplicated in trait leadership and so are combined into the same group.

3) Appearance trait leadership, which is relevant to leadership behavior and roles of leadership regarding creative change and development.

4) Moral and ethical trait leadership, which is relevant to leadership behavior and roles of leadership regarding conflict coordination and management and the support of teamwork participation, for which details will be explained further.

4.2.3.1 Trait leadership of women leaders regarding management

Trait leadership of women leaders regarding management is the trait of women leadership regarding management, which is relevant to seventeen items of roles and behavior as follows; management traits, social traits, planning and

management skills, outstanding traits, ability to adjust oneself, ability to use authority over the others, speaking skills, decision-making skills, problem solving skills, ability to encourage themselves and others, ability to work as team, self-confidence, tolerance of frustration, being a competent, flexible, cooperated leader, and being transformational, as the researcher will explain further in more detail;

1) Management trait. Women leaders should be able to manage work for an organization, including the imposition of policies, planning, the application of policies, and performance evaluation as well as providing convenience to staff members. The researcher reviewed literature and found out that Thong-in Wongsornthorn (1992: 88-89) mentioned trait leadership, which is divided into two types, including physical trait and quality trait. Quality trait contains one important element, which is management trait and that is relevant to the idea of Siriporn Wongsreeroch (1995: 188-189) indicating that one of the correct, important basic qualifications of leaders is having knowledge and ability for management and leadership, for which leaders should be able to use techniques and methods in order to reach organizations' targets, and it is considered as working like a work expert. Moreover, leaders should be able to communicate with staff members and others from outside organizations and be friendly with everyone, and this is considered as working as a human expert. In addition, this is also relevant to the idea of Stogdill (Stogdill. 1974, referenced in Sermsak, 1993) who concluded a good trait of leadership as leaders having traits related to work, showing clear intention to manage organizations, being responsible, and emphasizing work.

Additionally, the research from Potchanee Promjit (1993: Abstract), which was conducted on the topic of leadership of Sub-district women development committee: A case study of Dok Kham Tai district, Payao province, and the research from Supawat Buatip (1990: Abstract), which was conducted on the topic of the desirability of women leadership according to Wiang Papao people's point of view, Chiang Rai province. Both researchers revealed that traits of women leaders that are important for economy and politics are trait of women leaders regarding management.

2) Social trait. Women leaders should have the skill to socialize and behave themselves in accordance with society's culture and tradition.

The researcher reviewed literature and found that, Thong-in Wongsorthorn (1992: 88-89), Siriporn Wongsreeroch (1995: 188-189), Stogdill (Stogdill. 1974, referenced in Sermsak, 1993), Bothwell (Bothwell. 1983: 133), Yukl (Yukl.2006), Noppong Boonjitradul (1997: 39-40) and Nolte (Nolte.1966: 385-398) consistently agreed regarding the social trait, which can be summarized that women leaders should be able to work and cooperate with others well; moreover, they should be friendly and well-known among people. In addition, women leaders should be accepted by staff members from both inside and outside of organizations, gain faith from people, and they should be socially intelligent, ambitious, and generous as well as love to serve, help others, and work for public benefits.

3) Planning and management skills. Women leaders should be able to plan and prepare work with appropriate methods as well as undertake work according to plans, evaluate performance, and improve it for better work. The researcher reviewed literature and discovered that Bothwell (Bothwell.1983: 133) has commented about planning and management skills that it is a trait of leaders that most researchers use for studying relationships of leadership. Planning skill refers to the ability to appoint choices that will operate in the future in order to reach objectives by using ways the give the most benefit. For the management skill, it refers to the processes of work starting from making operation plans, performing duties efficiently and effectively, and evaluating performance for development and improvement. To conclude, planning and management skills are the processes of choice designation and operate systematically, including the performance evaluation for development and improvement.

4) Outstanding trait refers to women leaders' characteristics that came from self-development, of which the researcher reviewed literature and discovered that Thong-in Wongsorthorn (1992: 88-89), Siriporn Wongsreeroch (1995: 188-189), Stogdill (Stogdill. 1974, referenced in Sermsak, 1993), Bothwell (Bothwell.1983: 133), Daft (Daft. 1999: 334), Frigon and Jackson (Frigon and Jackson. 1996: 29-36) Gardner (Gardner. 1990: 48-53), Dubrin (Dubrin.2001), Nolte (Nolte.1966: 385-398), Ghiselli (Ghiselli. 1971:39-94) and Potchanee Promjit (1993: Abstract), have given consistent opinions about traits of women leadership that

outstanding refers to having a special characteristic, which can be divided into four items;

1. Appearance means body shape, face, style, manner, as well as emotion and socialization.

2. Manner means to adhere to morality, ethics, honesty, and fairness, as well as to show self-awareness and desire of success clearly.

3. Intelligence means the level of knowledge and ability that are appropriate for the position of a leader or organization's director and also refers to cleverness, resourcefulness, and good wit.

4. Charisma refers to the ability to understand others' requirements, to persuade or encourage others to go to the same target, and to make people believe, have faith, respect, and reliance.

5) Ability to adjust oneself. Women leaders should be prompt to adjust themselves and make changes that might happen all the time. In addition, they should prevent organizations from all problems. The researcher reviewed literature and found out that Chanchai Arjinsamajarn (2000: 84-86), Stogdill (Stogdill. 1974, referenced in Sermsak, 1993), Bothwell (Bothwell.1983: 133), Frigon and Jackson (Frigon and Jackson. 1996: 29-36) Gardner (Gardner. 1990: 48-53), Ghiselli (Ghiselli. 1971:39-94), and Magnuson (Magnuson. 1971: 78-91) have consistently given opinions about the ability to adjust oneself that the ability to adjust oneself means leaders who are clever, intelligent, and have the resourcefulness and wit to be able to get through any situation as well as being able to communicate and get along well with others, control emotions and feelings, adjust themselves, and not adhere to positions or levels.

6) Ability to use authority over the others. Women leaders should have ability to manage authority for the most benefit to organizations. From the literature review, it was found that Thong-in Wongsathorn (1992: 88-89), Siriporn Wongsreeroch (1995: 188-189), and Chanchai Arjinsamajarn (2000: 84-86) have consistently given opinions about the ability to use authority over the others, which can be summarized as follows;

Leaders who will make changes should have the trait of using authority by giving it to others, that is to say, using the art of government and creating

harmony in organizations. Furthermore, leaders should always learn, honor coworkers, be brave to make decisions, be brave to take a risk, be able to accept failure, be able to communicate between people, and transform visions into actions by focusing on human resource development so that staff members undertake work by themselves, and it is the way to disseminate work and responsibility as well as motivate staff members to develop themselves all the time.

7) Speaking skill. Women leaders should be able to transfer knowledge, understanding, and information as well as policies and plans of organizations so that staff members can follow and undertake action correctly according to objectives. Important elements of speaking are the speaker, listener, and information. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89), Siriporn Wongsreeroch (1995: 188-189), Chanchai Arjinsamajarn (2000: 84-86), Stogdill (Stogdill. 1974, referenced in Sermsak, 1993), Noppong Boonjitradul (1997: 39-40), Ghiselli (Ghiselli. 1971:39-94), and Magnuson (Magnuson. 1971: 78-91) have consistently given opinions about the speaking skill that to have a skill to convey meaning and speaking using language to convey thoughts, understandings, feelings, and opinions to exchange information and experience will be useful for organizational development. Moreover, this also includes negotiation in order to solve problems and reduce conflicts, to choose to receive or not receive information using the cause and effect principle as well as choosing communication methods that are efficient by realizing effects toward oneself and society.

8) Decision-making skill. It refers to women leaders who have a skill to select working methods, especially problem solving. Any decision-making always influences a person who makes that decision; therefore, decision-making is very important to every organization. The best decision-making should be the one that is being made carefully and concisely, with processes and systems that show pros and cons. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89), Bothwell (Bothwell.1983: 133), Frigon and Jackson (Frigon and Jackson. 1996: 29-36) Gardner (Gardner. 1990: 48-53), Noppong Boonjitradul (1997: 39-40), and Ghiselli (Ghiselli. 1971:39-94) have consistently given opinions about the decision-making skill that it is one important trait for work; it is the processes of

problem solving, which consists of learning problems and choices and choosing the best solution by using reasons, caution, and decision priority.

9) Problem solving skill. It refers to women leaders that are ready to respond to problems, have knowledge, understanding, and reasons, use intelligence to consider problems, solve problems, and undertake any operation well when confronting problems. There are four processes of problem solving;

9.1 Analyze problems, indicate problems, find the cause of problems, indicate causes, arrange information systems, group causes of problems, prioritize causes of problems reasonably, appoint possible solutions and make decisions to choose solutions by realizing the pros and cons and limitations that might happen to oneself and others.

9.2 Plan to solve problems is a good processes because it will make a problem-solver search for information in various aspects and bring all information to the plan to solve problems step-by-step.

9.3 Solve problems by following the plan, beable to check, review, and fix mistakes completely.

9.4 Analyze problem solving results, of which the result from problem solving is correct and appropriate based on the fundamental causes and effects and morality.

The researcher reviewed literature and found out that Thong-in Wongsothorn (1992: 88-89) and Frigon and Jackson (Frigon and Jackson. 1996: 29-36) have consistently given opinions about the problem solving skill that it is about leaders who are able to solve problems and confront those problems correctly and appropriately based on the fundamental causes and effects, mortality, and information. Moreover, it also refers to women leaders who understand relationships and changes of situations in societies, search for knowledge, and apply that knowledge into problem solving processes as well as make efficient decisions by realizing effects that will occur to themselves, societies, and environment.

10) Ability to encourage themselves and others. For women leaders who have a skill to persuade and encourage the others to work together in order to achieve the target, the researcher reviewed literature and discovered that Bothwell (Bothwell.1983: 133), Gardner (Gardner. 1990: 48-53), Dubrin

(Dubrin.2001), Yukl (Yukl.2006), and Noppong Boonjitradul (1997: 39-40) have consistently given opinions about the ability to persuade and encourage the others, which can be summarized as having encouragement to undertake missions to reach objectives, ability to confront problems and obstructions without giving up, having creative ideas, and ability to understand others' feeling and empathize with others.

11) Ability to work as a team refers to women leaders who have a skill in working together with others or as a team. Working as a team is the heart of working together, any organization that is able to build and develop a team to work together, that organization will surely move forward rapidly. Although some kind of work can be done by one person, but some kind of work requires cooperation in order to reach the target because everyone has ability but with limitations, so everyone's ability combines together to make great work. Moreover, some work requires creative ideas; therefore, it should be many people brainstorming together so that work will succeed. The researcher reviewed literature and discovered that Bothwell. 1983: 133 has given an opinion about the ability to work as a team that teamwork is the work of performance using group processes, which requires the skill of socialization and getting along with others.

12) Self-confidence refers to women leaders who are self-confident. Self- confidence is one important qualifications of people who succeed. If women leaders lack of self-confidence, then they cannot move to a higher position. Characteristics of a person who is self-confident are confidence to express, speak, think, take actions, take a risk, and create new things. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89), Chanchai Arjinsamajarn (2000: 84-86), Stogdill (Stogdill. 1974, referenced in Sermsak, 1993), Noppong Boonjitradul (1997: 39-40), Dubrin (Dubrin.2001), Yukl (Yukl.2006), and Ghiselli (Ghiselli. 1971:39-94) have consistently given opinions regarding self-confidence, which can be summarized as follows;

Successful leaders have to be self-confident and have true self-awareness. Self-confidence refers to the ability to take actions with confidence, confidence to express, finish things by oneself, have self- reliance, and be able to adjust to new situations in order to live happily in a society.

13) Tolerance. Women leaders' work is hard work as they have to be responsible for both people and work; therefore, tolerance is an important part of good trait leadership. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89), Chanchai Arjinsamajarn (2000: 84-86), Stogdill (Stogdill. 1974, referenced in Sermsak, 1993), Frigon and Jackson (Frigon and Jackson. 1996: 29-36), Dubrin (Dubrin.2001), Yukl (Yukl.2006), and Noppong Boonjitradul (1997: 39-40) have given opinions about having tolerance, as can be summarized as follows;

Successful leaders usually have high tolerance towards frustration, or are able to tolerate problems and obstructions. Tolerance means the ability to handle pressure from stressful situations by using consciousness, analyzing situations carefully using intelligence, solving problems by looking forward and seeing the overall image, and avoiding using feelings and emotion.

14) Being competent refers to women leaders who have knowledge in various fields, including their work, current situations, and information, so that they can prepare to handle changes and are able to apply their knowledge appropriately to situations. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89), Siriporn Wongsreeroch (1995: 188-189), Chanchai Arjinsamajarn (2000: 84-86), Stogdill (Stogdill. 1974, referenced in Sermsak, 1993), Nolte (Nolte. 1966: 385-398), and Ghiselli (Ghiselli. 1971:39-94) have given opinions about being competent, which can be summarized that leaders should be a person who has high education, including both knowledge and intelligence, be able to integrate knowledge as well as learns new things all the time in order to develop oneself and staff members so that work goes well according to targets.

15) Flexibility refers to women leaders who are flexible, not adhering to things so strictly, and are able to change operations. The actual flexibility should adhere to rights, which are fairness, reliability, correctness, and honesty. During negotiations or working together, there should be no hidden agenda; women leaders should be open-minded to listen to differences, respect personal rights, express ideas, and listen to opinions with politeness. The researcher reviewed literature and discovered that Daft (Daft. 1999: 334) has given an opinion regarding flexibility that

“flexibility means being able to change the way of performance according to environment and situation.”

16) Cooperated leadership refers to women leaders that work by focusing on staff members' participation and not focusing on ordering and controlling as well as allowing staff members to work happily. Women leaders also have to maintain relationships with an organization, create a friendly working atmosphere, provide suggestions, cooperate in thinking and making decisions, and share responsibility as well as follow up on performance and be open for suggestions. The researcher reviewed literature and found out that Wandee Katekaew (2009: Abstract) has given an opinion about cooperated leadership, which can be summarized that the element of trait leadership of women leaders is to be a cooperated leader that focuses on staff members' participation and emphasizes the occurrence of a teamwork atmosphere.

17) Transformational leadership refers to women leaders who have the ability to build relationships with staff members by using core values and visions, which is suitable for the context of changes in the present that requires relationships between leaders and followers based on the fundamental of trust. The researcher reviewed literature and discovered that Wandee Katekaew (2009: Abstract) has given an opinion about transformational leadership, which can be concluded that transformational leaders are those who able to bring changes to policy, visions, strategy, and culture of an organization, together with the support and creation of new projects. Transformational leaders work by focusing on abstractions that influences followers, such as visions, core values, and creative ideas that build relationships. Transformational leadership therefore depends on individual traits of the leaders, such as values, beliefs, and other qualifications.

In conclusion, trait leadership of women leaders regarding management is the factor that indicates women leadership in organization management, for which they might have such traits since they were born or developed them later. Additionally, trait leadership of women leaders regarding management starts from the imposition of policies, visions, and missions, the ability to plan, think, make decisions, and being ready to handle changes as well as always following up and evaluating performance in order to develop organizations continuously.

Table 4.13 Summarized references of trait leadership of women leaders regarding management that is relevant to roles and behavior regarding management.

Management trait	References
1. Management trait	Thong-in Wongsothorn.1992; Siriporn Wongsreeroch.1995; Stogdill. 1974, referenced in Sermsak, 1993; Potchanee Promjit.1993; Supawat Buatip.1990
2. Social trait	Thong-in Wongsothorn.1992; Siriporn Wongsreeroch.1995; Stogdill. 1974, referenced in Sermsak, 1993; Bothwell. 1983; Yukl.2006; Noppong Boonjitradul.1997; Nolte.1966.
3. Planning and management skills	Bothwell.1983
4. Outstanding trait	Thong-in Wongsothorn.1992; Siriporn Wongsreeroch.1995; Stogdill. 1974, referenced in Sermsak, 1993; Bothwell.1983; Frigon and Jackson. 1996; Gardner. 1990; Dubrin.2000; Nolte.1966; Ghiselli. 1971; Potchanee Promjit.1993
5. Ability to adjust oneself	Chanchai Arjinsamajarn.2000; Stogdill. 1974, referenced in Sermsak, 1993; Bothwell.1983; Frigon and Jackson. 1996; Gardner. 1990; Ghiselli. 1971; Magnuson. 1971.
6. Able to use authority over the others	Thong-in Wongsothorn.1992; Siriporn Wongsreeroch.1995; Chanchai Arjinsamajarn.2000;

Table 4.13 Summarized references of trait leadership of women leaders regarding management that is relevant to roles and behavior regarding management. (cont.)

Management trait	References
7. Speaking skill	Thong-in Wongsothorn.1992; Chanchai Arjinsamajarn.2000; Stogdill. 1974, referenced in Sermsak, 1993; Potchanee Promjit.1993; Ghiselli. 1971; Magnuson. 1971.
8. Decision making skill	Thong-in Wongsothorn.1992; Bothwell.1983; Frigon and Jackson. 1996; Gardner. 1990; Potchanee Promjit.1993; Ghiselli. 1971; Magnuson. 1971.
9. Problem solving skill	Thong-in Wongsothorn.1992; Frigon and Jackson. 1996.
10. Able to encourage themselves and the others	Bothwell.1983; Gardner. 1990; Dubrin.2000; Yukl.2006; Noppong Boonjitradul.1999; Magnuson. 1971.
11. Able to work as a team	Bothwell.1983
12. Self-confident	Thong-in Wongsothorn.1992; Chanchai Arjinsamajarn.2000; Stogdill. 1974, referenced in Sermsak, 1993; Dubrin.2000; Yukl.2006; Ghiselli. 1971
13. Tolerance	Thong-in Wongsothorn.1992; Chanchai Arjinsamajarn.2000; Stogdill. 1974, referenced in Sermsak, 1993; Frigon and Jackson. 1996; Gardner. 1990; Dubrin.2000; Yukl.2006; Noppong Boonjitradul.1999.

Table 4.13 Summarized references of trait leadership of women leaders regarding management that is relevant to roles and behavior regarding management. (cont.)

Management trait	References
14. Be a competent	Thong-in Wongsothorn.1992; ; Siriporn Wongsreeroch.1995; Chanchai Arjinsamajarn.2000; Stogdill. 1974, referenced in Sermsak, 1993; Nolte.1966; Ghiselli. 1971
15. Flexibility	Daft. 1999
16. Cooperated leaders	Wandee Katekaew. 2009
17. Transformational leaders	Wandee Katekaew. 2009

4.2.3.3 Trait leadership of women leaders regarding academic and vocational aims

Trait leadership of women leaders regarding academic and vocational aims is the trait leadership of women leaders regarding academic and vocational aims that is relevant to roles and behavior eight items as follows; cleverness, willingness, attempt, enthusiasm, resourcefulness, wit, creative ideas, communication skill, and leadership regarding academic and vocational aims. The researcher will explain further in more details.

1) Cleverness. It refers to women leaders who are intelligent and have good resourcefulness and wit. Cleverness can be seen by being a women leader who learns things fast and understand speeches, explanation and any actions fast and correctly. Moreover, cleverness can also be seen from the ability of thinking ahead and predicting things that might be happening in the future by considering things in the present. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992:88-89), Siriporn Pongsreeroj (2538: 188-189), Chanchai Arjinsamajarn (2000:84-86), Stogdill (Stogdill, 1974 referenced in Sermsak, 1993), Bothwell (Bothwell, 1983: 133), Gardner (Gardner, 1990: 48-53) and Nolte (Nolte, 1966, 385-398) have given consistent opinions regarding cleverness, which can be concluded as follows;

Cleverness refers to leaders who are educated, intelligent and make good decisions, as well as have communication skill. Cleverness leaders are leaders that people want to work with, they gain honor and acceptance from people in societies as they are socialize and have influences on the others, so they can coordinate and get work done successfully. In addition, they have ability to manage, analyze and decide reasonably.

2) Willingness. It refers to women leaders who have willingness to do something until finish it according to their targets, such as think and consider about problems and issues carefully. Women leaders who succeed in their career will have to have willingness because it is a beginning of any operation. The researcher reviewed literature and discovered that Siriporn Pongsreeroch (1995:188-189) and Garner (1990:48-53) have given consistent opinions about willingness, which can be summarizes as follows;

Willingness means having strongly energy, effort, self-confident, and faith toward work's success and not afraid of failure.

3) Attempt. It is when women leaders take actions with their bravery, energy and patient to finish something and they are brave to face with problems and obstacles that might happen. If there is any obstruction, they will fix it without giving up but keep moving forward till they reach their goals. The researcher reviewed literature and discovered that Chanchai Arjinsamajarn (2000: 84-86), Stogdill, 1974 (referenced in Sermsak, 1993) and Noppong Boonjitradul (1997: 30-40) have given consistent opinions about the attempt, which can be summarized as follows;

Leaders who will succeed have to have an attempt, responsibility, and aim to finish work as well as focus to make changes and develop organizations further.

4) Enthusiasm. It is about when women leaders work on their assigned duties with their fully abilities and they enjoy and proud of their work, which they work energetically. To conclude, it refers to a person who works hard and has energy to work all the time. The researcher reviewed literature and discovered that Chanchai Arjinsamajarn (2000: 84-86), Stogdill, 1974 (referenced in Sermsak, 1993),

and Dubrin (2001) have given consistent opinions about enthusiasm, which can be summarized as follows;

Enthusiasm refers to the expression of leaders including speech, language, and actions that create a good relationship within their team and also help build encouragement. Furthermore, a leader who is enthusiastic will always be alert, wish to do their best, wish to be responsible, and not giving up to any obstacles. Benefits of being enthusiastic are that leaders are responsible, finish work on time, work hard, tolerance, work fast, use their time valuably, create benefits for others, ready to learn new things which will be useful, and have a successful career.

5) Resourcefulness refers to women leaders who are intelligent, able to remember details correctly and rapidly, as well as able to solve problems at hand and progress work efficiently. The researcher reviewed literature and discovered that Chanchai Arjinsamajarn (2000: 84-86) and Gardner (1990: 48-53) have given consistent opinions about the resourcefulness, which can be summarized as follows;

Successful leaders will have to have resourcefulness to work and intelligence to plan the operation, as well as able to solve problems at hand on time and with appropriate methods.

6) Creative ideas refers to when women leaders who create new ideas and they are good ideas in order to bring success and advancement into an organization, and they are able to always create new projects. The researcher reviewed literature and discovered that Chanchai Arjinsamajarn (2000:84-86), Stogdill (Stogdill, 1974 referenced in Sermsak, 1993), Frigon and Jackson (1996:29-36), Dubrin (2001) and Nolte (1966: 385-398) have given consistent opinions about creative ideas, which can be summarized as follows;

Leaders who will make changes creatively, they have to have characteristics of giving, always learning, and able to start doing things by themselves in order to open their visions to receive information and news to develop their thinking and organization's performance. Moreover, leaders should be brave to take a risk and able to accept failure, as well as express appropriately including feeling, opinions, point of view and express them confidently.

7) Communication skill, it refers to when women leaders able to exchange information from one person to another person for a specific objective. Communication is very important because every use it in everyday's life, therefore communication should be conveyed clearly. There are two types of women leaders' communication, which are oral communication, it is speaking language such as words, writing, and non-verbal communication, it is body language such as eye contact and expression. The researcher reviewed literature and discovered that Chanchai Arjinsamajarn (2000:84-86), Stogdill (Stogdill, 1974 referenced in Sermsak, 1993), Magnuson (1972: 78-91) and Sukanya Singha-chom (1985: Abstract) have given opinions about communication skill, which can be summarized as follows;

Leaders, who are able to communication, should have communication skills such as listening, reading, and writing, as well as able to use communication tools correctly. Moreover, they should understand stories and able to arrange and organize them well so that everyone understand the information that is being sent or received, and it will make a good understanding between each other and help to move forward organization's projects to go well according to the target.

8) Leadership regarding academic and vocational aims, it is when women leaders have an in-depth knowledge regarding academy and vocation, and they can use these knowledge to provide suggestions to the others as well as to use their knowledge to explain situation and put it as a record for organization's benefits, such as to present problems from happening and provide consultation to people who are confronting with problems. Moreover, they will have accepted performances, develop vocational innovation, and have their work distributed. The researcher reviewed literature and discovered that Wandee Katekaew (2009:abstract) has given an opinion about leadership regarding academic and vocational aims, which can be summarized as follows;

As academic and vocational leaders, they should have knowledge in that field very well, are an expert, and able to analyze and separate details in each point, moreover, they should be able to provide suggestion and help to people who are interested in, or can question correctly, transfer knowledge, and evaluate academic ability for an organization.

In conclusion, trait leadership of women leaders regarding academic and vocational aims is the factor that indicates women leadership in being a women leader regarding academic and vocational, which women leaders should have knowledge and ability in that filed as well as have willingness, work hard , always find new knowledge in order to up to date with the current situation and changes, have resourcefulness and wit, and able to solve problems at hand.

Table 4.14 Summarized references of trait leadership of women leaders regarding academic and vocational that is relevant to roles and behavior regarding academy and vocation.

Academic and vocational trait	Refferences
1. Cleverness	Thong-in Wongsothorn.1992; Siriporn Pongsreeroch.2538; Chanchai Arjinsamajarn.2000; Stogdill, 1974 referenced in Sermsak, 1993; Bothwell, 1983; Gardner, 1990; Nolte. 1966
2. Willingness	Chanchai Siriporn Pongsreeroch.1995; Garner.1990
3. Attempt	Chanchai Arjinsamajarn.2000; Stogdill, 1974 referenced in Sermsak, 1993; Noppong Boonjitradul.1997
4. Enthusiasm	Chanchai Arjinsamajarn. 2000; Stogdill, 1974 , referenced in Sermsak, 1993; Dubrin .2001
5. Resourcefulness	Chanchai Arjinsamajarn.2000; Gardner, 1990
6. Creative ideas	Chanchai Arjinsamajarn. 2000; Stogdill, 1974 , referenced in Sermsak, 1993; Frigon and Jackson. 1996; Dubrin .2001
7. Communication skill	Chanchai Arjinsamajarn. 2000; Stogdill, 1974 , referenced in Sermsak, 1993; Magnuson. 1971; Sukanya Singha-chom. 1985
8. Leadership regarding academic and vocational aims	Wandee Katekaew. 2009

4.2.3.3 Trait leadership regarding appearance.

Trait leadership regarding appearance is the trait leadership of women leaders regarding appearance, which is relevant to roles and behavior regarding creative change and development, which consists of eleven points as follows; physical trait, feeling sympathized for others, ambition, venturesome, have human relations, generosity, able to control emotion, willingness, caring, courage, reliance, which the researcher will explain further.

1) Physical trait, is women leader's physical trait, which is the change that can be seen by eyes or using a scale such as height, short, white, fat, thin etc, which can indicate leadership, elegant, and reliable. The researcher reviewed literature and discovered that Thorn Suntrayuth (n.y.:98-99), Thong-in Wongsothorn (1992:88-89), Siriporn Pongsreeroch (2538: 188-189), Chanchai Arjinsamajarn (2000:84-86), Stogdill (Stogdill, 1974 referenced in Sermsak, 1993), Gardner (1990: 48-53), Chanchai Arjinsamajarn (2000: 84-86), Nolte (1966:385-398), Potchanee Promjit (1993; Abstract) and Supawat Buatib (2010: Abstract) have given consistent opinions about physical trait, which can be summarized as follows;

Leaders' physical trait means characteristics that can be seen such as shape, face, liveliness, happiness, dressing, speaking manner, behavior and health.

2) Feeling sympathized for the others, refer to when women leaders pay attention to the other's feeling. To be able to understand the other's feelings and their behavior, require a close consideration and observation, and feeling sympathized is an important beginning of having morality and relationships between women leaders and their controlees, coworkers or surrounding people, and it is one of socialize skills. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89) and Dubrin (2001) have given consistent opinions about feeling sympathized for the others, which can be summarized as follows;

Successful leaders usually present various important trait and one of them is feeling sympathized for the others, which refers to leaders express their feeling , thoughts and point of view appropriately, show their characteristic of a warm looking person, understand the others, take care of others, and able to put themselves in someone else's shoes.

3) Ambition, it refers to women leaders' ideas that they would like to take organizations to the highest level, the best level by using any methods to power them so that they get to their targets and lead organizations to success according to plans. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89) and Dubrin (2001) have given consistent opinions about ambition, which can be summarized as follows;

Ambition is an important trait, which is relevant to leaders' social appearance and management skills.

4) Venturesome, it refers to when women leaders are brave to take a risk and make decisions, which the ability of venturesome might come with leaders since they were born but may not be in the same level, which the time is the indicator to measure who has such a trait more than others, which this is called "talent". However, women leaders those who are brave to take a risk and make decisions can increase their talent from experiences or learning, which is called "an attempt." the researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89) and Chanchai Arjinsamajarn (2000: 84-86) have given opinions about venturesome, which can be summarized as follows;

Leaders who will make changes should have characteristic of venturesome, able to accept failure, brave to think and try, and ready to handle results of those actions.

5) Human relations, it refers to women leaders who know how to coordinate ideas and benefits, and able to work with people from every age, every gender and every education level. Women leaders who have good human relations will help them to be able to solve problems easier. The researcher reviewed literature and discovered that Wongsothorn (1992: 88-89), Siriporn Pongsreeroch (2538: 188-189), Tudsanee Wondyuen (1995; Abstract referenced in Somboon Sirisanhira, 2004, 60-61), Nolte (1966: 385-398) and Magnuson (1971: 78-91) have given consistent opinions about human relations, which can be summarized as follows;

One of leaders' quality trait is having human relations; having knowledge and ability to manage and lead, able to create relations with staff members in an organization in order to reach organizations' objectives.

6) Generosity, it refers to when women leaders pay attention widely to things around them, have emotional maturity, and accept any conditions that might happen to an organization including problems or success of any operation. Women leaders should tolerate to any frustration and try to erase the feeling that might against society or the others, as well as be a reasonable person, self-confident, respect themselves. The researcher reviewed literature and discovered that Siriporn Pongsreeroch (2538: 188-189) and Gardner (1990: 48 -53) have given consistent opinions about the trait of generosity, which can be summarized as follows;

Generosity is trait leadership that leaders listen to everyone's opinion, stay strong towards situations or unfriendly comments, try to understand coworkers and organizations' needs so that leaders can move organizations forward to targets efficiently.

7) Able to control emotion, it is when women leaders able to manage their emotion appropriate to situations. Women leaders usually have various emotions during work, including negative emotion such as anger and sad, which usually cause bad effects. So, women leaders should check themselves and accept what condition of emotion they are in and practice to release it and control themselves appropriately so that it goes in a creative way, or know to restrain or control inappropriate emotions. The researcher reviewed literature and found out that Stogdill, 1974 (referenced in Sermsak, 1993), Bothwell (1983: 133), Frigon and Jackson (1996: 29-36), and Dubrin (2001) have given opinions about emotional control, which can be summarized as follows;

To be able to control emotion refers to leaders who are able to control and express their emotion appropriately according to time and place, manage stress, have an emotional security, and control themselves. Emotional controlling is not about repression but it is about learning to manage situations reasonably, express in the way that society accept, and have least effects toward body and mind.

8) Willingness, it is when women leaders have willingness to do something and make it success no matter how hard it is, how much energy they have to spend, or how much time they have to waste, they will not give up. The researcher reviewed literature and discovered that Bothwell (1983: 133), Frigon and Jackson (1966: 29-36) and Tadsanee Wongyuen (1995: Abstract referenced in

Somboon Sirisanhiran,2004: 60-61) have given opinions about willingness, which can be summarized as follows;

Willingness is a strong wish to finish work, the power of willingness will express through the behavior of having an effort, work hard, tolerance to weariness, bravery to get through obstacles and problems, which these will people to be able to work continuously and meet with success.

9) Caring, refer to women leaders who pay attention and give moral support to staff members in organizations, in order to support and show caring to each other. Women leaders should learn to give moral support by starting from having a relationship with people in organizations such as give compliment and rewards. In addition, women leaders should take care of others appropriately to situations. The researcher reviewed literature and discovered that Daft (1999:334), Tussanee Wongyuen (1995: Abstract referenced in Somboon Sirisanhiran,2004: 60-61), Magnuson (1971: 78-91), and Wandee Katekaw (2009: Abstract) have given consistent opinions about caring, which can be summarized as follows;

Caring is trait leadership that leaders pay attention to each person, always give suggestions, listen, support, and help staff members who are new to their job.

10) Courage, refer to women leaders who are ready to handle and confront with any circumstances by trying to get over fear and will not let fear obstruct their willingness while the others might be anxious and feel feared. Courage is the motivation to think positively toward problems, trying to think of solutions, and transfer into powerful words so that everyone feels brave to confront with problems. Leaders' fear will cause failure for organizations; therefore, leaders should hide their fear. However, to be able to do so, they have to have an important trait, which is courage. The researcher reviewed literature and discovered that Daft (1999: 334, Frigon and Jackson (1996: 29-36), Gardner (1990: 48-53) and Noppong Boon jitradul (1997: 39-40) have given consistent opinions about courage, which can be summarized as follows;

Courage is when women leaders stay strong on their thoughts and belief as well as let the others to express opinions freely and do not force the others to agree with them.

11) Reliance, it is an important element of management and is the strategy that will bring success. In the present, reliance is very important, staff members who rely on organizations or their leaders will make their teams able to adjust toward any influences. The maintenance of reliance of words and actions as well as the expression of generosity and caring will lead organizations to reach their targets. The researcher reviewed literature and discovered that Daft (1999:334), Frigon and Jackson (1996: 29-36) and Dubrin (2001) have given consistent opinion about reliance, which can be summarized as follows;

Reliance refers leaders who are able to understand staff members' needs and remain obligations, accept mistakes, able to work freely, able to build reliance for staff members, and lead staff members to aware of organizations' targets.

In conclusion, trait leadership regarding appearance is the factor that indicates women leadership as a woman leader concerning appearance, which women leaders should have an appropriate physical, healthy, as well as feel sympathized for others, have an ambition and courage, etc. so that organizations move forward according to targets.

Table 4.15 Summarized references of trait leadership of women leaders regarding appearance that is relevant to roles and behavior of creative change and development.

Appearance trait	References
1.Physical trait	Thorn Suntrayuth ,n.y.;Thong-in Wongsothorn .1992; Siriporn Pongsreeroch.2538; Chanchai Arjinsamajarn.2000; Stogdill, 1974 referenced in Sermsak, 1993; Gardner.1990; Chanchai Arjinsamajarn.2000; Nolte.1966;
	Potchane Promjit.1993; Supawat Buatib.2010

Table 4.15 Summarized references of trait leadership of women leaders regarding appearance that is relevant to roles and behavior of creative change and development. (cont.)

Appearance trait	References
2. Feeling sympathized for the others,	Thong-in Wongsothorn .1992; Dubrin. 2001
3. Ambition	Thong-in Wongsothorn .1992
4. Venturesome	Thong-in Wongsothorn .1992; Chanchai Arjinsamajarn.2000
5. Human relations	Wongsothorn .1992; Siriporn Pongsreeroch.2538; Tudsanee Wondyuen.1995 referenced in Somboon Sirisanhiran, 2004; Nolte.1966; Magnuson.1971
6. Generosity	Siriporn Pongsreeroch.2538; Gardner.1990;
7. Able to control emotion	Stogdill, 1974 referenced in Sermsak, 1993; Bothwell. 1983; Frigon and Jackson. 1996; Dubrin. 2001
8. Willingness	Bothwell. 1983; Frigon and Jackson. 1996; Dubrin. 2001; Tadsanee Wongyuen. 1995, abstract referenced in Somboob Sirisanhiran, 2004
9. Caring	Daft. 1999; Tadsanee Wongyuen. 1995, abstract referenced in Somboob Sirisanhiran, 2004; Magnuson.1971; Wandee Katekaew. 2009
10. Courage	Daft. 1999; Frigon and Jackson. 1996; Gardner. 1990; Noppong Boonjitradul. 1997.
11. Reliance	Daft. 1999; Frigon and Jackson. 1996; Durbin.2001

4.2.3.3 Trait of women leadership regarding moral and ethic.

Trait of women leadership regarding moral and ethical trait is the trait of women leadership regarding moral and ethic, which is relevant to roles and behavior regarding conflict coordination and management and the support of team work participation, which consist of six points as follows; honesty, responsibility, neutral, justice, tolerance, and moral and ethics, the researcher will explain further in more details.

1) Honesty refers to women leaders who are able to keep secret, benefits and any assets as well as provide correct information and follow rules and regulations. Good women leaders should use the principle of right, cause and effect, honesty towards both themselves and others, as a tool to consider and order or undertake work without prejudice and bias. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89), Daft (1999:334), Yukl (2006), Noppong Boonjitradul (1997: 39-40) and Maguson (1971: 78-91) have given consistent opinions about honesty, which can be summarized as follows;

Honesty is when leaders is being honest to organizations, do not corrupt, and follow rules and regulations, as well as protect organizations' benefits, which leaders will gain reliance and acceptance from others. Moreover, they will be well-known to staff members, coworkers, controlees and even to service users. Honesty will lead to a chance of getting a big project or important work, which might be the job that influences on offices and leaders will have an opportunity to show their ability, and such a an opportunity will surely effect their performances and values.

2) Responsibility refers to when women leaders aware of their roles and duties and perform their duties at their best, as well as follow rules, always ready to be inspected, and ready to accept and improve if there is a mistake. The researcher reviewed literature and discovered that Thong-in Wongsothorn (1992: 88-89), Siriporn Pongsreeroch (2538: 188-189), Stogdill, 1974 (referenced in Sermsak, 1993); Frigon and Jackson (1996: 29-36) and Gardner (1990: 48-53) have given consistent opinions about responsibility, which can be summarized as follows;

Responsibility is when leaders pay attention and intend to work carefully with effort in order to reach targets, maintain their rights and duties willingly, have a courage to face with situations and effects of decision making, and

do not brush way responsibility to others as well as ready to improve for a better result.

3) Neutral refers to women leaders who treat controlees equally and reasonably with no discrimination of gender, nationality, class, or social and economic status. In addition, women leaders should always aware of the others' needs, do not take advantages from the others, listen, honor and be neutral to the others. Thus, respect others as a human being, do not take advantages, and understand your own rights and duties will help maintain neutral in societies more. The researcher reviewed literature and found out that Siriporn Pongsreeroch (2538: 188-189) has given an opinion about neutral, which can be summarized as follows;

Neutral is when leaders listen to every opinion, check, and consider information carefully, treat controlees equally as everyone deserves fairness even though they are different nationality, religion, status, or education, as well as do not break the others' right.

4) Justice refers women leaders who are fair and neutral with reasons without discrimination or having bias and prejudice when undertaking work in organizations, such as staff members receive the right and are treated equally. The researcher reviewed literature and discovered that Noppong Boobjitradul (1997: 39-40) has given an opinion about justice, which can be summarized as follows;

Justice is when leaders allocate resources or provide convenience to staff members equally as every staff member have different preparation, skills and abilities, therefore, leaders should manage these differences with neutral, share happiness and difficulties, and help staff members who lack of chances so that they have a chance to develop themselves more, leading organizations to reach targets.

5) Having tolerance refers to women leaders who consent to their staff members to do things that are not correct or things that leaders are not satisfy with without confrontation, counteraction, or antagonism, or avoid those things to happen so that they can work or live together in the same society further. The researcher reviewed literature and discovered that Chanchai Arjinsamajarn (2000: 84-86) Frigon and Jackson (1996: 29-36), Dubrin (2001), Yukl (2006), and Noppong

Boonjitradul (1997: 39-40) have consistently given opinions about having tolerance, which can be summarized as follows;

High tolerance means leaders who are able to avoid, not counter toward frustration or stress as well as having energy to tolerate problems and obstructions that might lead to failure.

6) Having moral and ethics, refers to women leaders who are naturally good from the inside and bring benefits to themselves and organizations, and behave in accordance with moral principle and rules. The researcher reviewed literature and discovered that Chanchai Arjinsamajarn (2000: 84-86), Stogdill (Stogdill. 1974 referenced in Sermsak, 1993), Frigon and Jackson (1996: 29-36), and Nolte (Nolte.1966:385-398) have consistently given opinions regarding morality and ethics, which can be concluded as follows;

Leaders that will make changes happened will have to have work's morality and ethics, dedication, and fair justice, and behave well in order to control structure, system, and process of an organization which leading to its performance.

In conclusion, moral and ethical trait is the factor that indicates women leadership of being women leaders concerning morality and ethics. Additionally, women leaders must have honesty, morality and ethics as a good example for people in an organization, as well as be responsible to duty and staff members and tolerance to different ideas or any problems. Furthermore, they should use justice as a morality to manage work in order to reduce conflicts and build harmony to an organization.

Table 4.16 Summarized references of trait of women leadership regarding moral and ethical trait that is relevant to roles and behavior regarding conflict coordination and management and the support of team work participation,

Moral and ethical trait	References
1.Honesty	Thong-in Wongsothorn.1992; Daft.1999; Yukl.2006; Noppong Boonjitradul.1997; Maguson.1971
2. Responsibility	Thong-in Wongsothorn.1992; Siriporn Pongsreeroch.2538; Stogdill, 1974, referenced in Sermsak, 1993; Frigon and Jackson. 1996;
3. Neutral	Siriporn Pongsreeroch.2538;
4. Justice	Noppong Boonjitradul.1997;
5. Tolerance	Chanchai Arjinsamajarn.2000; Frigon and Jackson.1996; Dubrin. 2001; Yukl.2006; Noppong Boonjitradul. 1997:
6. Having moral and ethics	Chanchai Arjinsamajarn.2000; Stogdill, 1974 , referenced in Sermsak, 1993; Frigon and Jackson. 1996; Nolte.1966

CHAPTER V

TRAIT LEADERSHIP DEVELOPMENT OF THAI MUSLIM WOMEN IN THREE SOUTHERN PROVINCES OF THAILAND

The analysis of roles, behaviors, and traits leadership of Thai Muslim women in three southern provinces of Thailand. The researcher collected data by applying the in-depth interview and the non-participation observation from the key informants from the sampling group (8 Thai Muslim women leaders in three southern provinces of Thailand who were selected by purposive sampling) and the lesser informants (5 Thai Muslim women leaders from different professions in three southern provinces of Thailand who were selected by the survey of basic information and the snowball sampling, including by other government agencies to receive awards) and 27 other informants (superiors, colleagues, family members, and people. Data was collected for 8 months, during August 2013 – April 2014. The research results were below;

5.1 traits leadership of Thai Muslim women in three southern provinces of Thailand Which conformed to roles and behaviors leadership

5.2 traits leadership of Thai Muslim women in three southern provinces of Thailand which conformed to each roles

5.1 Analyze traits leadership of Thai Muslim women in three southern provinces of Thailand by in-depth interview and non-participant observation

The consecutively violence situation in three southern provinces of Thailand was getting serious and caused many fatalities and injured since 2004. Since the situation was more serious after the circumstances in Krue Sae Mosque and Tak Bai till present, more than 5,000 were dead and more than 10, 000 were injured. The government and civil society's operation on peace building in the area was very arduous under the complex causes, problems and related persons

Women in the conflict situation were at risk to be harmed. They were affected from losing family members who needed the relief and treatment. At this time, the conflict situation resulted in more than 2,000 widow women and 5,000 orphans. In addition to the loss of lives and properties, the situation affected to people's lives in many aspects such as economy, health, education, live standard, safety, and livability of people which were the overlapping problems from the conflict.

From the conflict situation, Thai Muslim women in three southern provinces of Thailand must adjusted their roles and duties, both in families and society, to live and support their lives. From the interview and non-participant observation, the researcher found that trait leadership of Thai Muslim women in the area was adapted to be in line with the unrest situation and to be the major force that propelled the organizations to reach their goals.

The content of this research section presented the research result in order to meet the second objective; to study the trait leadership of Thai Muslim women in three southern provinces of Thailand. The researcher presented the study result as following

Part 1 Analysis on leadership roles of Thai Muslim women leader in three southern provinces of Thailand

Part 2 Analysis on leadership behaviors of Thai Muslim women leaders in three southern provinces of Thailand

Part 3 Analysis on traits leadership of Thai Muslim women in three southern provinces of Thailand

Part 1 Analysis on leadership roles of Thai Muslim women leaders in three southern provinces of Thailand

In analysis on leadership roles of Thai Muslim women leaders in three southern provinces of Thailand, the researcher surveyed the concepts, theories, and researches related to the roles of women leaders in general from 17 leaders, analyzed 44 key words related to the roles of women leaders in general, showed in table A, and the key words related to the leadership of women in general (in appendix). Then, the researcher synthesized leadership roles of women leaders in general into 5 aspects as in detail b. synthesis leadership roles of women leaders in general (in appendix) below;

Aspect 1 The leadership role in management

Aspect 2 The leadership role in academic and professional

Aspect 3 The leadership role in creative revolution and development

Aspect 4 The leadership role in coordination, conflict management, and team work participation promotion

Aspect 5 The leadership role in observation and evaluation

All 5 aspects of leadership roles of women leaders in general were analyzed from related documents and researches. To know the roles, behaviors, and trait leadership of Thai Muslim women in three southern provinces of Thailand, the researcher conducted the interview from the key and the lesser sampling groups, 13 Thai Muslim women leaders in three southern provinces of Thailand, selected from the criterion (chapter 3). Also, the researcher interviewed and observed without participation from other sampling groups, 27 people who concerned with Thai Muslim women leaders in three southern provinces of Thailand, such as subordinates, colleagues, and families, to verify the data of population in the study. The instrument used for the interview was structured interview. The interviewees provided the information and comments as follow

The leadership roles of Thai Muslim women leaders in three southern provinces of Thailand

13 key and lesser interviewees (accounted for 100) and 13 other interviewees (accounted for 100) agreed with leadership roles of Thai Muslim women

leaders in three southern provinces of Thailand that to be in line with leadership roles of women leaders in general in 5 aspects, which were;

1) The leadership role in Management was the roles of Thai Muslim women leaders in the three southern provinces of Thailand as an administrators who planned, set policy, monitored, maintained discipline, authorized, set and promoted activities, responsible, managed resources, selected staff, and provided security.

2) The leadership role in Academic and Professional Leadership was the roles of Thai Muslim women leaders in three southern provinces of Thailand as the experts, the role models, the group symbol, the trainers, the entrepreneurs, the information providers, the academic leaders, and the instructors.

3) The leadership role in Creative Revolution and Development was the roles of Thai Muslim women leaders in three southern provinces of Thailand as the leaders of revolution, the advisors, the supporters, the facilitators, the helpers, the organizers and operators, and the advisors.

4) The leadership role in Coordination, Conflict Management, and Team work Participation Promotion was the roles of Thai Muslim women leaders in three southern provinces of Thailand as the representatives of organizations, the relationship within organizations controllers, the rulers, the peacemakers, the announcers, the diplomatists, the team constructors and team-working person, the trouble shooters, the coordinators, the relationship promoters, and the publicists.

5) The leadership role in Observation and Evaluation was the roles of Thai Muslim women leaders in three southern provinces of Thailand as the scapegoat, the decision-makers, the examiners, the auditors, and the predictors Besides, the interviewees provided 2 more additional information on the roles of Thai Muslim women leaders in three southern provinces of Thailand which are the role in Islam culture and the role in pacification promotion.

6) The leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture

The coexistence of human would have a sub-group, and the way of life in order to control the individual behaviors in the group, which called “culture”. Thus,

culture was like “costume” which covered human’s bodies, beautified individuals, defined individual identities, and had notions, belief, faith to pass on the next generations.

Islam culture in three southern provinces of Thailand had diversity including the practice and the doctrine. People in three southern provinces had “specific identity”, specific language, costume, food, and habitation. These culture specification or differences might be influenced from belief, faith, notions, wisdom, and characteristic of the region.

The leadership roles of Thai Muslim women leaders in three southern provinces of Thailand had 2 aspects; The leadership role of Thai Muslim women leaders in three southern provinces in conducting religious doctrine and in the way of life. The researcher clarified as follow

6.1) The leadership role of Thai Muslim women leaders in three southern provinces of Thailand in conducting religious doctrine

To understand “The leadership role of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture”, was to understand the meaning of “Islam culture” in the first place. This was to have basic information and understand The leadership role of Thai Muslim women leaders in three southern provinces in Islam culture clearly.

Islam culture, many scholars defined its definition. **Arong Sutthasas (1982;18 refer to Abdulsuko Dina.2007)** said that “Islam culture” was the way of life or the form of the behavior (regulation) of the Muslim who closely related to Islam practice. The content of Islam culture divided into 2 types;

1. Incorrigeble Islam culture which had the fixed regulations such as to worship of the Allah's Kindness 5 times a day, the Fast in Ramadan, to pilgrimage in Makkatd once in a lifetime, or eating only Halal food.

2. Corrigible Islam culture, which normally defined widely or non-defined both from Al-Quran and from the prophet’s speech. Muslim must consider themselves which to practice such as choosing work, resident, education system, offering assistance, costume which appropriate with the location and lifestyle, under the acceptable Islam principle”.

All in all, Islam culture was the way of life or the form of behavior and other innovations in the bound of Al-Quran and Sunni (the behavior of Prophet Muhammad)

This was consistent with the information from the **President of Thai Women Empowerment Funds, Yala province**, explained about the well behaved, and being a good model due to the religious doctrine, which was incorrigible which all Muslim had to regularly practice, and said;

“I feel that if we are well-behaved and be a good model, the members in our organization will trust and follow the path. I give an importance to the worship the Allah 5 times a day. Sometimes we are engaged in work, but I will tell them to stop and worship the Allah. This helps to exercise them and it becomes a routine. In pilgrimage period, I allow them to finish work early to prepare for the meal ...”

(President of Thai Women Empowerment Funds, Yala province)

This also was consistent with the information from **Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus**, which explained about the facilitation in practicing the doctrine, which was a priority and very important, especially as an organization leaders. She said;

“I give a priority to the worship the Allah. I do the worship 5 times a day to be role model for staff and students. Also, I provide them the praying room in the study building and in the administration area for praying. This will help encouraging young generation to practice the doctrine regularly...”

(Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus)

This corresponded to the information of **President of Women Development Committee**, explained about the religious activities while travelling or going out of the three southern provinces of Thailand that;

“Wherever I go for seminar or conference, both in-house or aboard, I always prepare a dress for the worship the Allah and check the venue whether they have the praying room available for me and my team or not. If not, I can contact an imam for the suggestion. I feel that to prepare for practicing follow the doctrine, I have to facilitate the team because we are brothers and sisters and we have to be role model. It is becoming to be my personality to facilitate the team or others...”

(President of Women Development Committee, Yala province)

In conclusion, The leadership role of Thai Muslim women leaders in three southern provinces of Thailand were conducting religious doctrine and were the role model and facilitate the religious activities.

6.2) The leadership role of Thai Muslim women leaders in three southern provinces of Thailand in the way of life

From the meaning of Islam culture mentioned in 1), it could be seen that apart from conducting oneself, the way of life of Muslim in three southern provinces of Thailand was an important part of Islam culture. From the interview, The leadership role of 3 Thai Muslim women leaders in three southern provinces regarding Islam culture was participated and promoted the religious doctrine to the young generations. From the study, **President of Thai Women Empowerment Funds, Toongyangdaeng District** and **Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus** gave the opinion on Islam culture practiced in the area that the participation in the cultural and traditional community activities related to religion created the harmony and closed relationship among people. They said;

“I love doing and organizing activities. She believes that it builds the community strength. I always participate in cultural activities; both organize and join the events, such as the Prophet's birthday or Ashure festival. She believes that we have to preserve the culture and tradition. We are the leader so we need to be a role model for others to follow...”

(President of Thai Women Empowerment
Funds, Toongyangdaeng District, Pattani)

*“I think that giving importance to the local culture and tradition play a significant role in creating community strength. On the religious days, I always be an organizer such as Ashure festival and the Prophet's birthday. A lot of people join the day without encouragement. They are willing to come. Also, it helps develop the district because many organizations take part. So, it becomes one of the leader's roles to preserve and promote the culture. I think that Muslim culture in three southern provinces of Thailand is transferred and passed on to the next generations especially among Muslim who have faith in Islam doctrine, which Allah had given to them in the form of God's way of life which rule the regulation inclusively **from being in the womb, living the life till having consequence after death in the graveyard.** I feel that Islam rules the detail for all 24 hours of living. Also, Islam presents the form for human to follow to meet the peace. All actions in life concern with the way of life Islam has defined...”*

(Dean of the Faculty of Political Science,
Prince of Songkla University: Pattani
Campus)

Correspond with **President of Women Group, Srisakorn District, Narathiwat**, she talked about her way of life to preserve Islam culture. She said;

“Besides being the community leader and the president of women group, I have a role related to Islam culture and tradition as a main organizer of Ashure festival and the Prophet's birthday and a participant in activities in Tadika school, for example. I would like the good things to be inherited to the next generations. I participate and persuade people to join all meaningful religious activities. I feel that Muslim culture in three southern provinces of Thailand has its own identity which can be seen only in the three provinces. Also, there are the culture which sharing international culture's characteristic, the local culture presented through language, religion, regulation, lifestyle, professions, education, food, arts, and tradition. The international culture is presented via the activities, education, language, and way of life with less religious doctrine. There is the transfer, from generation to generation. I consider Muslim culture to be preserved...”

(President of Women Group, Srisakorn District, Narathiwat)

Correspond with the **Community Development Volunteer Leader, Rusoh District, Narathiwat Private**, she suggested that Muslim culture should be preserved because it helped to maintain the identity and transfer to the later generations. She said;

“Personally, I think to participate in preserving Muslim culture is very important and I want to promote it. I have the project to promote the class for adult and youth in the mosque every Fridays, which is the important religious place and learning center. I think that if we provide knowledge and understanding religion and practice to people, they will be able to be a role model and pass on the doctrine to young

generations. At the same time, youth will have the place for doing activities so that they turn away from drugs. The doctrine is our supporter...”

(Community Development Volunteer
Leader, Rusoh District, Narathiwat)

In addition, the researcher had additional interview and non-participant observation with other informants such as superiors, subordinates, colleagues, and families. The conclusion on the cultural practice in three southern provinces of Thailand was the culture path based on religion, especially Islam which defined the Muslim both individual and community in many aspects. The samples were concluded below;

The superior of Thai Muslim women leaders, Pattani, gave the point of view towards the roles of Thai Muslim women leaders in three southern provinces of Thailand that;

“Melayu language is long time heritage. It is the language explaining the meaning of religion and practice called “Kitab Jawi” which used Arabic Language alphabets. People in three southern provinces of Thailand call it as “Melayu Jawi” which is the reading language. The actual name of the language is Melayu not Jawi, which people normally call incorrectly. Melayu language is part of the communication among people in this area. Also, it’s the language using in education along with Thai language. Thai Muslim women leaders communicate well on both which facilitate all cooperation...”

(The superior of Thai Muslim women
leaders, Pattani)

Member of Thai Muslim women leaders’ family, Yala, expresses the opinion on the roles of Thai Muslim women leaders and the costume of Thai Muslim women in three southern provinces of Thailand that;

“Dress smartly represents oneself. If women dress properly and follow the doctrine, they will be accepted and have more opportunity in society. For example, I always tell my wife (Thai Muslim women leader) to dress smartly on any religious days or the conference days. In general, the women dress covers the whole body except face and palms. It should cover all the curves which cause sexual arousal to same and opposite gender. “Wearing hijab” clearly identify gender. Muslim women are able to wear golden ornaments. Close-fitting or transparency clothes are prohibited for them. My wife wears the proper costume to be the model to others, to be more reliable which is very important for being the leader...”

(Member of Thai Muslim women leaders’ family, Yala)

The superior of Thai Muslim women leaders’ family, Narathiwat, presented his idea about the roles of Thai Muslim women leaders on regional entertainment and tradition that;

“Each area has different entertainment and tradition but share something in common. In three southern provinces of Thailand, some activities are the heritages transferred from Hinduism, Bramanism, and social value, such as charity, wedding ceremony. Some have been influenced by Hinduism and Bramanism such as making Bunga Sirih, offering colored sticky rice (white, red, yellow which called Jemput Semangat or Makan Semangat) which decorate the place with colorful flowers, sitting in pairs on Kerajinan of bride and groom on wedding ceremony, Circumcision, tea ceremony charity for building religious place, school, public building or helping people. The women leaders are very good on inheriting regional entertainment and tradition such as organizing Circumcision day, participating in Ashure festival and the Prophet's birthday. Also, they are alerting people to participate in, take part in, and

promote the events in the area. All these things, in my opinion, are part of Muslim culture inherited from generations to generations and are the obvious identity...”

(The superior of Thai Muslim women leaders' family, Narathiwat)

This corresponds with **the colleague of the women leaders, Yala**, who gave an opinion on leadership roles of Thai Muslim women leaders in regional entertainment and tradition that;

“I see that some of the entertainment and shows are the combination of the cultures, for example, Dikir Hulu, classical Thai tune, and shadow puppets, which hardly seen at the present unless in the major events or in other villages. All shows have the clear practice which must not against religion otherwise it should be complained. Some of the Thai Muslim women leaders are attempting to preserve and try to have all these shows exist. Yor (refer to You, Thai Muslim women leaders) finds fund-raising and contacts the group of the shows to come such as Dikir Hulu. I believe that as long as Yor is in this position, she will maintain Dikir Hulu further.

(Colleague of the women leaders, Yala)

In conclusion, leadership roles of Thai Muslim women leaders the three southern provinces of Thailand were practicing follow the religious doctrine which are preserving, promoting, and inheriting Muslim culture such as language, costume, entertainment and traditions.

For the data collecting, it could be seen that the way of life of both Buddhist and Muslim in three southern provinces of Thailand had the culture change both acculturation and assimilation such as charity participation, cremation, entertainment and plays. The culture change occurred between the closed or related groups of people so they adapted the others' culture practice such as eating sticky rice tradition, tea ceremony which Buddhist and Muslim are participated. Thus, it was obvious that the practice of Buddhist and Muslim were similar

Learning about closed community culture among Thai Muslim women leaders the three southern provinces of Thailand created a close relationship, a learning process, an awareness and a development on community. Additionally, it created individual development on knowledge, wisdom both body and mind, and applied knowledge, virtue and ethics to “understand others”, understand people’s way of life both in remote and closed area, and to know the “way” to live with others happily. All these represented one of the important leadership roles of Thai Muslim women leaders the three southern provinces, the role in Islam culture.

Table 5.1 Summarize the sources of leadership roles of Thai Muslim women leaders the three southern provinces of Thailand in Islam culture

The leadership roles in Islam culture	Sources
1. Conduct religious doctrine 1.1 Incorrigeble Islam culture 1.2 Corrigeble Islam culture	President of Thai Women Empowerment Funds, Yala Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus, President of Women Group
2.Way of life 2.1 Participation 2.2 Promoting Islam Culture	President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani, and Dean of the Faculty of Political Science, Prince of Songkla University: Pattani President of Women Group, Srisakorn District, Narathiwat, Community Development Volunteer Leader, Rusoh District, Narathiwat, The superior of Thai Muslim women leaders, Pattani, Member of Thai Muslim women leaders’ family, Yala, The superior of Thai Muslim women leaders’ family, Narathiwat, and Colleague of the women leaders, Yala

7) The leadership roles of Thai Muslim women leaders the three southern provinces of Thailand in pacification promotion

The unrest situation in three southern provinces of Thailand, which getting more serious since 2004, directly affected to Muslim in three southern provinces continuously, especially women who had to face the violence from the unrest situation, the inequality problem, and structural violence in various forms; family violence, drug problem, unfair income distribution, poverty, and food security problem, for example. All problems challenged the roles of women as family takers, especially as women who had lost family leaders and became the leaders instead.

If women were still suffering and living difficultly, solving unrest situation in three southern provinces of Thailand would not be sustained since women, who were significant part of mechanism to solve the problem could not get involved and acknowledge the solving process. The violence would be prolonged. These made the changes in society in both positive and negative ways to women leaders in three southern provinces. Thus, they should have to learn more about how the changes of the roles would have positive effect to pacification to reduce the number of women who affected from the unrest situation.

Therefore, Thai Muslim women leaders in three southern provinces of Thailand must learn about all processes; communication, learning about law for equality, pacification, and self-defense. This research found that leadership roles of Thai Muslim women leaders in three southern provinces had 2 aspects; The leadership role of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion and The leadership role of Thai Muslim women leaders in three southern provinces in healing the affected people from the unrest in three Southern border provinces. The researcher declared as follow.

7.1) The leadership role of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion

From the interview and non-participate observation, **President of The Network of Civic Women for Peace, Pattani, and Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus**, showed the opinion on The leadership role in pacification promotion concluded that communication was an important factor. Thai Muslim women leaders must provide

the accurate knowledge and understanding to members in organizations to reduce the prejudice, the suspicion and to create the understanding between government officer, soldiers, and people. They said;

“I believe that the unrest situation will be better if we coordinate. Being women leaders takes important part to drive the pacification in this area. I focus on having conversation and giving information to people about the unrest situation, how to behave, to live the life safely, and to observe the community and report an abnormal situation. Moreover, I started and was a co-lecturer of “Voice for Peace” project, which discusses the peace issue, in 2013. Many local people and other nearby regions are interested in the project. There are many activities included and one of those is planting Hibiscus, which is the symbol of peace. The project evaluation shows the very good responses and people would like to have this kind of project again. I am trying to continue the projects such as a demonstration campaign, cooperation with other media networks such as public radio, printing media, and electronic media, to meet the need of local people. I hope peace will happen soon

*(President of The Network of Civic Women
for Peace, Pattani)*

“My role in promoting pacification is to set additional curriculum about Peace studies and be a representative in committee of pacification. I normally attend seminars, workshops with government, private sector, and civil society networks. From my ten years teaching experience and being as a wife of the scholar and an applicant of member of the House of Representatives, Pattani, my viewpoint of the solution to the unrest situation in three southern provinces of Thailand is peaceful means. Pacification is really needed in this matter. When I was first in the highest position in organization, I started planning by

integrating pacification to the plan to get used to it. I want all related sectors pay attention to this. Though working as an administrator is not easy, I work with passion and determination by applying development approach. I give importance to “persons”, subordinates, colleagues, students, local people, and others partnerships. I have thought how to create peace in the south. Though I was not born her, I have been here for the half of my life and have no idea to move. I am working in both academic and social service area; working on social welfare, providing academic service, contacting government sectors, coordinating with the affected people from the unrest in three Southern border provinces, and working on human rights. In short, I provide help related to law to people suffering and facing inequality from the unrest situation. I believe in the rights and equality between men and women. I am always invited to speak to the public and organizations about these issues. Also, the most important thing for educational administrator as me is offering scholarship to young generation. I support and fund-raising many organization such as Deep South Watch and CSCD. Lastly, I would like to share the point on leadership roles of Thai Muslim women leaders. I think being Muslim women does not cause any obstacle to be a leaders if they know how to apply knowledge correctly and are accepted from community. In this current circumstance, especially, I think local Muslim women is an important factor to reinforce pacification...”

(Dean of the Faculty of Political Science,
Prince of Songkla University: Pattani
Campus)

Correspond with **President of Women Group, Yaha District, Yala and President of Yada Vocational Training Center, A. Takbai District, Narathiwat**, she expressed the opinion on the role in pacification promotion and explained that pacification can be done by studying, researching, seeking information, and participating in activities, seminars and projects relate to pacification. They said;

“I am interested and always participating in activities, trainings, workshops in pacification. She believes that to be a good leader, we have to follow and pay attention to information and situation constantly, ready to deal with the changes and situations, and to give and pass information regarding the situation to members of organization, community for safety and peace. If I am unavailable, she sends the members of organization to attend the activities and promote the information to others afterwards. All members know they have to corporate and do multi-tasks. If I do all myself, the pacification will not succeed. The cooperation of all will push to the success...”

(President of Women Group Yaha District,
Yala)

“I am working with many network groups so I can integrate the work on pacification. I join the project “Say NO to Violence against Children and Women”, which give the knowledge about the violence in society, women rights, law, supporting organizations, for example. I have to contact many experts and scholars so that I can gain more knowledge and understanding in many subjects, especially the call for women rights according to the constitution. I apply the knowledge for helping women and children suffering from the violence from families and the unrest situation. As a result, those women are able to return to work and earn their livings. In some cases, they are able to support husbands and children from captivity and return as to families. I believe that if people can earn their living, have a job, earn

money, and live safely, this will help decreasing the problem in three southern provinces of Thailand and run pacification..."

(President of Yada Vocational Training Center, Takbai District, Narathiwat)

The role in pacification promotion in other aspects, **Director of Islam Burapha School, Narathiwat, and President of The Network of Civic Women for Peace, Pattani**, explained that Thai Muslim women leaders in three southern provinces of Thailand have the role in coordinate with sectors, develop cooperation, and join the networks. They said;

"I follow the information constantly to update and pass on to the community accurately. I need everyone to give priority to follow the accurate information. The wrong information will lead to the confusion and has an impact on work, create the suspicion and misunderstanding, which lead to the failure in work. When I attend the seminar or the training regarding the unrest situation in three southern provinces of Thailand, I will pass on the new information to the members and community promptly. Also, I will coordinate with government and civil society sectors, such as Community Development Department to make understanding, give knowledge and promote the career to community. For example, We Peace Organization creates many projects in the area..."

(Director of Islam Burapha School, Narathiwat)

"I am working on academic service for community so I have information in hand to present to community. Also, I am a leader in the civic society, who heals affected people, children, women and old people, from the unrest in three Southern border provinces. I am working with many organizations and networks which will integrate altogether such as Institute of Human Rights and Peace Studies, Mahidol University, Deep South Watch Center. I believe that participating in civil society will help

*pushing our work faster and meet the objective because of the various cooperation, ideas and assistance. Though we are unable to heal all affected people, we do our best and keep continue. I believe our work will be an important mechanic to run pacification in three southern boarder provinces. One example of the family which I and the members give them assistance is the case of an orphanage boy who the father died in Krue Sae Mosque event. His father was religion teacher who earned 5,000 baht a month, which was very little compare to the burden of the job and to the life quality of religion teacher in Malaysia who earn money in different rate. This caused the comparison and led to the violence and rebellion. **His father was distressed to state but his son should not grow with the same feeling with his father.** I feel that if we can ease up the feeling in the boy, there is less possibility of the violence to erupt. Healing is to trying to stop violence in the future. I do not know whether we can stop the violence today or not but healing and trying to ease up the knot will partly help reducing the violence...”*

(President of The Network of Civic Women
for Peace, Pattani)

In conclusion, leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture are to promote the understanding, knowledge, cooperation, network development, and cooperation between organizations for peace in the region.

7.2) leadership roles of Thai Muslim women leaders in three southern provinces of

Thailand in healing affected people from the unrest situation in three southern provinces

The unrest situation in three southern provinces of Thailand led to the use of weapons against the violence and resulted in the loss in many forms such as injured, death, arresting and escaping. While government sectors did not clearly understand the problems or could not find the solution of the unrest, the help

and support both for physical and mental healing of the affected people from the unrest situation was insufficient. Then, Thai Muslim women leaders in three southern provinces had the role to heal the affected people from the unrest situation in three southern boarder provinces, which helped them to release the anger, hater that led to the violence practice. They would become understandable and acceptable, forgiving and be able to live their lives.

From the interview and non-participate observation, **President of Thai Women Empowerment Funds**, explained that Thai Muslim women leaders in three southern boarder provinces had the role to heal the affected people. This was an important role of the leaders because if we were able to help the affected people, especially mental support, we were like small cogs to roll the pacification to meet the objective. She said;

*“I think, from this unrest situation, women are the indirect victims who have to take a burden from the dead men. In case men are arrested in the case of security, the living condition would be very miserable because of the suspicion from the community members. Getting involved with them will be focused from government officers so the support from outside could not be provided to those families. Their families are not covered by the government policy to offer support which is different from three groups of government officers; administration, police, and soldiers, whose families will get support after their death in the unrest situation. In my opinion and from my experience, whether men are considered right or wrong, wives and children are innocent and government must take responsibility to take care, not abandon or discriminate them as a second class people. This is the main key to reduce the anger, hater between people and government. Thus, I help healing them, start from having conversation with them. When they trust us, I ask if they need any help or not and I will help them as much as I can. If not, I will contact the organizations for support. I think **healing is to stop violence in the future. We might not stop it by today but we heal***

and loosen the knot... I believe that the violence, recently, is a result of the bitterness in the past which cannot be healed so it bursts

(President of Thai Women Empowerment Funds, Yala)

Correspondingly, **President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani**, presented the idea of leadership roles of Thai Muslim women leaders in three southern boarder provinces that to help and heal by calling for the rights for the affected people. She said;

“The unrest situation happened and led to the gun robbery in Pi Leng Camp, Narathiwat, and caused the domino effect. Law enforcement is effective which caused many effects to people such as a violation of human rights, a kidnapping, or a torturing of Imam Yapha Kaseng. I think that if there is inspection search, men must run away and women must step out to call for their fathers, husbands or sons’ rights to protect the violation and call for the rights. I, as women leader, help them by giving out knowledge about human rights, law enforcement, an act of legislation, to women and others in community. Then, they can help themselves. I believe that though we cannot support them with money, we can support them with knowledge

(President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani)

Correspond to the point of view **of Community Development Volunteer Leader, Rusoh**

District, Narathiwat, on leadership roles of Thai Muslim women leaders in three southern boarder provinces that to support in job and income creation to the affected people to make a living and would not be social burden, she said;

“When women, in whatever positions, careers, lose or are affected, they have to get back up to strengthen themselves to become family leaders and take care children, parents, relatives and themselves. I think working is important for women to earn

their living. This is one kind of healing. I start to survey the affected people and unemployed women group in community and gathering them together. Then, I suggest them the workhouse projects such as dressmaking, cooking and bakery, and train them. Also, I search the markets for them to sell the products. I feel that women must not fail to do women's jobs, taking care husbands and children. After that, they will be able to help other jobs to earn money and create value to themselves, not only waiting for government support. Standing on their own is very important..."

(Community Development Volunteer Leader,
Rusoh District, Narathiwat)

In conclusion, The leadership role of Thai Muslim women leaders in three southern provinces of Thailand in healing affected people from the unrest situation in three southern provinces was the role in pacification promotion as well. This was because it helped the effected people from the unrest situation to return to live and be a part to return the peace to society, create an understanding of cohabitation in the area.

Table 5.2 Summarize the sources of leadership roles of Thai Muslim women leaders in three southern boarder provinces of Thailand in pacification promotion

The leadership role in pacification promotion	Sources
1. Pacification promotion	President of The Network of Civic Women for Peace, Pattani, Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus, President of Women Group, Yaha District, Yala and President of Yada Vocational Training Center, A. Takbai District, Narathiwat
2. Healing affected people from the unrest situation	Director of Islam Burapha School, Narathiwat, and President of The Network of Civic Women for Peace, Pattani, and Community Development Volunteer Leader, Rusoh District, Narathiwat

From in-depth interview and non-participate observation of the women leaders in three southern provinces of Thailand found that leadership roles of Thai Muslim women leaders in three southern provinces were increasing and decreasing in some aspects. From leadership roles of women leaders in general, there were 5 aspects, but there were 2 more in leadership roles of Thai Muslim women leaders in three southern provinces of Thailand; the role in Islam culture and the role in pacification promotion. Moreover, the behavior and trait leadership were increased accordingly. The decreased roles were found in the detail of the roles, behaviors, and trait leadership of women leaders in each aspect.

Part 2 Analysis on the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand

In the analysis on the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand, the researcher investigated the documents, concepts, theories, and related researches and found 5 aspects from 31 behaviors of women leaders from analysis and synthesis. From the in-depth interview and non-participate observation, it found that the behaviors leadership of Thai Muslim women leaders in three southern provinces were corresponded to the behaviors leadership of women leaders in general all 5 behaviors. Then, the researcher conducted the structured interview from the collected behaviors leadership of women leaders data to 13 key and lesser interviewees and 27 other interviewees to see whether they agree to the behaviors and corresponded to 5 behaviors leadership of Thai Muslim women leaders or not. Also, to find out about the opinion on 2 additional aspects, 11 behaviors, 42 behaviors in total, of the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand. The result of the interview and non-participate observation showed as below.

13 interviewees (accounted for 100) and 27 other interviewees (accounted for 100) agreed that the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand corresponded with the behaviors leadership of women leaders in general. There were 3 aspects with incomplete elements as follow.

1) The behaviors leadership at management of Thai Muslim women leaders in the three southern provinces of Thailand were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which were corresponded with the roles in management of Thai Muslim women leaders in three southern provinces. Originally, there were 7 elements. From the in-depth interview and non-participate observation, Thai Muslim women leaders in three southern provinces lacked of 3 following elements; 1) operation structure management and improvement in organization to coordinate and support the mission effectively. 2) human resources administration and development by promoting and facilitating individual operation 3) budget and administration planning on effective resource management.

In conclusion, it were the behaviors leadership at management of Thai Muslim women leaders in three southern provinces of Thailand which were corresponded with the roles in management of Thai Muslim women leaders in three southern provinces in management in 4 aspects, which are; 1) set vision, mission, policy, objective and purpose of the operation and strategic plan to manage and to correspond with academic and profession 2) encourage staff to have motivation in work 3) be prepare for any changes and be able to deal with the situations 4) make good proper decision for each situation.

2) The behaviors leadership at academic and professional of Thai Muslim women leaders in three southern provinces of Thailand were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with leadership roles in academic and profession of Thai Muslim women leaders in three southern provinces. Originally, there were 6 elements. From the in-depth interview and non-participate observation, Thai Muslim women leaders in three southern provinces had one additional element; crate and integrate knowledge and local wisdom to develop academic and professional issues.

In short, it were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with the roles in academic and professional leadership of Thai Muslim women leaders in three southern provinces had 7 aspects; 1) create culture and the environment for academic and professional organization 2) apply knowledge to administrate and develop the academic and professional progress 3) promote and support subordinates to develop learning, research, apply information technology, access computer, use language to meet the academic and professional purposes 4) control organization quality to maintain academic and professional standard 5) develop knowledge constantly and continuously 6) sponsor to organize academic seminar to learn, exchange and promote new knowledge in organization and society 7) create and integrate knowledge and local wisdom to develop academic and professional issues.

3) The behaviors leadership at creative revolution and development of Thai Muslim women leaders in three southern provinces of Thailand were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with the roles in creative revolution and development of

Thai Muslim women leaders in three southern provinces. Originally, there were 4 elements. From the in-depth interview and non-participate observation, Thai Muslim women leaders in three southern provinces lacked of 1 following element; create development strategy to become a quality organization. However, one additional element; build good relation with related organizations and network groups to start the exchange, learning and applying creatively.

In brief, it were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with leadership roles in creative revolution and development of Thai Muslim women leaders in three southern provinces in 4 aspects; 1) lead the idea and operation revolution 2) find the method to apply information technology, database and programs to modernize, fasten and accurate work process effectively 3) set the behavioral operating procedure in organization to raise awareness of the resources, human and environment value 4) make a good relationship with related organizations or network groups to start the exchange, learning and applying creatively

4) The behaviors leadership at coordination, conflict management, and team work participation promotion of Thai Muslim women leaders in three southern provinces of Thailand were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with leadership roles in coordination, conflict management, and team work participation promotion of Thai Muslim women leaders in three southern provinces. Initially, there were 9 elements. From the in-depth interview and non-participate observation, Thai Muslim women leaders in three southern provinces lacked of 2 following elements; 1) facilitate staff 2) develop work system and procedure for team development

In conclusion, it were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with leadership roles in coordination, conflict management, and team work participation promotion on Thai Muslim women leaders in three southern provinces in 7 aspects; 1) combine organization's vision and mission effectively 2) coordinate and connect with the sectors both inside and outside organization 3) reconcile and conciliate in organization 4) maintain organization unity 5) encourage and be aware of colleagues, subordinates, people, and families' value 6) motivate staff in organization to be

enthusiastic to achieve the objective 7) give opportunity to colleagues, subordinates, people, and families to interact with.

5) The behaviors leadership at observation and evaluation of Thai Muslim women leaders in three southern provinces of Thailand were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with leadership roles in observation and evaluation of Thai Muslim women leaders in three southern provinces. Originally, there were 5 elements and Thai Muslim women leaders in three southern provinces had the behaviors leadership corresponded with all elements which were; 1) set standard and indicator to monitor and evaluate staff performance 2) consider reward for staff in organization with justice, transparency, and accountability 3) declare the method, regulation, consideration and principle to staff and evaluate performance impartially 4) promote and support organization to develop continuously 5) develop, improve, and apply evaluation comment to set objective plan.

Besides, the interviewee provided 2 additional information on the behaviors of Thai Muslim women leaders in three southern provinces of Thailand, which were the behaviors of Thai Muslim women leaders in three southern provinces in Islam culture and the behaviors of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion. The researcher gave more explanation in detail as follow.

6) The behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with leadership roles in Islam culture of Thai Muslim women leaders in three southern provinces which were; 1) know and understand Islam culture 2) behave follow the doctrine strictly 3) practice and participate religious activities constantly 4) dress properly to religious rule 5) campaign using Melayu and Thai languages in communication 6) inherit local tradition and entertainment. The researcher added more explanation below.

6.1 Know and understand Islam culture was that Thai Muslim women leaders in three southern provinces of Thailand know and understand Islam culture clearly in way of life and conducting religious doctrine. From the in-

depth interview and non-participate observation, it found that **President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani, and President of Learning Center for Orphans and Underprivileged Children, Mayor District, Pattani**, concluded that Thai Muslim women leaders behaved follow leadership roles in Islam culture aspect such as support and advise the religious doctrine, support to receive knowledge from religion schools. She said

“Because of the encouragement on religious doctrine from my father, I have learnt and understood about Islam. I strictly conduct the doctrine including pray 5 times a day, do the Fest except from in my period which I will make up afterwards, eat Halal food only...”

(President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani)

“I started studying religion since 5 years old with my mother. Then, I went to learn at school every Saturdays. I think it is good to learn religion because I better understand the doctrine and can teach the young generation in community. Being as a Thai Muslim women leader, I must know myself first before learning and understanding others culture. When we are cleared in our religion, language, and culture, we will be able to adjust ourselves with others...”

(President of Learning Center for Orphans and Underprivileged Children, Mayor District, Pattani)

In the same way, **Community Development Volunteer Leader, Rusoh District, Narathiwat**, explained about sharing knowledge and understanding to colleague and subordinates on the importance to worship of the Allah's Kindness on Friday that;

“I tell my colleagues or subordinates, who are Thai Buddhist and Thai Muslim how importance worship of the Allah's Kindness is. Islam rules that Muslim must go to the mosque every Friday to worship the Allah unless the exception such as getting

ill. Whoever is unable to go three times in a roll, they are tainted. The worship is practiced in the afternoon and follow that same steps with the 5 times worship. Before starting, the lecturer will describe principles and the practice to the participants. I think that the basic understanding will help everyone to understand and see the value of the religion, pay respect to each other, which lead to the peaceful community...”

(Community Development Volunteer Leader,
Rusoh District, Narathiwat)

In short, knowing and understanding Islam culture is Thai Muslim women leaders understand, strictly practice, and pass on to the others, to create the same understanding and live together with culture diversity.

6.2 Behave according to doctrine strictly was that Thai Muslim women leaders in the three southern provinces of Thailand were able to do religious activities strictly. From the in-depth interview and non-participate observation, **President of Women Group, Yaha District and President of Women Development Committee, Kra Wa, Mayor District, Pattani**, explained about holding religion as practice principle. She said;

“I started the Fast since I was young because I saw my mother did. I asked her and started training. At the beginning, I could not bear it. I was hungry but, finally, I could do it with my attempt. I feel good because I can follow the doctrine. I believe that training by Fasting has an underline meaning. We learn how to sacrifice, be patient, and think about other starving people in this world. Then, I will teach my children and the community that If we do not train, we will not be able to do it. We should be determined and follow the good and deserved principle Allah gave to us

(President of Women Group, Yaha, District,
Yaha)

“I follow the religion doctrine strictly and always teach the members and the community I participate with. The tip of 4 procedures for Muslim to live via Quran (chapter 30) tells that human are lose. What we have to do is to wake up and find the way to survive. Virtue is to help and advice others, with patient, to do good thing. Besides, we have to observe our “time” each day. Also, the tip from Hadith, defines us to avoid Haram and the suspicious things, and approach Halal (path way to live the life). Lastly, Hadith leaves a tip that approaching Halal will help our mind and when our heart is good, all is good in the end. Moreover, it stresses on the people who have faith and always practice religious activities. If they need help, they will receive it impossibly...”

(President of Women Development
Committee, Kra Wa, Mayor District, Pattani)

Likewise, **President of Women Group, Srisakorn District, Narathiwat**, explained about behaving according to religious principle on eating.

“I once participated in the seminar which an organizer did not aware of Islam participants. There was no “Halal” food. I decided not to eat because it would be misbehave and requested the set of break during the seminar instead. I also explained the religion principle to them and requested Halal food on the next day which had a great cooperation from them. I understand that not knowing other religion is not wrong but we need to clarify them to be able to live together and not against our practice...”

(President of Women Group, Srisakorn
District, Narathiwat)

Correspondingly, **colleague of Thai Muslim women leaders, Pattani**, gave the information on practice according to religion that it was the support for the good leaders. If the leaders practiced well, others would want to follow. She said;

“I have known Ya for a long time but have been working together for a couple of years. Since in the past, Ya always strictly practiced according to the religion, never misbehaved. She always on time for worship and pursues others to be on time as well. She suggests what to do when travelling and there is no room for worship. I think she is very strict and I feel that if we have a good leader, we would like to follow...”

(Colleague of Thai Muslim women leaders, Pattani)

In conclusion, behave according to religious doctrine strictly was that Thai Muslim women leaders do the religious activities constantly to be role models and create mental support.

6.3 Practice and participate religious activities constantly was that Thai Muslim women leaders in three southern provinces of Thailand practiced and participated religious activities. From the in-depth interview and non-participate observation, **President of Learning Center for Orphans and Underprivileged Children, Mayor District and President of Women Development Committee, Kra Wa, Mayor District, Pattani**, presented the point of view on the behaviors leadership of women leaders that corresponded with leadership roles in Islam culture that leaders must participate in religious activities as it is an inheritance of culture to young generations. She said;

“I have been here since I was born so I know and understand well about religion doctrine and related traditions. Currently, the Prophet's birthday is held by the cooperation of the district, the region and the province all together. There is the competition on reading Quran and lecturing on Nabi Muhammad. I normally work as an organizer or participate in an activity. I believe that if we organize or take part in religious activities, it

will help inherit the culture and campaign young generation to know and value the culture highly...”

(President of Learning Center for Orphans and Underprivileged Children, Mayor District)

“One day before the last day of the Fast in Ramadan, I and the members of the group will cook steamed sticky rice in mangrove fan palm leaf provided for relatives on the night before the day. In the next day, we cook Thai rice noodle, beef satay and other food. Men will go to the mosque at 9 am. to worship and all family members will go to visit “Kubo” or the graveyard afterwards. We will do cleaning and read Quran for dead people. I suggest to the youth and people in community that this is an important activity we have been doing for a long time and we need to inherit it. On the day, all relatives had an opportunity to gather and apologize to what they have done wrong to each other...”

(President of Women Development Committee, Kra Wa, Mayor District, Pattani)

All in all, practice and participate in religious activities constantly was that Thai Muslim women leaders give an important to the religious activities and must be preserved afterward.

6.4 Dress properly according to religious practice was that women leaders dressed properly and follow Islam practice. From the in-depth interview and non-participate observation, **President of Women Group, Yaha, District, Yaha and Community Development Volunteer Leader, Rusoh District, Narathiwat**, showed the opinion on the behaviors leadership that corresponded with leadership roles in Islam culture in dressing follow Islam practice. She said:

“To attend the seminar or participate in an event, I emphasize every member to dress follow religion practice. We must behave well to avoid complaint. We are women so we have to dress follow the rule, wearing long sleeves, long trousers, and covering hair. Dressing represents culture of the person. Our

colleagues will respect our culture. If we misbehave, we will not be accepted and will fail on our work... ”

(President of Women Group, Yaha, District, Yaha)

“When going to seminar in Bangkok, I tell everyone to wear black, not colorful or fashionable dress. The instructor suggests that wearing black is more polite. At first, there was a problem among the members because they loved colorful dress and wanted to be fashionable. However, when I explained to them that it against the religious rule and no one would accept us, especially among Muslim themselves, they understood and wore black to honor the place and preserve Islam practice...”

(Community Development Volunteer Leader, Rusoh District, Narathiwat)

This corresponded with the information from **Subordinate of Thai Muslim women leader, Narathiwat**, which explained about Muslim dressing which should be polite, proper and follow religion practice. He said;

“From my point of view, I see that Bai dresses follow the doctrine and be a good role model who preserve Islam culture. Muslim women dress according to Islam is to cover the shame bodies, especially the body of Muslim women, except faces and palms. This is to avoid attracting men attention which might lead to the harm...”

(Subordinate of Thai Muslim women leader, Narathiwat)

In summation, dress properly according to religious practice was that Thai Muslim women leaders gave priority to behave and practice appropriately. Dressing was one important element represented the leaders' credibility.

6.5 Campaign to use Melayu and Thai languages in communication was that women leaders encouraged the usage of Melayu and Thai languages in communication on the daily basis. This was to preserve Islam culture and promote cohabitation in society. From the in-depth interview and non-participate observation, **President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani**, showed the opinion on the behaviors leadership of women leaders that corresponded with leadership roles in Islam culture in using language had an important role in communication within and outside the three southern provinces of Thailand. She said;

"I give an importance to communication. If we can communicate in community and society, we have more advantages than others. I, then, campaign the members and people in community to use both Maylayu and Thai languages correctly to communicate, understand, and be able to express their needs..."

(President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani)

Correspondingly with the information from **Commander of Thai Muslim women leaders, Narathiwat**, he explained about the dressing of Muslim women which had to dress politely, properly, and follow the practice, that:

"I think Moh gives importance to language using. She is able to listen, speak, read, and write Thai correctly and clearly. I think being as a leader, you have to be a role model to the group and community. Also, Moh uses local Maylayu language pretty well. She once told me about the importance of language. She said the mosque was an important place for promoting language. It was an institution and the center of community administration. Also, it was not only the place for religious activities, as the perception of people in general, but also the place for education

development and promotion. It provided educational service to the members of community, in standard level to higher level. It called “Taman Didikan KAnak kanak” Learning Maylayu started from here though...”

(Commander of Thai Muslim women leaders, Narathiwat)

In summarize, campaign to use Melayu and Thai languages in communication was that women leaders encouraged and motivated subordinates or staff in organization to have an awareness of language. Thai and Maylayu were the languages everyone should practice and give an importance to in order to live in society comfortably and gainfully.

6.6 Inherit local tradition and entertainment was that women leaders preserved tradition and entertainment to young generations. From the in-depth interview and non-participate observation,

Community Development Volunteer Leader, Rusoh District, Narathiwat, gave the idea about the behaviors leadership of women leaders that corresponded with leadership roles in Islam culture that;

“I give an importance to tradition and entertainment which inherited from the past. They are based on Hinduism, Bramanism, and social value such as charity events, wedding ceremony, making Bunga Sirih, offering colored sticky rice (white, red, yellow), and decorate the place with colorful flowers. I will help the charity or wedding ceremony such as decorate the place with flowers, make pillows and cloths for wedding. This is another way to help inherit tradition and make job and money to community too...”

(Community Development Volunteer Leader, Rusoh District, Narathiwat)

Comply with the information from **Director of Islam Burapha School, Narathiwat**, about entertainment and plays in the region that were the important factors of cohabitation of people to preserve and refresh all those things, she said;

“Because of the diversity of culture in the area, some entertainment and plays are integrated with many cultures and applied to be local entertainment and plays such as Dikir Hulu, classical Thai tune, and shadow puppets, which hardly seen nowadays. I always propose to bring these entertainment and plays to show in the community events I organize to preserve and refresh them to young generations. Any of them against religious practice or are inappropriate, I will not promote them, for example, the show which have men and women together, sing in public, has impolite wording, contain racial or class discrimination, and will explain the reason of disapproval. This is because Islam doctrine needs to protect and prevent the mistake from the shows or plays so the regulation is quite cleared...”

(Director of Islam Burapha School, Narathiwat)

In conclusion, the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand was that Thai Muslim women leaders learnt on the diversity of culture, practiced according to religion practice, such as worship 5 times a day, do the Fast in Ramadan, and eat Halal, practiced and participated in religious activities constantly such as participation and publicity, and inherit Islam culture, including language usage, entertainment, traditions.

Table 5.3 Summarize the sources of the behaviors leadership of Thai Muslim women leaders in three southern boarder provinces of Thailand that corresponded with leadership roles in Islam culture

Behaviors leadership in Islam culture	Sources
1. Know and understand Islam culture	President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani , President of Learning Center for Orphans and Underprivileged Children, Mayor District, Pattani, and Community Development Volunteer Leader, Rusoh District, Narathiwat
2. Behave follow the doctrine strictly	President of Women Group, Yaha, District, Yaha, President of Women Development Committee, Kra Wa, Mayor District, Pattani, President of Women Group, Srisakorn District, Narathiwat and colleague of Thai Muslim women leaders, Pattani
3. Practice and participate religious activities constantly	President of Learning Center for Orphans and Underprivileged Children, Mayor District and President of Women Development Committee, Kra Wa, Mayor District, Pattani
4. Dress properly to religious rule	President of Women Group, Yaha, District, Yaha, Community Development Volunteer Leader, Rusoh District, Narathiwat, and Subordinator of Thai Muslim women leaders, Narathiwat
5.Campaign using Melayu and Thai languages in communication	President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani and Commander of Thai Muslim women leaders, Narathiwat
6. Inherit local tradition and entertainment	Community Development Volunteer Leader, Rusoh District, Narathiwat, and Director of Islam Burapha School, Narathiwat

7) The behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion were the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which corresponded with the roles of Thai Muslim women leaders in three southern provinces in pacification promotion which are; 1) having conversation and negotiation 2) provide educational service 3) cooperating with network groups 4) producing media 5) organizing pacification training and seminar. The researcher added more explanation below.

7.1) Having conversation and negotiation was that Thai Muslim women leaders in three southern provinces of Thailand communicate in having conversation, giving information and understanding in pacification to people and community to achieve the objective. From the in-depth interview and non-participate observation, **President of Women Development Committee, Kra Wa, Mayor District, Pattani**, showed an opinion about pacification promotion by having conversation that it was another channel to promote the correct information to people and community.

“Receiving an information of the people, in general, the information from the officers is always totally opposite to which people have in hand. So, I recall what some people say that the officers have different set of piece of information and fact which lead to misunderstanding. Then, it affects to the violence and chronic situation. Moreover, “interpretation” and different flags cause the problem. When the words from one side contrast with from another side, without any witnesses, officers and people in society are opposed to each other. If I have a chance, I will always have a talk to staff and people to make the same understanding. In which aspects I am not sure about, I will contact Community Development Officer for help. I think that start the conversation in the sensitive issue will be able to promote pacification...”

(President of Women Development Committee,
Kra Wa, Mayor District, Pattani)

Correspond with the information from **subordinate of Thai Muslim women leader, Yala**, she said about having negotiation in the case of conflict between staff in organization and government officers that;

“I used to have the problem regarding the unrest situation. One of my relatives was invited to testify about the shooting in the village in Pattani and was detained. I wanted to help but I did not know how to do. I consulted my superior which gave the suggestion and assistant. She made a negotiation with government officers to release him because if he did nothing wrong, he had rights to be released. I think the negotiation makes pacification happen...”

(subordinate of Thai Muslim women leader,
Yala)

To summarize, having conversation and negotiation were a part of making understanding and giving information for practicing pacification in the area.

7.2) Provide educational service was that Thai Muslim women leaders, as lecturers, educate and create understanding in pacification to people and community. From the in-depth interview and non-participate observation, **Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus**, said that being an lecturer was another important job to solve the unrest in three southern provinces of Thailand. She also said;

“I am the lecturer for the educational institute and for the community to create an understanding in pacification. I know that we are in the middle of the transition from the conflict to peace. So, we need to understand and transfer the correct understanding to the youth and community to be able to participate in the process in one way or another. Besides, I suggest to implement the course about pacification on the curriculum in my institute to educate the students to understand this issue and be able to apply it in the future...”

(Dean of the Faculty of Political Science,
Prince of Songkla University: Pattani
Campus)

Likewise, **President of Women Group, Yaha, District, Yaha**, provided information on academic assistance in pacification that;

“I think pacification is uncomplicated unless everyone is open for it and has the same aim, which is peace. I believe that we can work together. Every time I learn about the information and news on pacification, I will call for a meeting in the organization first. Then, we will have the meeting in the community, especially among the women groups, because there are some who do not know and well understand pacification. Also, because of the unrest situation, women have to stay home and cannot out to work. They need to know information and news about pacification to understand the government’s burden and give their cooperation...”

(President of Women Group, Yaha, District, Yaha)

In short, providing educational service was one part of educating staff in organization and community. Thai Muslim women leaders believed that pacification would not succeed unless every sectors, youth and women, cooperated.

7.3) Cooperating with network groups was that Thai Muslim women leaders worked with network groups to increase work efficiency and promote participatory working. From the in-depth interview and non-participate observation, **President of The Network of Civic Women for Peace, Pattani**, informed that working with other networks of civic women for peace strengthen pacification in region and develop network of civic women potentiality as well. She said;

“I am working with networks for peace in this area. The coalition of the networks aims to strengthen pacification in three southern provinces of Thailand and develop network of civic women potentiality. I am focusing on women leaders’ potentiality development to participate in all dimension of development, strengthening work procedure of network of civic women for peace in three southern boarder provinces, supporting local and

communication radio broadcast, main media and others to create understanding in pacification. I believe that if we gather together as a network continuously, peace will definitely occur soon...”

(President of The Network of Civic Women
for Peace, Pattani)

Correspond with the information from **President of Women Group, Yaha District, Yala**, she said that working with networks will increase work ability and power in changing. Also, she said;

“I feel that the unrest situation in southern boarder provinces which prolonged for years, affects people’s lives and properties. I am the leader in a small organization and still have to take part in recovering and healing all effects and developing the community unavoidable. Nowadays, there are many women groups, which are in different area and focus in different issues, help, support, recover, and develop the affected people’s families. If they are able to cooperate to form the network which aims for pacification, helping women who get affected from the unrest situation, being as their friend and consultant, I believe that this will be an important cog to make peace...”

(President of Women Group, Yaha District,
Yala)

All in all, working as a network was that the women leaders participated in networks to strengthen the group and have participatory working to move pacification forward.

7.4) Producing media was that Thai Muslim women leaders produced media in various forms to broadcast knowledge and make understanding in pacification. From the in-depth interview and non-participate observation, **President of The Network of Civic Women for Peace, Pattani**, told that producing media was a part of opening the area for an understanding between people and government officers and said;

“I receive fund from international organization to support the unrest situation in three southern provinces of Thailand. I invite the affected people to share their experiences and suggestions via media such as on DVDs which I allow them to communicate with society by talking about the effects they have got, how they overcome them, their point of view towards the situation. The DVD content ends in half an hour. 500 copies are distributed to the network groups, radio programs “Voice from women in the southern provinces of Thailand” on radio station of Prince of Songkla University: Pattani Campus. This is the channel which invites women to share experiences and information. I think this is very open to have more alternative media so people can choose the second media. This will upgrade how the information and fact are presented to public to analyze...”

(President of The Network of Civic Women
for Peace, Pattani)

In summarize, producing media was one of important factors to give opportunity to women and the affected people from the unrest situation in three southern provinces of Thailand to share their experiences and find the solution. Thai Muslim women leaders initiated and linked the operation to pacification process.

7.5) Organizing pacification training and seminar was that women leaders organized training, seminar, and participated in activities related to pacification. From the in-depth interview and non-participate observation, **President of Women Group, Yaha, District, Yaha**, gave an information on training, and seminar to encourage staff and people to have correct knowledge and understanding in pacification, and said;

“I tell my experience first. My group works on career promotion, pumpkin crisp rice. One day, the factory was on fire so the group members were scared and stressed to gather the group. They were afraid of more mishaps. Some were quiet, and some cried and never returned to the factory. Some had to cure mental problem. For me, I tried to be strong and encourage the members. I thought I had to do something to better the situation. I would not let cruel people to destroy what people had built for community and for what they loved. I told the members that we have to be calm and confident to solve the problem. Importantly, we must believe that “Allah is with us.” That crisis gives me a chance to work in the community level. I proposed the project for requesting funds from sectors to develop organization and to encourage the group. We had new bigger place, new activities, and new careers and I generated new generation to pass on the good things to them. People are confident in the career, have less stress. I believe in using communication principle in work, with the team, committee, civic society and others, to ask for help from the team in community, and other sectors, cooperating to make pacification, and communicating with inside and outside associate organizations to work and do activities together, to promote good things and exchange equitable and useful opinion to initiate new idea...”

(President of Women Group, Yaha, District,
Yaha)

This was corresponded with **President of The Network of Civic Women for Peace, Pattani**, that the training produced more lecturers who were able to solve the problems in community themselves, reinforced human resource and strengthen community, and reduced the conflict. She said;

“In this training, I am cooperating with many sectors, The Network of Civic Women for Peace, Hilal Ahmar Foundation, and The office of Extension and Continuing Education. Prince of Songkla University: Pattani Campus conducts Facilitator training to women who affected from the unrest situation in three southern provinces of Thailand and from The Network of Civic Women for Peace with the budget from The United Nation Democracy Fund (UNDEF). This training aims to develop women capability to become facilitators in seminar or the community meeting in the conflict between government and people, people and people, Muslim and Muslim, Muslim and Buddhist, and Buddhist and Buddhist. The purpose is to have the same understanding and solve the problem in community together. I think that this is a part of trust, decreasing suspicion, and having space for a talk, which pushes pacification to the next step...”

(President of The Network of Civic Women
for Peace, Pattani,)

All in all, behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion was that women Thai Muslim women leaders knew and understood pacification, reinforced pacification and developed to make peace, and gave direct and indirect support such as provided academic service, training and seminar about pacification, healing affected people from the unrest situation in three southern provinces of Thailand to reinforce pacification.

Table 5.4 Summarize the sources of the behaviors leadership of Thai Muslim women leaders in three southern boarder provinces of Thailand that corresponded with leadership roles in pacification

The leadership role in pacification promotion	Sources
1. Having conversation and negotiation	President of Women Development Committee, Kra Wa, Mayor District, Pattani, subordinate of Thai Muslim women leader, Yala
2. Providing educational service	Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus, and President of Women Group, Yaha, District, Yaha
3. Cooperating with network groups	President of The Network of Civic Women for Peace, Pattani, President of Women Group, Yaha District, Yala
4. Producing media	President of The Network of Civic Women for Peace, Pattani
5. Organizing pacification training and seminar	President of Women Group, Yaha, District, Yaha, President of The Network of Civic Women for Peace, Pattani,

Part 3 Analysis on trait leadership of Thai Muslim women in three southern provinces of Thailand

In the analysis on the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand, the researcher investigated the documents, concepts, theories, and related researches and found 4 aspects, 42 traits from analysis and synthesis. The trait leadership of women leaders in academic and professional aspects were in line with 2 roles and behaviors leadership of women leaders which were the roles and behaviors leadership of women leaders in academic and

professional aspects and the roles and behaviors leadership of women leaders in observation and evaluation.

From the in-depth interview and non-participate observation, it found that the trait leadership of Thai Muslim women leaders in three southern provinces corresponded with the trait leadership of women leaders in general all 4 aspects. Then, the researcher conducted the structured interview from the collected behaviors leadership of women leaders data to 13 key and lesser interviewees and 27 other interviewees to see whether they agree to the trait leadership or not. The result of the interview and non-participate observation found 2 additional trait leadership of Thai Muslim women leaders in three southern provinces of Thailand as below.

13 interviewees (accounted for 100) and 27 other interviewees (accounted for 100) agreed that the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand corresponded with 4 trait leadership of women leaders in general; **one** aspect with incomplete element and 3 aspect with additional elements, and 2 additional trait leadership of Thai Muslim women leaders in three southern provinces, which had the trait leadership of Thai Muslim women leaders 59 characteristics, which 9 characteristics were as same as the trait of women leaders in general. Thus, there were **50** characteristics of trait leadership of Thai Muslim women leaders as detail below.

1) The trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in management was that the trait leadership in management which corresponded with role and behavior. Originally, there were 17 elements. From the in-depth interview and non-participate observation, Thai Muslim women leaders lacked of 3 elements which were; 1) ability to exercise power over others 2) ability to talk 3) leadership transformation.

In short, 14 trait leadership of Thai Muslim women leaders in three southern provinces of Thailand that corresponded with the roles and behaviors leadership of Thai Muslim women leaders in three southern provinces in management, which were; 1) having ability to adapt 2) having outstanding characteristic 3) having self-confidence 4) having patient with frustration 5) having an intellectual skill 6) having ability to make decision 7) having ability to solve problem 8) having ability to motivate self and others 9) having skill on planning and managing

10) having ability to work in team 11) have flexibility 12) having social attribute 13) having administrative attribute 14) having collaborative leadership.

2) The trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in academic and professional aspects was the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand that corresponded with the roles and behaviors leadership of Thai Muslim women leaders in three southern provinces in academic and professional aspects and observing and evaluation. There were 8 elements originally. From the in-depth interview and non-participate observation, Thai Muslim women leaders in three southern provinces of Thailand had 5 additional elements which corresponded with the roles and behaviors leadership in academic and professional in 2 aspects, which were 1) having cooperation 2) having knowledge in local wisdom, and corresponded with the roles and behaviors leadership in observation and evaluation in 3 aspects, which were 1) having fairness 2) having transparency 3) having carefulness

In summary, the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand that corresponded with the roles and behaviors leadership in observation and evaluation in 13 aspects which were 1) having intelligence 2) having determination 3) having attempt 4) having enthusiasm 5) having challenge 6) having creativity 7) having ability to communicate 8) having academic and professional leadership 9) having cooperation 10) having knowledge on local wisdom 11) having fairness 12) having transparency 13) having carefulness

3) The trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in creative revolution and development was the trait leadership of women leaders that corresponded with the roles and behaviors leadership in creative revolution and development, which originally had 11 elements. From the in-depth interview and non-participate observation, Thai Muslim women leaders in three southern provinces of Thailand had 2 additional elements which were 1) having readiness for the changes 2) having creativity

In summary, the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand that corresponded with the roles and behaviors leadership in three southern provinces in creative revolution and development were 1) having physical description 2) having kindness 3) having ambition 4) having

enterprise 5) having human relations 6) having generosity 7) having temper control 8) having determination 9) having carefulness 10) having courage 11) having reliability 12) having readiness for the changes 13) having creativity

4) The trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in virtue was the ethic and virtue leadership of women leaders that corresponded with the roles and behaviors leadership in coordination, conflict management which had 6 elements originally. From the in-depth interview and non-participate observation, Thai Muslim women leaders in three southern provinces of Thailand had one additional element which was having sacrifice.

In short, the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand that corresponded with the roles and behaviors leadership in three southern provinces in coordination, conflict management and team work participation promotion were; 1) having honesty 2) having responsibility 3) having fairness 4) having justice 5) having patient 6) having ethics 7) having sacrifice.

5) The trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture was the trait leadership of women leaders that corresponded with the roles and behaviors leadership in Islam culture. From the in-depth interview and non-participate observation, there were 3 elements of the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand corresponded with the trait leadership women leaders in general which were 1) be extroverted 2) be patient 3) be determined, and had additional trait leadership which were 1) having knowledge of Islam culture 2) clinging to religious doctrine 3) being sacrifice. The researcher gave more explanation as below.

5.1 Having knowledge of Islam culture From studying related documents and textbooks about Islam culture, it found that the culture of the three southern boarder provinces had integrated 3 culture of two main religious which were Buddhism and Islam. The community structure had changed due to the government administration policy which affected to Muslim community structure in three southern boarder provinces because Muslim community structure mainly related to Islam doctrine. In community level, people had closed relationship with religious leaders, Imam, prayers, and mosque committees, who educated knowledge and

understanding, created relationship and principle, advised and solved problems in community. Also, they gave an importance to culture which obviously represented their own identity through the way of life, professions, residence, costume, food, tradition and culture, arts and plays, and local wisdom.

From the in-depth interview and non-participate observation, **Community Development Volunteer Leader, Rusoh District**, showed an opinion on Thai Muslim women leaders that they had knowledge and understanding of Islam culture and were able to behave follow the doctrine and said;

“Women leader is one of the district committees, organizes cultural activities in Rusoh, presents culture of both religious to both Buddhist and Islam, such as classical Thai tune and Dikir Hulu, promote people and community to inherit “Tuad Sue” legend. On Songkran festival, I tell Muslim people that this is new year festival for Buddhist and promote them to participate religious activities such as making merit at the mosque, celebrate Prophet's birthday, making stir rice (Azura)...”

(Commander of Community Development
Volunteer Leader, Rusoh District)

Correspond with **President of Muslimah Sewing Group, and Women Development Committee, District, Amphoe, province, Yala**, which gave an idea on participation in religious activities that having knowledge and understanding was needed and said;

“I always take part in the tradition, Prophet's birthday, making colored sticky rice and doing activities with community. I think that if we know what is important to live Muslim life, we will be able to preserve and continue local tradition and culture such as Dikir Hulu. We must not only follow the tradition but also understand the core value of each tradition to preserve it. For example, I always organize a show which presented by each village on Women International Day in order to preserve culture. Also, I encourage everyone to go to the mosques every Friday to see Imam for lecturing on Quran...”

(President of Muslimah Sewing Group, and Women Development Committee, District, Amphoe, province, Yala)

As same as **President of Women Group, Yaha District, Yala**, who told that having knowledge of Islam culture created the conscience and upgrade the value and said;

“I interpret the meaning of culture as the way of life of people in society which is acceptable and changeable according to time. Islam culture, in my point of view, is the notion, the way of life which based on the permission of Allah, which I have been following such as dress follow the practice, 5 times a day praying. In my organization, everyone must follow the doctrine. Besides, I participate in both Buddhism and Islam cultural activities to create understanding between two religious. For example, I attend and help the funeral of the sanitation officer’s mother, but stay outside the temple. I believe that having conscience in Islam culture help upgrade religious value as well...”

(President of Women Group, Yaha District, Yala)

In summarize, if people in three southern boarder provinces who had culture diversity, were able to learn and know the value, meaning and the core of culture, it led to the strength in people knowledge on that culture. Moreover, learning on an outstanding characteristic of each culture and ethnic strengthen the learner, community, and society.

5.2 Clinging to religious doctrine From the study, almost of Thai Muslim in three southern boarder provinces were educated from Ustaz, parents, and imam in the mosque respectively. It showed that Thai Muslim in three southern boarder provinces were closed to Ustaz the most. This was because they believe that the accurate knowledge regarding religious doctrine and practice should come from the person who knew religion the most.

From the in-depth interview and non-participate observation, **President of Thai Women Empowerment Funds, Yala**, expressed the opinion on Relying on clinging to religious doctrine, following Hadith, that the accurate knowledge should be transferred from the knowledgeable people or Ustaz so that Muslim gave importance on them as they were inheritors. She said;

“I can say that clinging to religious doctrine among Thai Muslim in three southern boarder provinces of Thailand is in the high rate. I was born and grew up in this region so I am practicing follow religious doctrine in my work. Islam is based on three principles, consisted with faith, practice, and ethics. Each one relates to another. Failure at one of them, religion is incomplete and cannot be said one completely cling to religion...”

(President of Thai Women Empowerment Funds, Yala)

Correspond with **President of Learning Center for Orphans and Underprivileged Children, Mayor District, Pattani**, who told that the most obvious clinging to religious doctrine in practice was 5 times a day praying and said;

“I practice religious doctrine daily and the most frequent practice is praying 5 times a day. This is because praying is the burden of Muslim as same as fishes need water. My members in organization do this as the majority since in the past till today. Practicing this way is acceptable if it does not against Quran or Hadith because Islam support practicing based on knowledge. Some Muslim practice following only what they have been done because they have not educated or learnt religion. So, they follow their ancestors did which does not completely wrong, but only some matters which are not correct. I support the members to study religious in the way that corresponded with Quran and Hadith to leas Muslim community to unity and fraternity...”

(President of Learning Center for Orphans and Underprivileged Children, Mayor District, Pattani,)

In harmony with information from **Director of Islam Burapha School, Narathiwat**, clinging to religious doctrine, the real faith represented via the routine practice. She said;

“I think that expressing by practicing shows our faith to religion. I hold on 5 Islam principles to live my life which are I will say affirmation, which means no God other than Allah and Muhammad is Allah’s prophet, everyday. Secondly, I pray 5 times a day completely, at dawn, in the afternoon, in the evening, at the sunset, and at night. This praying obviously shows the faith because it has its own form and person who does it completely must be closed and realize Allah’s kindness all the time. Thirdly, I do the Fast in Ramadan, avoiding eating, drinking, sexual relation, emotional issues and gossiping others during sunrise till sunset. I believe that doing Fast train the person to be honest to oneself and to God. Fourthly, I do Zakat, which I normally do. I give money to school or other organizations required in three southern provinces of Thailand. I think financial or material supporting to impoverished people teaches us to be generous which Allah needed to teach us. Lastly, it is doing Hajj, which I am not yet success but I will be successful soon. Hajj is the religious covenant, which all Muslim need to practice to confirm the faith to Allah, which have to scarify time and properties, and be patient, be forgiving at all time. Moreover, I think that clinging to religious doctrine show loyalty and faith to Allah...”

(Director of Islam Burapha School,
Narathiwat)

Summarily, clinging to religious doctrine was another trait leadership of Thai muslim women leaders in three southern provinces in Thailand. This clinging focused on practicing such as 5 times a day praying, doing Fast in Ramadan, and doing Zakat or donation. Islam covenant had two types which were incorrigible covenant, such as faith and practice principles, and corrigible covenant such as personal benefit which corresponded with tradition and culture. Clinging to religious doctrine led to the application on ethical way of life.

5.3 Being sacrifice From the study, the sacrifice was the basic virtue of people in society.

All should be generous, scarify for sharing, not be selfish. Thus, sacrifice was the virtue to create friendship, be mental support, and create personality which considered general benefit rather than personal benefit.

From the in-depth interview and non-participate observation, the information from **President of Women Group, Yaha District, Yala** and **Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus**, showed the corresponding idea about sacrifice that it was one important trait leadership of women leaders. Sacrifice could be done in various form depend on an ability of individual. For example, sacrifice properties, food, clothes, knowledge and time, and physical and mental matter. She said;

“I always dedicate to work, sacrifice my time to take care family and children to work for society and community. I believe that if we sacrifice our own benefit and happiness, we will be able to complete all works such as the conflict between government and people. I am patient and sacrifice my time to create understanding and explain the misunderstanding or suspicion between government and people or between men and women. I think only a little time we sacrifice we can be succeed in a big job and we will be moving forward...”

(President of Women Group, Yaha District,
Yala)

“I am the first one in the organization to sacrifice to create conscience and be role model to my subordinates. I believe that no subordinate will sacrifice to selfish commander. Being sacrifice is a trait leadership of the leader which is very important because whenever the mistake happens, I will take that responsibility to accept the fault carefully and bravely. I do not blame my subordinates but find the cause and the solution of the failure. Also, I will learn from this mistake and will not repeat it again. On the other hand, if we succeed in work, I will admire and praise them. I

think sacrifice can be shown in many ways, not only money but also physical strength, intellectual support or feeling...”

(Dean of the Faculty of Political Science,
Prince of Songkla University: Pattani
Campus)

Correspondingly, the information from **President of Yada Vocational Training Center,**

Takbai District, Narathiwat, which showed the idea on sacrifice that it meant doing everything with heart and, she

*“I think that **provide opportunity is important. Providing opportunity to person is valuable.** Everything starts from heart, open the heart and start working. Personally, I dedicate time, budget, and physical power to work with love. I want to help people in community to have job, earn money, live sufficiently and peacefully, especially widow women or affected people for the unrest situation...”*

(President of Yada Vocational Training
Center, A. Takbai District, Narathiwat)

Agreed with the information form **Commander of Community Development Volunteer Leader, Rusoh District, Narathiwat,** who thought the meaning of sacrifice was giving and said;

“Bupha dedicates her physical and mental support in work. She is the family leader who has to taking care her ill parents caused from accident and her little niece. Her husband was dead a while ago so she has to work very hard both in house and at workplace, without expect anything in return. She is a great giver who thinks about family members, and community’s benefit, be a role model in time management, money spending, facilitating others on work supplies and work idea...”

(Commander of Community Development
Volunteer Leader, Rusoh District, Narathiwat)

In conclusion, living together in the society must have interaction among people in society which created help among them. Islam taught people to sacrifice, help others by ruling the main task, Zakat, which shown the sacrifice and the important trait leadership of leaders.

Table 5.5 Summarize the sources of the trait leadership of Thai Muslim women leaders in three southern provinces of Thailand that corresponded with leadership roles in Islam culture

The trait leadership in pacification promotion	Sources
1. Having knowledge of Islam culture	Commander of Community Development Volunteer Leader, Rusoh District, President of Muslimah Sewing Group, and Women Development Committee, District, Amphoe, Province, Yala, Women Development Committee, District, Amphoe, province, Yala, and President of Women Group, Yaha District, Yala
2. Clinging on religious doctrine	President of Thai Women Empowerment Funds, Yala, President of Learning Center for Orphans and Underprivileged Children, Mayor District, Pattani, and Director of Islam Burapha School, Narathiwat
3. Bing sacrifice	President of Women Group, Yaha District, Yala, Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus, President of Yada Vocational Training Center, A. Takbai District, Narathiwat, and Commander of Community Development Volunteer Leader, Rusoh District, Narathiwat

6) The trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion was the trait leadership of women leaders that corresponded with the roles and behaviors leadership in pacification. From the study, there were 5 elements of the trait leadership of Thai

Muslim leaders in three southern provinces of Thailand corresponded with the trait leadership women leaders in general which were 1) be brave 2) be responsible 3) be patient 4) be enthusiastic 5) be sacrifice and 3 additional elements of the trait leadership of Thai Muslim leaders in three southern provinces which were 1) having knowledge and understanding of pacification 2) be calm 3) be able to synchronize benefits 4) be ready to the changes

6.1 Having knowledge and understanding of pacification

was that Thai Muslim leaders in three southern provinces had knowledge of peace and pacification. In other words, they understood procedure and measure to stop violence and create cohabitation.

From the in-depth interview and non-participate observation, peace was the state of calm or no violent conflict. The definition and understanding of “peace” was varied in each region, culture and religious, which could be used to explain the trait leadership of Thai Muslim leaders in three southern provinces of Thailand who had respect to culture diversity, justice and equality, and good compliment, which corresponded with the information from **President of The Network of Civic Women for Peace, Pattani, President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani, and President of Learning Center for Orphans and Underprivileged Children, Mayor District, Pattani**, who said;

“I want to express my opinion on pacification according to my understanding. I think it is very closed issue and everyone in three southern provinces must realize to know the rights and responsibility of oneself to avoid misunderstanding or misbehaving. For example, if government announces any law or act, we must obey the law to live peacefully. Furthermore, I disagree with violence. When I have to work with both Buddhist and Muslim or with both government officers and people, I choose not to speak for one of each. To create pacification, I think we have to coordinate with each other. Though we are a small sector or organization, we are one of the mechanisms to move pacification forward. Also, I work with media such as on website, 15 radio

programs, documentary, printing media, etc. I have to understand the situation and the dissenters to know how to use government resources and what I can help for finding solution. I think we need to turn the crisis to the opportunity. In the unrest situation, working women will get great cooperation which result in new roles, new positions such as healing job which suit women the most...”

(President of The Network of Civic Women
for Peace, Pattani)

“I believe that being a part of providing knowledge and understanding to public is a factor to create peace. For example, I initiate “Voice for Peace 2013” project, planting Hibiscus project at A. Toongyangdaeng, to educate people in the village to know that hibiscus represents peace. Besides, I organize the seminar on peace, lecture on “Solution for Thailand”. I think it opens my vision and can be passed on to others in the area how we can solve the problem or how we can think and who to suggest to. Moreover, I am a coordinator for healing widow women and affected people from the unrest situation. All the jobs provide accurate and clear knowledge and information to people Thai Muslim women. Importantly, public relation is the most important thing to alert people to realize an importance of pacification. I run radio program to report the news and other issues regarding pacification to expand the information widely...”

(President of Thai Women Empowerment
Funds, Toongyangdaeng District, Pattani)

“I think everyone can take part in pacification, especially Thai Muslim women leaders. We have opportunity and space so we should speak for other to tell the situation to the outsiders to avoid misunderstanding which affect to the worst situation. As one said, if an ant bites and you do not tell the truth, it will grows big. Further, I propose the solution of the conflict to community and schools in three southern provinces to lighten kids and youth to be

interested in pacification. I am trying to build trust between Buddhist and Thai Muslim and between government officers and people by spreading information to various groups, finding new communication channel such as being a DJ and writing articles regarding the situation on website...”

(President of Learning Center for Orphans
and Underprivileged Children, Mayor
District, Pattani)

In short, to live happily together in the society though there was conflict and people were able to adjust themselves to the diversity of race, religious, culture, it depended on accurate knowledge, understanding and self-adjustment. These all led to the society without war and violence, which call peace.

6.2 Be calm was an important trait leadership for pacification. Thai Muslim leaders must be calm and be patient to the incomprehension, disagreement, and unrest situation.

From the in-depth interview and non-participate observation, **President of The Network of Civic Women for Peace, Pattani**, said about being calm and be patient to the changes and situation in three southern provinces that;

“In work, we cannot work with our emotion, especially we are the leaders. We have to support them to go and stay with us, be quiet to control situation, be calm to control our own emotion not to change with the situation or circumstance both within and outside organization. Also, we have to shut our mouths to not abuse colleagues or subordinates in case they do wrong to reduce the conflict in organization. I will try to control my emotion to be the model and increase my reliability. Also, I give freedom to my colleagues in work. We have to find the sharing point while we maintain the personal of each, not cross the line, respect each other, and not cause problem...”

(President of The Network of Civic Women
for Peace, Pattani)

Correspond with **President of Muslimah Sewing Group and Women Development Committee, District, Amphoe, province, Yala**, she said being calm was an important trait leadership of the leaders because it led to the peaceful cohabitation and said;

“Working regarding to pacification, I think it is a sensitive issue so everyone is important equally. We have to be opened for them, listen to them, be calm though it is contrast with what we see or experience. I believe that if we have trust, we will be working together easily. The leaders themselves are very important. If the leaders are hasty and ignore others opinion, it causes problems which will become a conflict and violent situation...”

(President of Muslimah Sewing Group and Women Development Committee, District, Amphoe, province, Yala)

In accordance with the opinion from **President of Women Development Committee, Yee-ngor District, Yala province**, she thought that being calm was important to push pacification forward. The unrest situation in three southern provinces of Thailand occurred from many reasons so if we would like to solve the problem, we need time, cooperation, and trust. All these processes could not be done in as rush time. She also said;

“All attempt means a lot to pacification, only need calmness, patient and continuity. I think we need to understand problem, have direction for solution and have clear objective. Small things will become great thing (Peace by Pieces). Pacification processing needs patient and everyone is suffering from being victims of the violence. Also, they have to bear with the delay of the development, bear with the disagreement, work with persons we consider as enemies, and accept that they will not get everything they need. If who cannot feel this pain, pacification will not happen really...”

(President of Women Development Committee, Yee-ngor District Yala)

Briefly, pacification was an ongoing process which needed the constant work process. It would not succeed shortly but need patient, attempt and constancy in work. Besides, we had to have determination and clear objection to achieve the aim. Pacification was like a long process of work which needed immediately action with calmness “action today for result tomorrow”.

6.3 Be able to synchronize benefits From the study, synchronize benefits meant cooperation to preserve and protect personal benefit or stop the conflict arise from political, economic, and social competition. Synchronize benefits had advantages in politic, economy, and society. It preserved all benefits together. Then, there was the cooperation among them so peace, justice occurred in economic, trade, resources and funds, and technology exchange sectors. However, a disadvantage was the obstruction happened which led to the conflict among groups.

From the in-depth interview and non-participate observation, **President of The Network of Civic Women for Peace, Pattani**, gave the point of view toward the synchronize benefits that it was one step of pacification and said;

“Negotiation and synchronize benefits are very important to move pacification forward. I think if conflict is the one of human nature, as same as illness, though it can happen at any time and at many levels, from verbal to physical conflict. The most severe level is war which causes a great loss in lives and properties. I do not think the situation in three southern provinces is at this level yet. I believe that the cooperation, negotiation, synchronizing benefits for overall benefits such as trade, culture, and sport cooperation, will lead to peace...”

(President of The Network of Civic Women
for Peace, Pattani)

Correspond with the information of **President of Thai Women Empowerment Funds, Yala**, in synchronize benefits that should pay attention to the interaction to gain the highest benefits equally, and said;

“In my opinion, synchronizing benefits means to cooperate to preserve and protect personal benefit and to stop the conflict with organizations within and outside the three southern provinces. The

most important factor to succeed the synchronizing is the clear and accurate interaction, communication and deliver the message to the receivers as needed. I believe that if we can make understanding, have reasonable reasons and good relation, we are able to preserve organization benefits. I am working with many network groups such as Women Development Committee, We Peace group, which provide academic service about pacification, participate in activities to provide information on pacification...”

(President of Thai Women Empowerment Funds, Yala)

In summary, synchronizing benefits was another important trait leadership. Leaders had to cooperate with all sectors to preserve and prevent organization or community benefits in case of conflict. Thai Muslim women leaders must learn, search for, and select the best method to synchronize benefits in a current situation to achieve the objective which was peace.

6.4 Be ready to the changes From the study, to be ready to the changes was another important trait leadership. Because of the rapid and advance changes, if the leaders were not be ready to deal with, it would impact to organization and pacification.

From the in-depth interview and non-participate observation, **subordinate of President of The Network of Civic Women for Peace, Pattani, President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani, subordinate of Community Development Volunteer Leader, Rusoh District, Narathiwat, and subordinate of Dean of the Faculty of Political Science, Prince of Songkla University: Pattani Campus**, presented the corresponding idea on being ready to the changes that the leaders should be ready, develop themselves, and gain new knowledge constantly to support pacification progress. They said;

“I think Ya is always be prepared for the changes. She always make note, and plan the activities in detail of what to prepare if she receives any project to do or some funds. Moreover, she follows and updates new information to apply to work to

correspond with the situation at that time and close the job very well...”

(subordinate of President of The Network of
Civic Women for Peace, Pattani)

“I emphasize on self-development, to gain new information and be ready to deal with the changes creatively. I always initiate new project for community and expand to other groups. Further, I am interested in learning about computer to use in work related to Women for Peace Association. I think if we are open-minded, we are definitely able to be ready to deal with any changes...”

(President of Thai Women Empowerment
Funds, Toongyangdaeng District, Pattani)

“Because of we are 100% Muslim community, people mainly rely on religious doctrine. They accept less change. However, Bupha is able to integrate the new idea to be acceptable. I and other admire and accept her capability in being ready to deal with the changes. I think that whether the changes are good or bad, Bupha will try to find the way to save the community from trouble, especially regarding to pacification. It is very important the leaders must comprehend deeply to educate and be role model to community and people...”

(subordinate of Community Development
Volunteer Leader, Rusoh District,
Narathiwat)

“I think she has high trait leadership in being ready for the changes. Since she was the Dean here, many organizational culture have been changed such as finger scan machine to record time attendance instead of punching card or recording book to be fair to everyone. In performance assessment, each position will be rotated every two years such as superiors, academic support, administration staff, human resources, and staff ability. There was a good respond and an objection at the beginning of the changes.

She was still trying to explain to all to understand the reason of some changes. Finally, everyone accepted and agreed with what she had done that would lead organization to achieve the aim. I think she are to change and be ready to deal with the changes. She thinks fast and takes action promptly which make the work goes faster, especially work related to pacification. She implement pacification in faculty curriculum which will be the beginning of knowledge and understanding among youth to be developed in the future. All happens because she dares to think, to change, and to be ready for the changes...”

(subordinate of Dean of the Faculty of
Political Science, Prince of Songkla
University: Pattani Campus)

In conclusion, pacification would occur from the push in many levels. It was the changes in government sectors, civic society sectors, and people attitude. In three southern provinces where Thai Muslim women leaders have to be ready for the changes in all steps and in pacification. During the process, there might be problems which could not be guaranteed for any conflict or permanent success pacification. Thus, being ready to the changes was an important trait leadership of Thai Muslim women leaders in three southern provinces of Thailand.

Table 5.6 Summarize the sources of the trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand that corresponded with the roles and behaviors leadership in pacification promotion

The trait leadership in pacification promotion	Sources
1. Having knowledge and understanding of pacification	President of The Network of Civic Women for Peace, Pattani, President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani, President of Learning Center for Orphans and Underprivileged Children, Mayor District, Pattani
2.Be calm	President of The Network of Civic Women for Peace, Pattani, President of Muslimah Sewing Group and Women Development Committee, District, Amphoe, province, Yala, President of Women Development Committee, Yee-ngor District, Yala province
3.Be able to synchronize benefits	President of The Network of Civic Women for Peace, Pattani, and President of Thai Women Empowerment Funds, Yala province
4. be ready to the changes	subordinate of President of The Network of Civic Women for Peace, Pattani, President of Thai Women Empowerment Funds, Toongyangdaeng District, Pattani, and subordinate of Community Development Volunteer Leader, Rusoh District, Narathiwat

5.2 Analyze trait leadership of Thai Muslim women leaders in three southern provinces of Thailand which were in line with each roles

The analysis of trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in each roles of Thai Muslim women in three southern provinces. The researcher applied the sampling groups to interview each trait which had outstanding role more than half. Then, selected an in line behaviors according to the roles. There were 59 traits of Thai Muslim women leaders in three southern provinces of Thailand, which were the same with trait leadership of women leaders in general in 9 traits. Thus, there were 50 trait of Thai Muslim women leaders as in table below which shown the analysis of trait leadership of Thai Muslim women leaders in three southern provinces of Thailand which were in line with behaviors leadership on leadership **roles** of Thai Muslim women leaders in three southern provinces of Thailand.

Table 5.7 Trait in line corresponded with behaviors on the role in management

Behaviors leadership on the role in management	Trait leadership corresponded with behaviors leadership in the role in management
1. Define vision, mission, policy, purpose, objective of strategic and action plan for management correspond to academic and profession aspects. 2. Encourage staff to have motivation in work 3. Be the leader who ready to the changes, able to solve problem, and ready to deal with problem in the future 4. Make decision sharply and appropriately to situations.	Trait leadership of Thai Muslim women leaders: 1. Adjustment ability 2. Outstanding characteristic 3. Self-confidence 4. Ability to exercise power over others 5. Be patient to frustration 6. Ability to make decision 7. Ability to solve problem 8. Ability to motivate self and others 9. Having skill in planning and management 10. Ability to work in team 11. Being flexible 12. Having trait in social aspect 13. Having trait in management 14. Being participatory leader

Table 5.8 Trait in line corresponded with behaviors on the role in academic and professional aspects

Behaviors leadership on the role in academic and professional aspects	Trait leadership corresponded with behaviors leadership in academic and professional aspects
1.Crete culture and environment which lead to organization for learning 2.Knowledge based for administration and development in academic and professional progress 3.Sopport and promote subordinates to develop learning, researching and applying information technology, computer and English to achieve the professional propose 4.Control organization quality to maintain professional standard 5.Develop knowledge constantly and continuously to be accepted by within and outside organizations 6.Support seminar to exchange and learn. Promote researches conducting to create new knowledge to organization and society 7.Create and integrate knowledge, local wisdom to develop academic and professional propose	Trait leadership of Thai Muslim women leaders: 1.Intelligence 2.Determination 3.Attempt 4.Enthusiasm 5.Challenge 6.Creativity 7.Ability to communicate 8. Academic and professional leadership 9.Cooperation 10.Knowledge on local wisdom

Table 5.9 Trait in line corresponded with behaviors on the role in creative revolution and development

Behaviors leadership on the role in creative revolution and development	Trait leadership corresponded with behaviors leadership in creative revolution and development
1. Lead the conceptual and practical changes 2. Search for the adaption on information technology, database, and programs to fasten, accurate the effective procedure 3. Create behavior and work procedure for staff in organization to be aware of funds, human, and environment value 4. Build good relation with related organizations or network groups for exchange and learning and apply creatively	Trait leadership of Thai Muslim women leaders: 1. Physical description 2. Sympathety 3. Ambition 4. Being sporting 5. Having human relations 6. Generosity 7. Emotional control 8. Determination 9. Carefulness 10. Courage 11. Reliability

Table 5.10 Trait in line corresponded with behaviors on the role in monitoring and evaluation

Behaviors leadership on the role in monitoring and evaluation	Trait leadership corresponded with behaviors leadership in monitoring and evaluation
1. Define standard and indicator for monitoring and evaluating work performance of staff in organization 2. Set meritorious consideration system with justice, transparency and accountability 3. Declare the method, regulation, consideration and principle to staff and evaluate performance impartially 4. Promote and support the development of organization continuously 5. Develop, improve, and apply evaluation result to set objective plan	Trait leadership of Thai Muslim women leaders: 1. Intelligence 2. Determination 3. Attempt 4. Enthusiasm 5. Challenge 6. Creativity 7. Ability to communicate 8. Academic and professional leadership 9. Justice 10. Transparency 11. Having carefulness (repeated)

Table 5.11 Trait in line corresponded with behaviors on the role in coordination, conflict management, and team work participation promotion

Behaviors leadership on the role in coordination, conflict management, and team work participation promotion	Trait leadership corresponded with behaviors leadership in coordination, conflict management, and team work participation promotion
<ol style="list-style-type: none"> 1. Combine organization's vision and mission effectively 2. coordinate and connect with the sectors both inside and outside organization to create interaction 3. Reconcile and conciliate in organization to create harmony 4. Maintain organization unity 5. Encourage and be aware of colleagues, subordinates, people, and families' value 6. Motivate staff in organization to be enthusiastic to achieve the objective 7. Give opportunity to colleagues, subordinates, people, and families to interact with to consult and solve problem 	<p>Trait leadership of Thai Muslim women leaders:</p> <ol style="list-style-type: none"> 1. Honesty 2. Responsibility 3. Justice 4. Patient 5. Morality and ethics 6. Sacrifice

Table 5.12 Trait in line corresponded with behaviors on the role in Islam Culture

Behaviors leadership on the role in Islam culture	Trait leadership corresponded with behaviors leadership in Islam culture
1.Know and learn about culture diversity 2.Behave follow the doctrine strictly 3.Practice and participate religious activities constantly 4. Dress properly to religious rule 5.Campaign using Melayu and Thai languages in communication 6. Inherit local tradition and entertainment.	Trait leadership of Thai Muslim women leaders: 1.Knowlwdge on Islam culture 2.Clinging to religious doctrine 3.Carefulness (repeated) 4.Patient (repeated) 5.Sacrifice (repeated) 6.Determination (repeated)

Table 5.13 Trait in line corresponded with behaviors on the role in pacification promotion

Behaviors leadership on the role in pacification promotion	Trait leadership corresponded with behaviors leadership in pacification promotion
1.Having conversation and negotiation 2.Deliberation 3.Compromise 4.Being lecturer to educate communication and organization 5.Campaign on pacification 6.Working with network groups 7.Produce media 8.Training, attend seminar and participate in activities regarding pacification 9.Follow and public relation information constantly 10. Providing educational service	Trait leadership of Thai Muslim women leaders: 1.Knowledge and understanding in pacification 2.Courage (repeated) 3.Calm 4.Sacrifice (repeated) 5.Responsibility (repeated) 6.Patient (repeated) 7.Synchronize benefits 8.Ready to the changes 9.Enthusiasm

CHAPTER VI

MODEL OF TRAIT LEADERSHIP DEVELOPMENT OF THAI MUSLIM WOMEN IN THE THREE SOUTHERN PROVINCES OF THAILAND

The analysis on data regarding the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, questionnaire was used to collected data from 17 specialists who were selected by purposive sampling. Data collection took 4 months, from May 2013 to September 2013 as detail below.

6.1 Analysis of the trait leadership development content of Thai Muslim women in the three southern provinces of Thailand

6.2 Create model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand

6.3 Draft model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (proposed draft)

6.4 Present model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (research copy)

6.1 Analysis of the trait leadership development content of Thai Muslim women in the three southern provinces of Thailand

The analysis of the trait leadership development content of Thai Muslim women in the three southern provinces of Thailand was the result of the analysis of trait leadership development of Thai Muslim women in the three southern provinces obtained from the interview and non-participant observation of sampling group. There were 6 traits leadership found. From the information of the sampling group, Thai Muslim women in the three southern provinces had the trait according to the roles; trait of Thai Muslim women in management, in academic and professional aspect, in

personality, in morality, in Islam culture, and in pacification promotion, which were 59 trait totally. The researcher considered in detail of all 6 traits leadership and analyzed them based on related concepts, principles, and theories to set the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand. The synthesize criteria was that trait leadership should be develop conjointly by applying concepts, principles, theories, and development content in one direction. The detail of the analysis and synthesis was below.

Table 6.1 Analysis of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand based on concepts, principles, and theories related to the leadership to set the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand

Concepts, principles, and theories related to trait leadership of Thai Muslim women leaders were:

1	means	Management, administration, human resources administration
2	means	Academic and professional aspect
3	means	Personality
4	means	Virtue and morality and
5	means	Academic and professional aspect
6	means	Islam culture
7	means	Pacification Promotion

Traits leadership of Thai Muslim women leaders in the three southern provinces of Thailand		1	2	3	4	5	6	7
1.Adjustment ability		✓						
2.Outstanding characteristic		✓						
3.Self-Confidence		✓						
4.Ability to exercise power over others		✓						
5.Patient to frustration		✓						
6.Ability to make decision		✓						
7.Ability to solve problem		✓						
8.Ability to motivate self and others		✓						
9.Planning and management skill		✓						
10.Ability to work in team		✓						
11.Flexibility		✓						
12.Trait in social aspect		✓						
13.Trait management		✓						
14.Participatory leadership		✓						
15.Intelligence			✓		✓			
16.Determination			✓		✓			
17.Attempt			✓		✓			

Traits leadership of Thai Muslim women leaders in the three southern provinces of Thailand						
1	2	3	4	5	6	7
18.Enthusiasm	✓		✓			✓
19.Sagaciousness	✓		✓			
20.Creativity	✓		✓			
21.Ability to communicate	✓		✓			
22.Academic and professional leadership	✓		✓			
23.Cooperation	✓					
24.Knowledge on local wisdom	✓					
25. Physical description		✓				
26.Sympathy		✓				
27.Ambition		✓				
28.Being sporting		✓				
29.Human relations		✓				
30.Generosity		✓				
31.Emotional control		✓				
32.Determination		✓			✓	
33.Carefulness		✓			✓	
34.Courage		✓				✓

Traits leadership of Thai Muslim women leaders in the three southern provinces of Thailand	1	2	3	4	5	6	7
35. Reliability			✓				
36. Be ready for the changes			✓				✓
37. Creativity			✓				
38. Justice				✓			
39. Transparency				✓			
40. Honesty					✓		
41. Responsibility					✓		✓
42. Justice					✓		
43. Patient					✓	✓	✓
44. Virtue and morality					✓		
45. Sacrifice					✓	✓	✓
46. Knowledge on Islam culture						✓	
47. Clinging on religious doctrine						✓	
48. Knowledge and an understanding on pacification							✓
49. Calmness							✓
50. Synchronize benefits							✓

Traits leadership of Thai Muslim women leaders in the three southern provinces of Thailand contained the development content. The researcher analyzed traits leadership based on 6 traits which were; personality and image development content. Trait in virtue and morality consisted of virtue and morality development content. Trait in Islam culture consisted of knowledge and an understanding of Islam culture development content. Trait in pacification promotion consisted of knowledge and an understanding of pacification development content which the researcher considered the development content which would be able to develop to the trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand from the research to cover all 50 traits.

Table 6.2 Analysis of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand based on concepts, principles, theories, and content related to each aspects

Concepts, Principles, Theories	Concepts, Principles, Theories	Development Content
Development on administration knowledge	1.Trait in administration	1.Modern administration principle, and administration principles, concepts, and theories Application on administrative process such as planning, organizing, staffing, decision making, communication, cooperating and monitoring

Table 6.2 Analysis of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand based on concepts, principles, theories, and content related to each aspects (cont.)

Concepts, Principles, Theories	Concepts, Principles, Theories	Development Content
Development on administration skill	2.Ability to exercise power over others 3.Patient to frustration 4.Ability to make decision	2.Strategic administration 3.Organize and improve work structure 4.Facilitation
Development on human resource administration	6.Ability to motivate self and others 7.Planning and management skills 8.Ability to work in team 9.Participatory leadership 10.Adjustment ability 11.Self-Confidence 12.Flexibility 13.Outstanding characteristic 14.Trait in social aspect	5.Human resources administration and development 6.Motivation and encouragement principles

Table 6.2 Analysis of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand based on concepts, principles, theories, and content related to each aspects (cont.)

Concepts, Principles, Theories	Concepts, Principles, Theories	Development Content
Development on academic and professional leadership	1.Intelligence 2.Attempt 3.Enthusiasm 4. Sagaciousness 5.Academic and professional leadership 6.Ability to communicate 7.Creativity 8.Cooperation 9.Determination 10.Knowledge on local wisdom 11.Justice 12.Transparency 13.Carefulness	1.Academic administration 1.1 Knoelege management 1.2 Create learning organization 2. Professional administration 2.1 Knowledge and local wisdom 2.2 Professional ethics 3.Monitoring process development
Development on virtue and morality	1.Honesty 2.Responsibility 3.Justice 4.Patient 5.Virtue and morality 6.Sacrifice	1.State administrative principle 2.Virtue and morality principle for administrators 3. Professional ethics principle for administrators

Table 6.2 Analysis of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand based on concepts, principles, theories, and content related to each aspects (cont.)

Concepts, Principles, Theories	Concepts, Principles, Theories	Development Content
Development on Islam culture	1.Knowledge on Islam culture 2.Clinging on religious doctrine	1.Islam culture principle 2.Praticing Islam culture promotion
Development on pacification promotion	1.knowledge and an understanding on pacification 2.Calmness 3.Synchronize benefits	1.Consiliation and negotiation skill development 2.Healing

Traits leadership of Thai Muslim women leaders in the three southern provinces of Thailand contained the development content. The researcher analyzed traits leadership based on 6 traits which were; trait in administration consisted of administration knowledge, administration skill, and human resource administration development content. Trait in academic and professional aspect consisted of academic and professional leadership development content. Trait in personality consisted of personality and image development content. Trait in virtue and morality consisted of virtue and morality development content. Trait in Islam culture consisted of Islam culture principle development content, and trait in pacification promotion consisted of conciliation and negotiation skill development content, which the researcher considered the development content which would be able to develop to the trait leadership from the research to cover all 50 traits.

6.2 Create model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand

From studying concepts, theories, and principles to create the model, define the creative model principle, and analyze the traits leadership based on concepts, principles, and theories related to trait leadership mentioned earlier, the researcher applied concepts and processes to create model and followed 4 main steps respectively.

Step1 Readiness preparation for development

This was the step to prepare knowledge and an understanding on leadership in trait leadership of Thai Muslim women leaders in the Tree southern provinces of Thailand, to adjust idea, and to create positive thinking and motivation to develop trait leadership of women to be ready to get involved in development, recruitment process and prepare a situation to be in accordance with the defined traits leadership which could be developed. Development situation should comprise of various development methods and activities.

Step2 Pre-development evaluation on trait leadership of Thai Muslim women leaders in the Tree southern provinces of Thailand which needed to be developed

It was the step to evaluate the women who will be developed leadership with one of development methods that would define which trait leadership aspect those lacked of, which one of those categorized to which trait from the 6 trait leadership defined, and how to develop the trait leadership in order.

Step 3Processing trait leadership development

It was the step to develop the women followed the model created. This was to create and develop knowledge, skills and attitude according to learning principle to create 51 traits leadership of Thai Muslim women leaders in the Tree southern provinces of Thailand, as found from the research.

Step4 Post-development evaluation

It was the step to evaluate the development from step 3 whether it developed the required trait leadership of Thai Muslim women leaders in the Tree southern provinces of Thailand or not. Also, to evaluate the procession in each step and the overall result to find out which process and step should be improved or developed.

Define elements relation

Implement the development model had elements in the continuing process and 4 steps as mentioned. The process was in order from 1 to 4 respectively followed the defined relation. The 4 steps had an elements relation as below.

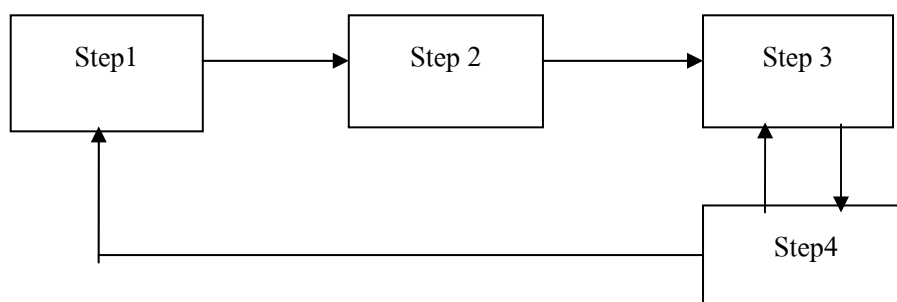


Figure 6.1 Elements relation process

Define the methods, the activities, and the detail of each step process in accordance with and relate to main concept in each step by specifying the detail in the step of development process the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, which consisted of concepts, development content, objectives, methods, activities of development and the expected results.

Proposed draft and an explanation of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand

Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, the researcher, preliminary, proceeded the development based on principles, concepts, and theories related to trait leadership

development as a framework to develop the model. Figure 2 showed the elements of model and the process detail due to the structure of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand as below.

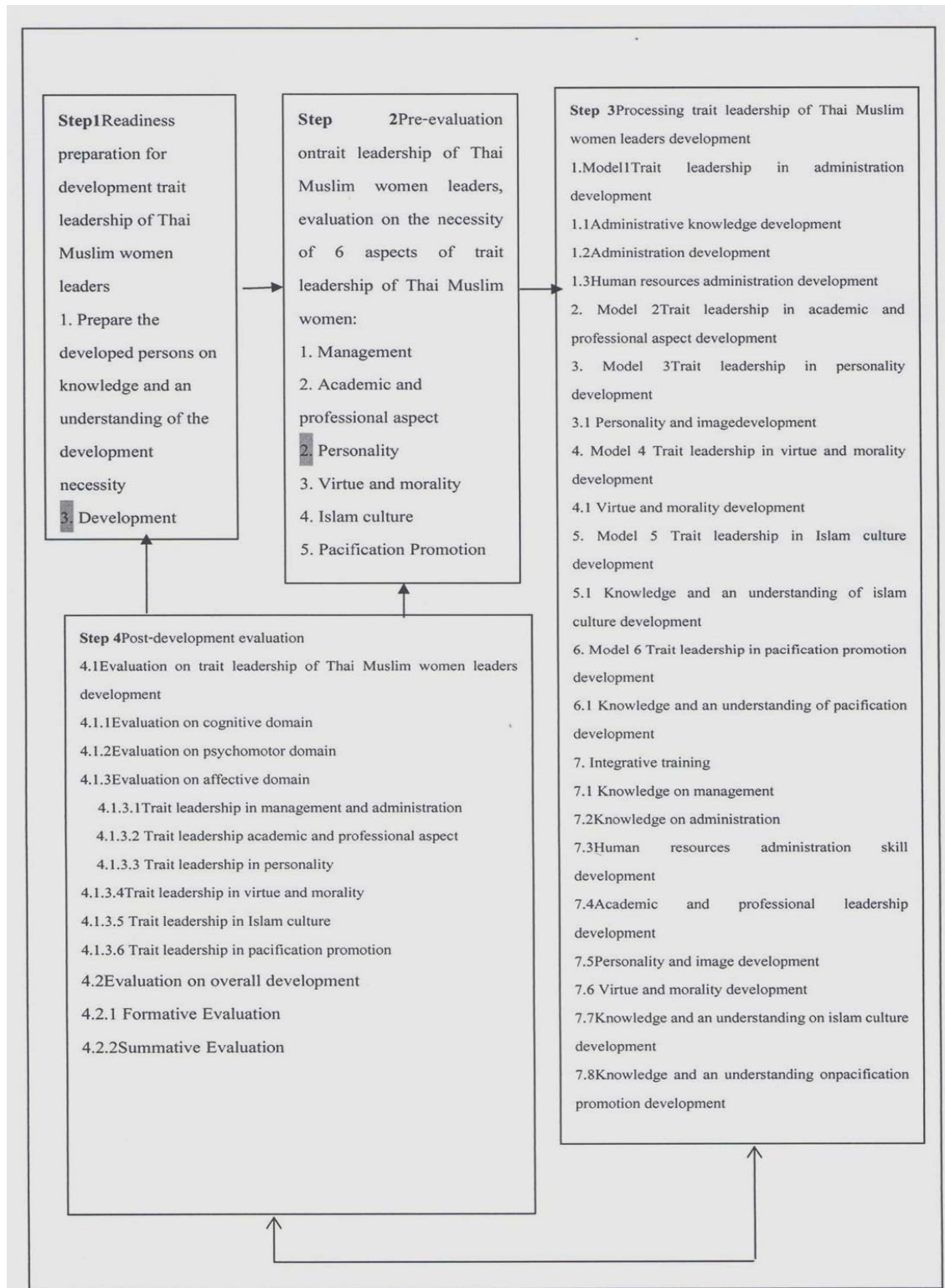


Table 6.3 Summarize detail of the process based on the structure of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (Draft)

Process	Concepts	Development content
Step1 Readiness preparation for development trait leadership of Thai Muslim women leaders	1. Prepare the developing persons by creating knowledge and an understanding of roles, behaviors, and traits leadership of Thai Muslim women leaders and creating positive thinking towards trait development. 2.Prepare the process of trait leadership development on development procedure, methods, and activities.	1.1To know and understand roles, behaviors which in accordance with roles leadership of Thai Muslim women leaders. 1.2 To know and understand traits leadership which in accordance with roles leadership of Thai Muslim women leaders. 1.3To understand an importance and necessity of process detail development and the development process 1.4 To create positive attitude towards traits leadership development of Thai Muslim women leaders 2.1Prepare and understand to be developed 2.2Understand the detail of development model on development process, activities, and methods which suit to individual women. 2.3To know and understand innovation and technology applied for development 2.4 Plan and define agreement on development

Table 6.3 Summarize detail of the process based on the structure of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (Draft) (cont.)

Process	Concepts	Development content
Step2 Pre-development evaluation before trait leadership of Thai Muslim women leaders development	1.To evaluate trait leadership of Thai Muslim women leaders on 6 aspects 2.To define trait leadership aspect which needed to be developed	Evaluation on trait leadership of Thai Muslim women leaders from the study 1.Management and administration 2.Academic and professional aspect 3.Personality 4.Virtue and morality 5.Islam culture 6.pacification promotion
Step3 Processing trait leadership of Thai Muslim women leaders development	The process to develop the model which focused on creating knowledge, skill, and affective domain to create trait leadership of Thai Muslim women leaders were: 1.Trait leadership in management and administration development 2.Trait leadership in academic and professional aspect development 3.Trait leadership in personality development	Knowledge on administration development, both human resources and operation 1.Strategic administration 2.Organize and improve operation structure 3.Human resources administration and development 4.Facilitation 5.Motivation and encouragement Academic and professional leadership development 1.Academic administration 2.Professional administration Personality and image development 1.Make relationship 2.Emotional intelligence 3.Social manners 4.Dicision making

Table 6.3 Summarize detail of the process based on the structure of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (Draft) (cont.)

Process	Concepts	Development content
Step3 (continued) Processing trait leadership of Thai Muslim women leaders development	4.Trait leadership in virtue and morality development	Virtue, morality, and professional ethics development 1.State administration principle 2.Virtue and morality for administrators
	5. Trait leadership in Islam culture development	3.Professional ethics for administrators Accurate knowledge, understanding, and practicing on Islam culture development
	6.Trait leadership in pacification promotion development	1. Islam culture 2. Preserve Islam culture Pacification promotion development 1.Create peace with conciliation and negotiation skills

Table 6.3 Summarize detail of the process based on the structure of Model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (Draft) (cont.)

Process	Concepts	Development content
Step4 Evaluation trait leadership of Thai Muslim women leaders after development	Evaluation results of trait leadership of Thai Muslim women leaders development on aspects: 1.1 Management and administration 1.2 Academic and Professional aspect 1.3 Personality 1.4 Virtue and morality 1.5 Islam culture 1.6 Pacification promotion 2. Evaluation on process of trait leadership development	Evaluation on development results 1.Cognitive domain 2.Psychomotor domain 3.Affective domain regarding 6 aspects development Evaluation on process 1.Formative Evaluation 2. Summative Evaluation 2.1 Analyze process in each steps and in overall result 2.2Analyzean appropriation and corresponding of the process in each steps and in overall result 2.3Analyzean efficiency and effectiveness of each steps and in overall result

Model applying guideline, model success conditions, and model success indicator.

To apply the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand, the researcher defined the model applying guideline and model success conditions below.

Model applying guideline

1. Before applying the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand, users had to make understand the implementation steps.

1.1 Study the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand in overall and each steps thoroughly.

1.2 Apply the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand

1.3 Evaluate the development result and development process

2. Developing persons must manage time to suit their work duties. This was because the content of the development model contained with administration principles, concepts, elements, procedures, and theories which related to and important to the development of trait leadership of Thai Muslim women leaders in the three southern provinces. They had to study by themselves to be prepared for the training efficiently according to the development process

3. Government sectors which applied the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand, must not only study on the model but also the responsible persons in the sector must be trained to clearly understand the model process to lead the development achieve the objective.

4. Organizations which applied the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand must create and develop related learning set, set clear and practicable evaluation form.

5.The qualification of the women participated in the process should be defined, Thai Muslim women leaders, who were still in positions, in the three southern provinces of Thailand.

6.This development model focused on analysis of the development necessity, which were the required trait leadership that in accordance with trait leadership in each roles of Thai Muslim women leaders in the three southern provinces, which focused on the continuity of development. Required trait leadership due to the necessity needed and be able to develop by meeting, seminar, self-development on the situation of Thai Muslim women leaders in the three southern provinces of Thailand.

7. Development model focused on the developing persons gained knowledge, skills, and positive attitude towards development. Thus, users should give an importance to the integration training to be able to adapt the knowledge and to accumulate an experience and skill in administration appropriately, which in accordance with the objective of the development that focused on self-directed learning. Also, this could be adapted to the case of development of Thai Muslim women leaders in the three southern provinces of Thailand by the concern organizations.

Model success conditions

1. The developing persons had to have time to operate each step of the development seriously and complete all steps from the beginning to the end

2.Organizations which applied the model should understand the model very well and adapt it to suit the situation appropriately and harmoniously based on the characteristics of the developing persons, who were Thai Muslim women leadership three southern provinces of Thailand by the concern organizations.

Model success indicator

1. The developing persons had trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in management and administration.

2.The developing persons had trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in academic and professional aspects.

3.The developing persons had trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in personality.

4.The developing persons had trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in virtue and morality.

5.The developing persons had trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in Islam culture.

6.The developing persons had trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in pacification promotion.

6.3 Draft model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (proposed draft)

In evaluation, improvement, and propose model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, the researcher divided into 3 steps as below.

Step1 Suggestions from the experts answered the questionnaire round 1 and round 2

Step2 Questionnaire results from the experts round 3

Step3 Improvement and development model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand according to suggestions from the experts.

Step 1 Suggestions from the experts answered the questionnaire round1 and round2

The researcher applied concepts and principles in creating the model to define structure, elements, relations, and activities in each step. Then, the researcher brought the questionnaire to the experts and the result showed as follow.

Table 6.4 Index of consistency and possibility of the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand from questionnaire (17 experts)

Evaluation List	Suitability	Possibility	IOC= $\Sigma R/n$
1.Application			
1.1 Elements and structure of the model which consisted of 4 steps; step 1 Readiness preparation, step 2 Pre-development evaluation, step 3 development, and step 4 Post-development evaluation	17	17	1.00
1.2 Ordering element structure of the model from step 1 to step 4	17	17	1.00
2.Achievement in trait leadership development of Thai Muslim women in the three southern provinces of Thailand			
2.1 Trait leadership in management and administration development	17	17	1.00
2.2 Trait leadership in academic and professional leadership development	17	17	1.00
2.3 Trait leadership in personality development	17	17	1.00
2.4 Trait leadership in virtue and morality development	17	17	1.00
2.5 Trait leadership in Islam culture development	17	17	1.00
2.6 Trait leadership in pacification promotion development			
2.7 Integration training			

From table 4.34, it showed the experts agreed that model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand was in accordance with and was possible to apply to achieve the objective of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st)

Name	Suggestions
1.Mr Piya Kitthaworn	<p>1.Structure and element of the model</p> <p>1.1 There should have connection with context, peculiarity of the three southern provinces of Thailand such as way of life, belief, religious, culture or the issues which should be aware of to be developed, step of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.</p> <p>1.2 Important aspects should be added to the 4 development steps which were:</p> <ul style="list-style-type: none"> -Readiness preparation step – should have development principles to use in development -Development step – 6 traits leadership should have academic concept for reference -Development evaluation step – what was the regulation? Was it accurate and reliable?
1.Mr Piya Kitthaworn(continued)	<p>2.Readiness preparation</p> <p>Should be concrete, be in accordance with context and peculiarity of the three southern provinces of Thailand</p> <p>3.Development and development evaluation step</p> <p>Same as No. 2</p>

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
2.Assoc.Prof.Dr.Somboon Sirisanhiran	Step 3Development In trait leadership in pacification promotion development, should add more detail of pacification.
3.Dr.Thaweesak Putthasukkhi	1.Structure and element of the model The 4 steps were suitable and reasonable. The order might be practical but switch step 1 and step 2 (Readiness preparation and Pre-development evaluation) might be suitable and possible as well. 2.Readiness preparation -The activities should focus on participatory process and brainstorm from the participants, emphasize on the Facilitator in learning process. -Focus on idea and point of view of content exchange-based learning. Facilitator should give the content problems, questions to brainstorm and present the idea, documents, experiences, including working in sub-group (brainstorm on the assigned topics) so that the participants could have learnt from active learning. 3.Pre-development evaluation -Evaluation criteria was quite high to apply to general people who were or lower than bachelor degree. - Evaluation criteria could be done from: 1)Participants (training) evaluate themselves 2) Training organizer, lecturer 3) Participants (training) evaluate participants 4) Others 4.Development -It was used in general but the important thing is the proportion of presenting principles as concepts, theories to learning from case studies both from others and the participant's (Thai Muslim women leasers) -Issues which has more specific and special content than general development procedure which should be an outstanding case for the research.

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
4.Miss Pornsom Paopramote	<p>1.Readiness preparation</p> <ul style="list-style-type: none"> -The problem of women in the three southern provinces of Thailand which obstruct the development was social value, based on religion, which sometimes it was wrong and did not follow the doctrine. -Most of women thought that because of lacking the education on religious doctrine. They relied on men or community leaders because they were afraid to misbehave. -Giving the knowledge of Islam culture would be good. <p>2.Pre-development evaluation</p> <ul style="list-style-type: none"> -Evaluation should be applied to the participants before and after to see whether there was the development or not, but should be trained in all subject though got over 80% score <p>3. Development</p> <ul style="list-style-type: none"> -In strategic administration, should train on think outside the box and innovation thinking -Motivation and encouragement was a part to strengthen the team, but should measure in other aspects such as resignation, transfer request, absence etc. -Emotional adjustment such as emotional intelligence, decision making, relationship building. Reading manual should not change people. It needed time. -Few days training could not change behavior. Giving knowledge and apply, it could help. -Virtue should base on Islam culture and must not apply Buddhism doctrine in training, just a reference was fine.

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
<p>4.Miss Pornsom Paopramote(continued)</p>	<p>3. Development (continued)</p> <p>-It was good to give knowledge on Islam culture but should include religious doctrine to give fact to women.</p> <p>-Office of Women's Affairs and Family Development and Thammasat University had conducted the research on women in the three southern provinces of Thailand. Women who participated gave information about the leaders referred to religion and distorted abridged women rights such as working outside, prohibit men from doing housework. If women had more chance to learn religion, they would be aware of.</p> <p>-Making peace should contained negotiation skill to reduce conflict and build network to make peace.</p> <p>4. Re-development</p> <p>Re-development to increase ability and to evaluate should be done, if possible. The evaluation should took place after the participants working in the three southern provinces for a while to evaluate participants themselves and the development procedure whether it should be improved or not.</p>
<p>5.Asst.Prof.Dr.Noppadol Thippayarat</p>	<p>Agreed to all.</p>

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
6.Mrs.Kalaya Iawsakul	<p>1. Structure and element of the model</p> <p>Agreed with the development structure that participants should be tested to know the knowledge level before providing knowledge. To input knowledge into the process, there should have the evaluation and know the requirement before starting process. Brainstorm and giving suggestion should be done in groups to achieve the training. After training, Post-development evaluation should take place to know whether the participants could apply the knowledge to develop or not. If not, the training should focus on specific knowledge.</p> <p>2.Readiness preparation</p> <p>Setting activities program should happen from the participation of groups, organization's network groups to understand training objectives, including activities planning, integrate with scholars and religion leaders to give concepts, practices and prohibitions. This was because the integration of religion dimension and activities, way of life, and living context will cover the project perfectly.</p> <p>3.Pre-development evaluation -Participants evaluation could be done to test on knowledge and find out the required knowledge, especially to select the target of the training. Participants who were in the appropriate age level and had self-confident should be grouped together. Leaders, who never had a chance and would like to participate in the development, should get an opportunity to develop themselves based on the context and their ability.</p>

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
6.Mrs.Kalaya Iawsakul	<p>-Targeting with the high percentage of expectation without considering the group who needed chance, 70% evaluation criteria was successful for network groups' leaders who communicate through their capable languages.</p> <p>4. Development</p> <p>-The most important thing of the strategic planning analysis and systematic thinking training was to select the leaders who run the activities for at least 3-5 years. Multiplex and systematic thinking needed the lecturers who understand and be able to encourage the multiplex thinking, not only economic base.</p> <p>-Setting vision, strategy, setting direction for the future, writing academic document and training manual, should be done in local language to call attention. For this activity, from cooperation with the leaders, they were grouped into 2 groups, think and operate groups. Most of the leaders were in the second group. To make the activity more interesting, entertainment process must be included. Referring to the case study could be done but the leaders in the three southern provinces of Thailand considered it as a difficult thing to do.</p>

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
6.Mrs.Kalaya Iawsakul	<p>4. Development (continued)</p> <p>-Working with women, politics should be considered as a closed issue though it was an unfamiliar issue to the leaders. To do the development plan, the issue of women and the political participation in the local politics could be added and possible.</p> <p>-Leading religion and the way of life was an important factor of the leaders because they were simultaneous and created various activities.</p> <p>-Nowadays, learning about peace and conflict in the region was very important. Everyone was interested in and gave important on the diversity in pacification forum.</p> <p>5.Post-development evaluation</p> <p>Evaluation criteria for passed and unpassed, 60-70% should be more appropriate.</p> <p>6. Re- development</p> <p>The ones who unpassed and return to re-participate should do the questionnaire on what they would like to know, to see and to be trained. Participate from the activities began, defined program till finish the process, all these steps must include the participation and decision making of the person who understand the three southern provinces context.</p>

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
7.Assoc. Prof. Chidchanok Rohimmula	<p>1. Development</p> <p>Encouragement and motivation building could be done in seminar, training, idea exchange but hardly to be practiced. Many Thai Muslim women leaders in the three southern provinces were discouraged by the family members, especially from husbands who did not see their as Thai Muslim women leaders. Some men would like their wives to be housewives and wives only. Some of Thai Muslim women leaders faced the family problems caused by the leadership role which had more burdens outside the house than in the past. Men did not adjust themselves quite well to have wives as the leaders.</p>
8.Mrs Preedah Jehwae	<p>1.Readiness preparation</p> <p>Might be possible in participation, but in planning, needed techniques. This was because to make understanding with Thai Muslim in the three southern provinces of Thailand was not easy.</p> <p>2. Development</p> <p>Team building and sharing duties in community would good. This was because there were a lot of women who were responsible for families and many groups of outreached children with no education. Importantly, how can we set the measure to solve violence problem in family, some mothers were tired to work outside and take care of children. Some of them were widows, some were injured by husbands. If these could be a part in the model development that would be good.</p>

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
9.Mrs Badreeyah Yahtoh	Agreed to all
10.Mrs Boopha Yeemah	Agreed to all
11.Acting Sub Lt. Somphot Suwannarat	<p>1.Structure and element of the model</p> <p>Addition on trait leadership of Thai Muslim women leaders in the Three southern provinces of Thailand</p> <p>1.1Self-management – having good personality, capability, virtue, morality, ethics, and discipline.</p> <p>1.2Work administration – planning, problem solving and making decision, budget, financial, accounting dministration, continual development, controlling and evaluation, team building and development, and responsibility to work.</p> <p>1.3Social administration – human relations, democratization, good coordination, and good consultant</p> <p>2.Readiness preparation</p> <p>Should give important to the forum, group activity to let women express their thought, exchange their ideas to know the restriction of the leadership expression, especially Thai Muslim women leaders who had faith and belief in religious doctrine.</p> <p>3.Structure and element of the model</p> <p>There should have the forum to brainstorm among Thai Muslim women.</p> <p>leaders on trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand to find out what trait leadership suit leaders and environment</p>

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
11.Acting Sub Lt. Somphot Suwannarat (continued)	4.Development -Facilitation – should be support for facilitation and cooperation -Motivation and encouragement principle – should be creating motivation and encouragement principle -Academic and professional leadership development, the objective should be to allow the participants to have more skill in learning academic administration and professional administration -Trait leadership development of Thai Muslim women leaders, if gave more important on way of life based on Islam doctrine simultaneously, it would increase confidence in Thai Muslim women leaders in leadership position. - Thai Muslim women leaders were very important in peace making because they played the roles as mothers, wives, and community leaders.
13.Prof. Adul Phromsaeng (continued)	1. Structure and element of the model -Evaluation must design tool to being accordance with what to be measured -Evaluation should have various forms depend on quality of what to be measured and evaluated -Development should have various forms but importantly, development to have standard for all dimensions. -Islam culture development was the most important aspect of trait leadership of women leaders in the three southern provinces of Thailand

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
13.Prof. Adul Phromsaeng (continued)	<p>2.Readiness preparation</p> <p>Islam principle needed men to be the leaders. Producing trait leadership of women leaders must promote women to have trait leadership in Islam culture leadership and must show trait leadership of women in the situation appropriately.</p> <p>3.Pre-development evaluation</p> <p>Evaluate by applying the test could not cover trait leadership evaluation in all aspects. Others evaluation method were needed.</p> <p>4.Development</p> <p>-Models, methods should be developed. Trait leadership in religion development should provide knowledge and practice in the real situation.</p> <p>-Main point of trait leadership development of women leadership in the three southern provinces of Thailand was to develop deeply in religion's core.</p>
14. Mr Sabae-eng Jehloh	Agreed with the model elements structure
15.Mr Sirichai Chareankit	Agreed to all

Table 6.5 Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (1st) (cont.)

Name	Suggestions
16.Mr Somporn Arunran	<p>1. Structure and element of the model</p> <ul style="list-style-type: none"> -Step4Pre-development evaluation must consider the behaviors or actions of the 6 trait leadership to evaluate efficiently. -After developed before step 4 evaluation spent quite a lot of time. -Pre-development evaluation should evaluate both output and outcome <p>2. Readiness preparation</p> <ul style="list-style-type: none"> -Content in accordance with objective 1.1 should prepare mental, physical, and behavioral readiness. -Knowledge on strategic management and administration should be prepared such as strategic thinking, state development strategy, Southern Border Provinces Administration Centre Strategy. <p>3. Pre-development evaluation</p> <p>If possible, group dynamics evaluation should be applied. Women leaders evaluate among themselves by applying appropriate criteria along with the evaluation form assigned.</p>
17.Mr Issara La-ongsakul	<p>Agreed to all</p>
18.Mr Samart Waradisai	<p>1. Structure and element of the model</p> <p>Step3 Development should add knowledge, understanding on multiculturalism society to live peacefully together and to form pacification.</p>

From the suggestions, the researcher improved and modified the second questionnaire and brought to the experts for round 2. The results were as below.

Suggestions on model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (2nd)

All suggested that there was no additional suggestion in all steps of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, second copy, except from one expert who had additional suggestion.

Name	Suggestions
6.Mrs. Kalaya Iawsakul	<p>1. Structure and element of the model</p> <p>Agree with the model structure and elements and started applying the structure to practice to develop.</p> <p>2.Readiness preparation</p> <p>Request to add two language manual with simple and attractive language. Most of people in the three southern provinces do not love readings to producing manual which was understandable easily represented by picture of people in the three southern provinces would be beneficial.</p> <p>3.Pre-development evaluation</p> <p>Evaluation should not be applied to individual evaluation but interested group evaluation and rotated evaluation. Separated the groups above and lower than 80%. Selecting criteria by the willingness to participate and only participants who trained the whole process would be evaluated.</p> <p>4. Development</p> <p>4.1 Analysis for creating model should be practice and applicable especially an implementation to Women groups development 3-5 years plan. During planning and working with Ministry of Social Development and Human Security, there should have MOU to practice and to support the budget and to monitor the development.</p>

Name	Suggestions
6.Mrs. Kalaya Iawsakul (continued)	<p>4.2 Studying and evaluating target groups to correspond with the women group program mostly apply the familiar media such as the criticism through media to apply and practice to be in accordance with the program.</p> <p>4. Development (continued)</p> <p>4.3Program on manners was a key factor because manners did not come from families, experiences, and current circumstance. Globalization caused people to compete and forgot all the manners. To better the program, Thai Buddhist should be included in target group to create good relation in cohabitation.</p> <p>4.4This program or manual must manage time appropriately because the development program contained 4-5 programs, 4 days per each, to understand each program. This was because the target who was evaluated lower than 80% should have an easy manual and have the program improved at the same time.</p> <p>4.5To apply religious program to the program, target groups would have more confidence and faith to develop their personality to the end of program. To succeed the program, the communicator should be a famous and respectable person among the target.</p> <p>4.6Pacification and religious principle integration made the target group clearly see the overall trial and were interested in applying the program to family and community.</p>

Name	Suggestions
6.Mrs. Kalaya Iawsakul (continued)	<p>5.Post-development evaluation</p> <p>Evaluation not only conducted before and after the development but also during the development or implementing in community. Develop trait leadership of old generation leaders to be able to communicate and form new generation leaders reflected the success of the program.</p> <p>6.Re-development</p> <p>Re-development was not a test but how to make the participants know they had to evaluate themselves. If they were unpassed in which aspect, they had to re-developed again to get the certificate to be certified from an institute for their own pride.</p>

From the suggestions, the researcher improved and modified the third questionnaire and brought to the experts for round 3 to find the accordance and possibility to practically apply. The results were as below.

Step 2 Questionnaire results from the experts round3

Table 6.6 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 1

Md means Median IqR means Interquartile range
 1 means The possibility to practically apply
 2 means In accordance with
 ✓ means Have
 × means Not have

Trait required development	Md	IqR	1	2
Step1Readiness preparation				
Objective				
1.1Prepare the readiness for the developing persons by creating the understanding o on roles, behaviors, and trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand and positive thinking towards trait development	4.29	1	✓	✓
1.2 Prepare the readiness in proceeding trait leadership development on development process, methods, and activities	4.24	1	✓	✓
Content				
(In accordance with objective 1.1)				
2.1To know and understand roles and behaviorsin accordance with trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand	4.24	1	✓	✓
2.2.To know and understand trait leadership in accordance with behaviors leadership in each roles leadership of Thai Muslim women leaders in the three southern provinces of Thailand	4.12	1	✓	✓

Table 6.6 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 1 (cont.)

Md means Median IqR means Interquartile range
 1 means The possibility to practically apply
 2 means In accordance with
 ✓ means Have
 × means Not have

Trait required development	Md	IqR	1	2
2.3To understand an importance and necessity of development step detail and development procedure	4.18	1	✓	✓
2.4To have positive attitude towards trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand	4.24	1	✓	✓
(In accordance with objective 1.2)				
2.1Crate readiness and understanding to get development	4.47	1	✓	✓
2.2To make understanding on model of development detail in step, development procedure, activities and development methods which appropriate to each person	4.	2	✓	×
(In accordance with objective 1.1)(continued)				✓
2.3To know and understand innovation and technology applied in learning for development.	4.18	1	✓	
2.4Plan andset agreement on development	4.35	1	✓	✓
Activities				
(In accordance with objective 1.1)				
3.1Organize activities for ice-breaking to accept the lack of knowledge and to gain more knowledge and ability by exchange and learning together to have motivation and participation in seminar	4..29	1	✓	✓

Table 6.6 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 1 (cont.)

Md means Median IqR means Interquartile range
 1 means The possibility to practically apply
 2 means In accordance with
 ✓ means Have
 × means Not have

Trait required development	Md	IqR	1	2
3.2Study principle, concept, theories related to trait leadership from document, researches, media, and e-learning, focusing on required roles, behaviors, and trait leadership and the importance of the development of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand	4.00	2	✓	×
3.3Complete evaluation form about the knowledge on trait leadership in roles, behaviors, and trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand both before and after learning	4.35	1	✓	✓
(In accordance with objective 1.2)				
3.1Organize meeting, seminar, lecture to inform and gain orientation to Thai Muslim women leaders in the three southern provinces of Thailand to know and understand the overall direction of development procedure	4.41	1	✓	✓
3.2Lecture, discussion, exchange opinion and questions-answers about the main content and model development detail in procedure, activities, and methods of development	4.24	1	✓	✓
3.3Studying manual and demonstrating how to apply innovation and technology in learning for development	4.12	1	✓	✓
3.4Meeting to find agreement and to plan to proceed trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand	4.29	1	✓	✓

Table 6.6 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 1 (cont.)

Md	means	Median	IqR	means	Interquartile range
1	means	The possibility to practically apply			
2	means	In accordance with			
✓	means	Have			
×	means	Not have			

Trait required development	Md	IqR	1	2
Expected results				
(In accordance with objective 1.1)				
4.1To gain knowledge and an understanding of roles, behaviors, and trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand	4.24	1	✓	✓
4.2To be aware of an importance and necessity of desirable trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand	4.35	1	✓	✓
4.3Have positive attitude towards trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand	4.24	1	✓	✓
(In accordance with objective 1.2)				
4.1 Thai Muslim women leaders in the three southern provinces of Thailandwere ready and understood the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand, development procedure, activities, and methods.	4.35	1	✓	✓
4.2Gain knowledge and an understanding on required innovation and technology in development activities	4.06	2	✓	×
4.3Take action in accordance with agreement of Thai Muslim women leaders in the three southern provinces of Thailand in development procedure and activities	4.35	1	✓	✓

From table 6.6, it found that all experts agreed that step 1, readiness preparation had the high and highest suitability and possibility for practical use to apply the model of trait leadership development of Thai Muslim women leaders at high and the highest levels respectively. From 23 activities, there were 3 activities that the experts were not correspond to each other, which were the content that was in accordance with objective 1.2, making understanding on detail of development model in development steps, process, activities, and the development methods that suited an individual (2), the activities that was in accordance with objective 1.1, studying principles, concepts, and theories related to trait leadership of women from documents, researches, media, and e-learning focusing on required roles, behaviors, and trait leadership of women leaders and the importance of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand (2), and the expected results that were in accordance with objective 1.2, gain knowledge and an understanding on required innovation and technology applied in development activities (2).

Table 6.7 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 2 Pre-development evaluation (17 experts)

Trait required development	Md	IqR	1	2
Step2 Pre-development evaluation				
Objective				
1.1 To evaluate trait of Thai Muslim women leaders in the three southern provinces of Thailand who were developed in 6 aspects before the development	4.47	1	✓	✓
1.2 To specify the trait required development	4.29	1	✓	✓

Table 6.7 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 2 Pre-development evaluation (17 experts) (cont.)

Trait required development	Md	IqR	1	2
Content (In accordance with objective 1.1) Trait leadership evaluation of Thai Muslim women leaders in the three southern provinces of Thailand in management and administration, academic and professional aspects, personality, virtue and morality, Islam culture, and pacification	4.47	1	✓	✓
Evaluation Applied trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand evaluation form in 5 aspect separately	4.29	1	✓	✓
Evaluation criteria Receiving point more than 80% would be able whether to develop or to not develop that aspect. Less than 80% must be developed	4.12	1	✓	✓

From table 6.7, it found that all experts agreed that step 2, pre-development evaluation had the suitability and possibility at high level for practical use to apply the model of trait leadership development of Thai Muslim women leaders. The experts corresponded to each other in all lists.

Table 6.8 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on management and administration (17 experts)

Trait required development	Md	IqR	1	2
Step3 Development				
1.Trait leadership development on management and administration	4.24	1	✓	✓
Objective				
To give the developing persons knowledge and capability in management and administration, set up work policy, strategy, planning and improving work structure, human resources administration and development, facilitation, and motivation and encouragement				
Content				
1.Strategic management and administration	4.18	1	✓	✓
2. Planning and improving work structure	4.24	1	✓	✓
3. Human resources administration and development	4.18	1	✓	✓
4. Facilitation	4.29	1	✓	✓
5. Motivation and encouragement	4.24	1	✓	✓
1.1Strategicmanagement and administration				
Objective				
1.To make the developing persons gain knowledge and an understanding on strategic administration, be able to plan and set policy	4.06	1	✓	✓
2.To make developing persons gain knowledge and an understanding and be able to explain organization principle	3.94	1	✓	✓

Table 6.8 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on management and administration (17 experts) (cont.)

Trait required development	Md	IqR	1	2
Development methods and activities				
1.Study trait leadership development manual about strategic principles, concepts, and administration	4.00	1	✓	✓
2.Study sample of case studies of strategic administration and pass to the developing persons to analyze strengths and weakness	4.06	1	✓	✓
3.Do the training exercise, writing strategic plan, and apply the plan	4.06	1	✓	✓
1.2 Planning and improving work structure				
Objective				
To make the developing persons gain knowledge, understanding, and skill in planning and improving work structure	4.00	1	✓	✓
Methods and activities				
1.Study trait leadership development manual about strategic principles, concepts, and administration and participatory working	4.12	1	✓	✓
2.Create simulation to practice leading, planning, and improving work structures skill	4.12	1	✓	✓
3.The developing persons analyze the administration if there is any planning and improving work structure	4.00	1	✓	✓

Table 6.8 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on management and administration (17 experts) (cont.)

Trait required development	Md	IqR	1	2
1.3 Human resources administration and development				
Objective				
To make the developing persons gain knowledge and an understanding on human resources administration and development principle	4.29	1	✓	✓
Development methods and activities				
1. Study trait leadership development manual in principles, concepts, and administration and development of human resources	4.24	1	✓	✓
2. Study sample of case studies of human resources administration and development and pass to the developing persons to analyze strengths and weakness	4.24	1	✓	✓
1.4 Facilitation				
Objective				
To make the developing persons gain knowledge and skill in facilitation and cooperation	4.24	1	✓	✓
Development methods and activities				
1. Study trait leadership development manual in efficient facilitation and cooperation principles, concepts	4.29	1	✓	✓
2. Learn from practicing by reviewing facilitation, within and outside organization cooperation in the last 3 months on the success and failure issues and find the factors of them	4.29	1	✓	✓
3. The developing persons write the self-planning on facilitation and cooperation both within and outside organization	4.18	2	✓	×

Table 6.8 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on management and administration (17 experts) (cont.)

Trait required development	Md	IqR	1	2
1.5 Motivation and encouragement				
Objective				
1. To make the developing persons gain knowledge and skills in administration	4.41	1	✓	✓
2. To make the developed persons gain knowledge, skills and attitude towards team working	4.29	1	✓	✓
3. To make the developing persons gain knowledge, skills and attitude towards motivation and encouragement	4.29	1	✓	✓
Development methods and activities				
1. Study trait leadership development manual in principles, and concepts of motivation and encouragement	4.12	1	✓	✓
2. Do the training exercise by assigned the developing persons to analyze the team to find the strength and the supplement	4.18	1	✓	✓
3. Learn from practicing by recording the team work success in at least 2 activities	4.12	1	✓	✓
4. The developing persons to review and record on the motivation and encourage to organization staff from the past 3 months to present	4.00	1	✓	✓
5. Study from related media	4.12	1	✓	✓

From table 6.8, it found that all experts agreed that step 3, development on management and administration had the highest suitability and possibility for practical use to apply the model of trait leadership development of Thai Muslim women leaders. From 30 activities, there was 1 activity that the experts were not in accordance with each other, the facilitation in development methods and development no.3 - the

developing persons write the self-planning on facilitation and cooperation within and outside organization (2).

Table 6.9 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on academic and professional aspects (17 experts)

Trait required development	Md	IqR	1	2
2.Trait leadership in development on academic and professional aspects				
Objective To make the developing persons have a capability in academic and professional administration	4.12	1	✓	✓
Content				
1. Academic administration	3.94	1	✓	✓
2. Professional administration	4.24	0	✓	✓
2.1Academic administration				
Objective				
1.To make the developing persons to gain knowledge and skill in setting academic vision	3.76	1	✓	✓
2.To make the developing persons gain knowledge and positive attitude towards academic administration	4.00	0	✓	✓
Development methods and activities				
1.Study trait leadership development manual in academic vision setting principles, and concepts	3.88	1	✓	✓
2.The developin gpersons study from supplementary media such as vdo, cd presented on the successful academic administration	4.00	0	✓	✓
3.The developing persons analyze themselves the academic administration in success and problems aspects	3.71	1	✓	✓
4.Do exercise, exercise skill in setting academic vision	3.88	1	✓	✓

Table 6.9 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on academic and professional aspects (17 experts) (cont.)

Trait required development	Md	IqR	1	2
5.The developing persons write the expectation from academic development	3.88	0	✓	✓
2.2 Professional administration				
Objective				
1. To make the developing persons to gain knowledge and skill in setting professional vision	4.00	1	✓	✓
2. To make the developing persons gain knowledge and positive attitude towards professional administration	3.88	1	✓	✓
Development methods and activities				
1.Study trait leadership development manual in setting professional ethics principles, and concepts	3.94	1	✓	✓
2.The developing persons study from supplementary media such as vdo, cd presented the successful professional administration	4.00	0	✓	✓
3.The developing persons analyze themselves the professional administration in success and problems aspects	3.94	1	✓	✓
4.The developing persons write the expectation from professional development	3.94	1	✓	✓

From table 6.9, it found that all experts agreed that step 3, development on academic and professional aspects, had the suitability and possibility at high level for practical use to apply the model of trait leadership development of Thai Muslim women leaders. The experts corresponded to each other in all lists.

Table 6.10 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on Personality (17 experts)

Trait required development	Md	IqR	1	2
3. Trait leadership development on personality				
Objective				
To make the developing persons have an ability in making relationship, emotional intelligence, social manners, and decision making	4.47	1	✓	✓
Content				
1.Making relationship	4.41	1	✓	✓
2.Emotional intelligence	4.41	1	✓	✓
3.Social manners	4.29	1	✓	✓
4.Decision making	4.18	1	✓	✓
3.1Making relationship				
Objective				
To make the developing persons be able to make relationship, be friendly, comprehend and understand human nature	4.35	1	✓	✓
Development methods and activities				
1.Study trait leadership development manual in principles and concepts of making relationship, leaders personality, and human's natural needs	4.24	1	✓	✓
2.Assign to record characteristic of the leader whom the developing persons admired in the aspect of dressing, public speaking, and human relationship	4.12	1	✓	✓
3.Study case studies and analyze the person's need in the case	4.24	1	✓	✓

Table 6.10 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on Personality (17 experts) (cont.)

Trait required development	Md	IqR	1	2
3.2 Emotional Intelligence				
Objective To make the developing persons have sanity, be in good temper and self-control	4.18	1	✓	✓
Development methods and activities 1.Study trait leadership development manual in promoting sanity, emotional stability, self-control technique, emotional intelligence building strategy, emotional intelligence building technique	4.12	1	✓	✓
2.Study case studies of self-controlling in urgent situation	4.12	1	✓	✓
3.Do EQ questionnaire (Department of Mental Health), write an expectation on emotional intelligence development	4.00	0	✓	✓
4.Study from the supplementary media	4.06	1	✓	✓
3.3 Social manners				
Objective To make the developing persons gain knowledge and capability to dress properly in place and time and religion	4.06	1	✓	✓
Development methods and activities 1.Study trait leadership development manual in an appropriate dressing to social activities and study from supplementary media, vdo and cd	4.00	1	✓	✓
2.Study trait leadership development manual in choosing costume according to religious principle, social manners	4.35	1	✓	✓
3.Study the sample and criticize the costume from the case studies	4.29	1	✓	✓

Table 6.10 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on Personality (17 experts) (cont.)

Trait required development	Md	IqR	1	2
4.The developing persons write an expectation on costume and social manners development	4.18	1	✓	✓
3.4 Decision making				
Objective				
1.To make the developing persons gain knowledge in principles, concepts of decision making and have efficient decision making skill	4.12	1	✓	✓
2.To make the developing persons demonstrate an appropriate and beneficial things to public, accept the outcome of the decision, the criticism	4.18	1	✓	✓
Development methods and activities				
1.Study trait leadership development manual in leaders decision making, self-decision and group-decision, effects from leaders decision making, listening to criticism, accepting decision	4.12	2	✓	×
2.Study case studies to practice decision making	4.29	1	✓	✓
3.Activities in reviewing decision making. The developing persons record decision making on administration made in the past which had advantages and disadvantages	4.35	1	✓	✓
4.Study from the supplementary media	4.35	1	✓	✓

From table 6.10, it found that all experts agreed that step 3, development on personality had the suitability and possibility at high level for practical use to apply the model of trait leadership development of Thai Muslim women leaders. From 25 activities, there was 1 activity that the experts were not in accordance with each other, which was decision making in methods and activities development no.1-study trait leadership development manual in leaders decision making, self-decision and group-

decision, effects from leaders decision making, listening to criticism, accepting decision (2).

Table 6.11 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on virtue and morality (17 experts)

Trait required development	Md	IqR	1	2
4.Trait leadership development on virtue and morality				
Objective				
To make the developing persons gain knowledge and capability in state administration, virtue and morality, and professional ethics	4.35	1	✓	✓
Content				
1.State administration principle	4.41	1	✓	✓
2.Virtue and morality for administrator	4.24	1	✓	✓
Trait required development	Md	IqR	1	2
3. Professional ethics for executive	4.12	1	✓	✓
4.1 State administration principle				
Objective				
1.To make the developing persons gain knowledge and skill in state administration principle	4.35	1	✓	✓
2.To make the developing persons have positive attitude and be able to behave follow state administration principle	4.35	1	✓	✓
Development methods and activities				
1.Study trait leadership development manual in concepts of state administration principle, applying principle to practical use	4.53	1	✓	✓
2.Study case studies of state administration principle from supplementary media, vdo cd	4.47	1	✓	✓

Table 6.11 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on virtue and morality (17 experts) (cont.)

Trait required development	Md	IqR	1	2
3.Have simulation for the developing persons to analyze strength and weakness of applying state administration principle	4.35	1	✓	✓
4.Assign the developing persons to analyze their own administration at strength and weakness, and the factors	4.24	1	✓	✓
4.2 Virtue and morality for administrator				
Objective				
To make the developing persons gain knowledge, skill, and positive attitude towards mental development for administrator, virtue and morality for administrator	4.24	1	✓	✓
Development methods and activities				
1.Study trait leadership development manual in principle, concepts of virtue and morality for administrator, applying religious doctrine	4.29	1	✓	✓
2.Study from supplementary media, vdo ,cd, on the religious doctrine and administration	4.35	1	✓	✓
3.The developing persons analyze themselves which virtue and morality they applied	4.47	1	✓	✓
4.The developing persons make virtue and morality self-development plan	4.35	1	✓	✓
3.Professional ethics for executive				
Objective				
1.To make the developing persons gain knowledge of professional ethics for executive	4.35	1	✓	✓
2.To make the developing persons have skill and positive attitude towards applying professional ethics for executive	4.29	1	✓	✓

Table 6.11 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on virtue and morality (17 experts) (cont.)

Trait required development	Md	IqR	1	2
Development methods and activities				
1.Study trait leadership development manual in professional ethics for executive	4.41	1	✓	✓
2.Study trait leadership development manual in applying professional ethics for executive to the practical use	4.41	1	✓	✓
3. Study case studies the violation of professional ethics for executive	4.53	1	✓	✓
4.The developing persons analyze to find the prevention	4.45	1	✓	✓
Development methods and activities				
4.Assign the developing persons to analyze professional ethics for executive and set the regulation	4.35	1	✓	✓

From table 6.11, it found that all experts agreed that step 3, development on virtue and morality had the suitability and possibility at high and the highest levels respectively for practical use to apply the model of trait leadership development of Thai Muslim women leaders. The experts corresponded to each other in all lists.

Table 6.12 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on Islam culture (17 experts)

Trait required development	Md	IqR	1	2
5.Trait leadership development on Islam culture				
Objective				
To make the developing persons gain knowledge, understanding and accurately practice on Islam culture and be able to maintain Islam culture	4.41	1	✓	✓

Table 6.12 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on Islam culture (17 experts) (cont.)

Trait required development	Md	IqR	1	2
Content				
1.Islam culture	4.53	1	✓	✓
2.Maintaining Islam culture	4.47	1	✓	✓
5.1 Islam culture				
Objective				
To make the developing persons gain knowledge and an understanding on Islam culture, accurately practice and be a good model	4.41	1	✓	✓
Development methods and activities				
1.Study trait leadership development manual in principle and concepts of Islam culture to apply in practical use	4.47	1	✓	✓
2.Study from role model and analyze a suitability and possibility for practical use	4.41	1	✓	✓
3.Assign the developing persons to analyze the practice to be in accordance with Islam culture and set regulation	4.53	1	✓	✓
Trait required development	Md	IqR	1	2
5.2 Maintaining Islam culture				
Objective				
To make the developing persons to be aware of an importance of Islam culture and maintain the culture	4.59	1	✓	✓
Development methods and activities				
1.Study trait leadership development manual in principle and concepts of cultural maintaining to apply in practical use	4.57	1	✓	✓
2.Learn from practicing. The developing persons record the success of maintaining Islam culture for at least 2 activities	4.41	1	✓	✓
3.Study from supplementary media	4.47	1	✓	✓

From table 6.12, it found that all experts agreed that step 3, development on Islam culture had the suitability and possibility at high and the highest levels respectively, for practical use to apply the model of trait leadership development of Thai Muslim women leaders. The experts corresponded to each other in all lists.

Table 6.13 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on pacification promotion (17 experts)

Trait required development	Md	IqR	1	2
6.Trait leadership development on pacification promotion				
Objective To make the developing persons gain knowledge and an understanding on pacification promotion and be able to apply to community	4.29	1	✓	✓
Content 1.Making peace with conciliation and negotiation skills	4.29	1	✓	✓
Development methods and activities 1.Study trait leadership development manual in principle and concepts of pacification in Islam	4.24	1	✓	✓
2.Study in justice, equality and analyze problems and causes, and solutions	4.06	1	✓	✓
3. Construct social strength through virtue and morality behaviors	4.29	1	✓	✓
4.Study in universality and human pride and apply to practical use	4.29	1	✓	✓
5.Study case studies both within and outside country in solution by peaceful means	4.24	1	✓	✓
6.Study pacification from vdo and cd to apply to be able to appropriate situation	4.12	1	✓	✓
7.Study concepts and principles of diversity to be able to live together peacefully	4.18	1	✓	✓

From table 6.13, it found that all experts agreed that step 3, development on pacification promotion had the suitability and possibility at high level for practical use to apply the model of trait leadership development of Thai Muslim women leaders. The experts corresponded to each other in all lists.

Table 6.14 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 3 Development on pacification promotion (17 experts)

Trait required development	Md	IqR	1	2
Step4 Post-Development Evaluation				
Objective To evaluate trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in 6 aspects or the specific aspect the developing persons chose to develop	4.12	1	✓	✓
Activities The developing persons were evaluated after development on management and administration, academic and professional aspects, virtue and morality, Islam culture, and pacification promotion by applying separated evaluation forms	4.29	1	✓	✓
Evaluation criteria 1.In which aspects gain more than 80% means the developing person gain knowledge and capability in those aspects, passed 2.In which aspects gain less than 80%, must re-develop in those aspects	4.41 4.41	1 1	✓ ✓	✓ ✓

From table 6.14, it found that all experts agreed that step4, post-development evaluation had the suitability and possibility at high level for practical

use to apply the model of trait leadership development of Thai Muslim women leaders. The experts corresponded to each other in all lists.

Table 6.15 Suggestions from the experts on an accordance and possibility of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand – Step 5 Re-Development (17 experts)

Trait required development	Md	IqR	1	2
Step5 Re-Development				
Objective				
To allow the developing persons who failed in evaluation on trait leadership of Thai Muslim women in the three southern provinces of Thailand to re-develop in the aspects again	4.18	1	✓	✓
Activities				
The developing persons return to the development process in the failed aspects	4.24	1	✓	✓

From table 6.5, it found that all experts agreed that step5, re-development had the suitability and possibility at high level for practical use to apply the model of trait leadership development of Thai Muslim women leaders. The experts corresponded to each other in all lists.

Form all tables, the experts were in accordance with each other that model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand had the suitability and possibility at high and the highest levels for practical use except for these 5 activities below;

Step1PreparationInconsistence ideas were in these following aspects; content that was in accordance with objective 1.2 make understanding on detail of development model in development steps, process, activities and methods which suit individual (2), activities that were in accordance with objective 1.1 self-study on principle, concepts and theories related to trait leadership of women from documents, researches, media, and e-learning focusing on required roles, behaviors, and trait leadership and the importance of trait leadership development of Thai Muslim women

leaders in the three southern provinces of Thailand (2), and the expected results that in accordance with objective 1.2 gain knowledge and an understanding on innovation and technology applied in development (2).

Step3 Development In management and administration, the inconsistency ideas were in these following aspects; Facilitation in development methods and activities no.3-the developing persons write self-development plan in cooperation within and outside organization (2), Personality, the inconsistency ideas were decision making, development methods and activities no.1-study from the trait leadership development manual in leaders decision making, self-decision and group decision, effects from leaders' decision making, courage to make decision, listening to criticism, and accepting the decision (2).

6.4 Present model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (research copy)

The researcher improved and modified Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand followed the comments and suggestions from the experts and resulted in Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand(research copy)consisted of 4 main parts below:

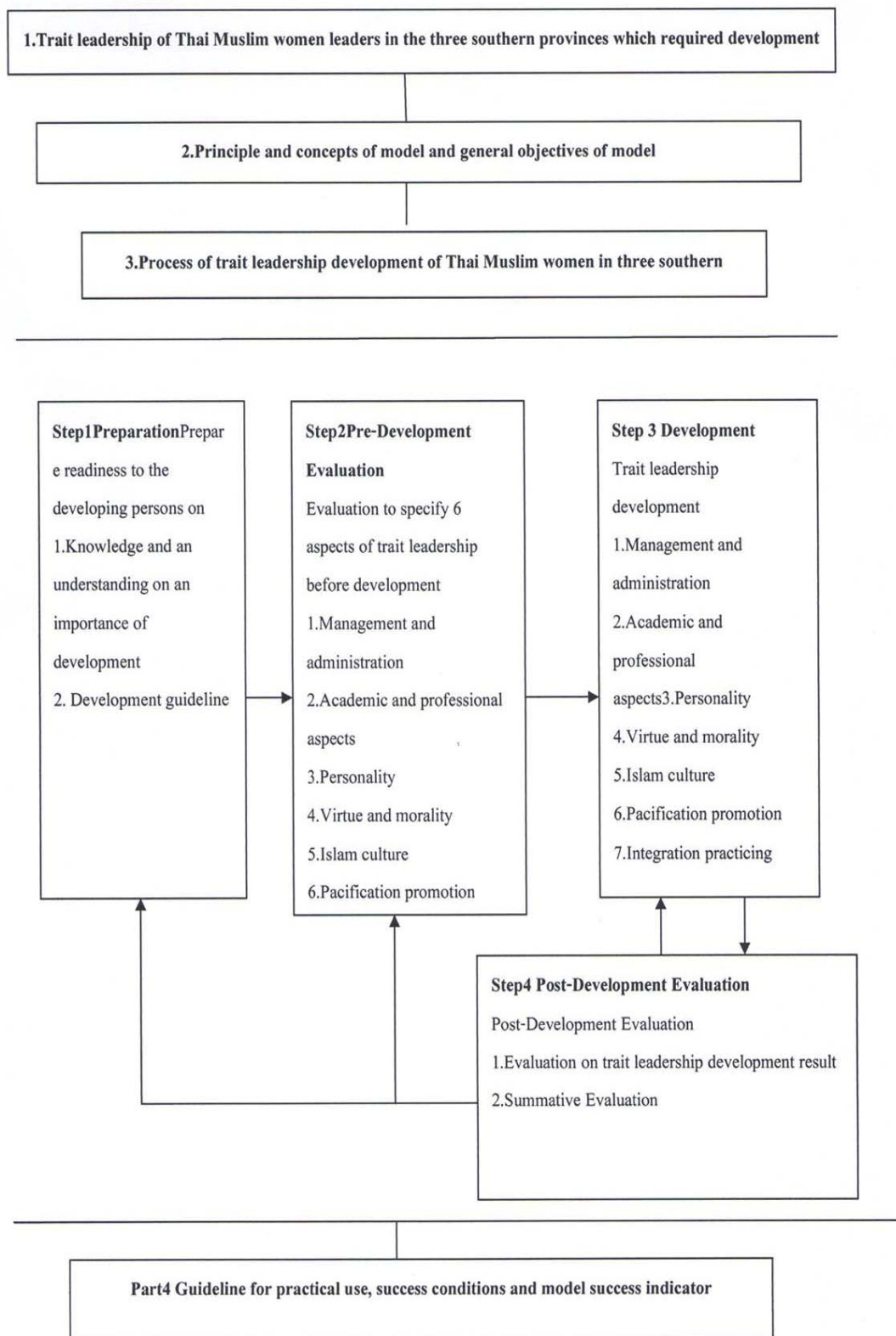
Part1 Trait leadership of Thai Muslim women leaders which required development

Part2 Principle and concepts of model and general objectives of model

Part3 Process of trait leadership development of Thai Muslim women in three southern provinces of Thailand which consisted of objectives, development content, activities, and expected results, which had 4 steps; preparation step, pre-development evaluation step, development step, and post-development evaluation step. In this process, it consisted of 7 sub-model grouped by trait which required integration development and practice.

Part4 Guideline for practical use, success conditions and model success indicator

Table 6.16 Elements of Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand



Southern provinces of Thailand which required development

From the research result on Trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand which required development, it consisted of 6 trait leadership which were trait leadership in management and administration, trait leadership in academic and professional aspects, trait leadership in personality, trait leadership in virtue and morality, trait leadership in Islam culture, and trait leadership in pacification promotion. The 6 traits leadership comprised of 50 traits which were the trait leadership of Thai Muslim women leaders in the three southern provinces that were in accordance with behaviors in each roles leadership of Thai Muslim women leaders in the three southern provinces of Thailand as

1. Adjustment ability
- 2.Outstanding characteristic
- 3.Self-confidence
- 4.Ability to exercise power over others
- 5.Patient to frustration
- 6.Ability to make decision
- 7.Ability to solve problem
- 8.Ability to motivate self and others
- 9.Skill in planning and management
- 10.Ability to work in team
- 11.Flexibility
- 12.Trait in social aspect
- 13.Trait in management
- 14.Participatory leader
- 15.Intelligence
- 16.Determination
- 17.Attempt
- 18.Enthusiasm
- 19.Challenge
- 20.Creativity
- 21.Ability to communicate

22. Academic and professional leadership
23. Cooperation
24. Knowledge on local wisdom
25. Physical description
26. Sympathy
27. Ambition
28. Being sporting
29. Human relations
30. Generosity
31. Emotional control
32. Determination
33. Carefulness
34. Courage
35. Reliability
36. Readiness to the change
37. Creativity
38. Justice
39. Transparency
40. Honesty
41. Responsibility
42. Justice
43. Patient
44. Virtue and morality
45. Sacrifice
46. Knowledge on Islam culture
47. Clinging to religious doctrine
48. Knowledge and understanding on pacification
49. Calmness
50. Ability to synchronize benefits

Part 2 Principle and concepts of model and general objectives of model.

2.1 Principle and concepts of model and general objectives of model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand

1) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model which allowed Thai Muslim women leaders to continuously develop, learn their weaknesses, improve and develop those weaknesses, and motivate Thai Muslim women leaders to participate in development.

2) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model which provided Thai Muslim women leaders in the three southern provinces a chance to meet, exchange, and learn the opinion and experience among themselves which required various methods and activities to increase knowledge and skill needed in administration and positive attitude that were in accordance with organizational culture.

3) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model which promoted creativity and the readiness to the change.

4) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model which promoted Thai Muslim women leaders to develop image and personality which suitable for work by considering religious principle.

5) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model that had the continual and systematic process, activities procedure, numerous learning, and clear timeline which were in accordance with development.

6) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model that gave importance to Islam culture, way of life, and the practice followed religion to Thai

Muslim women leaders to have an accurate understanding and be able to maintain the leadership position efficiently.

7) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model that gave importance to providing knowledge, accurate understanding on pacification promotion to support Thai Muslim women leaders to participate in pacification promotion with the corresponding activities and development.

8) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model that the method was flexible and adjustable to suite the need and necessity of each person.

9) Model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was the model that could be monitored, evaluated and examined to see whether Thai Muslim women leaders could apply knowledge and skill or not.

Besides the principle and concepts of model of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand as mentioned above, the specification of model of trait leadership in which elements should be included and what was the relationship structure depended on related studied elements, concept, theories, principles, and researches to the model elements created. Development of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand had the supportive principles the model development which was the concept showed the structural relationship between elements as followed.

1) Principle applied in development model was the conceptual models to see the conceptual structure.

2) Model elements consisted of

2.1conceptual models which showed the elements relation.

2.2concepts which formed the model must be the form of procedure, process and category which showed the elements relation and could be monitored and examined.

2.3 concepts which formed the model based on administration principle which led to learning and be able to expect the result.

3) Concept and theories which applied to be the principle and structure of model must be practical.

4) Model must be able to be monitored, examined, and evaluated by empirical data in all elements, procedures, processes, and be able to analyze the result.

2.2 General objectives of model

To develop Thai Muslim women leaders in the three southern provinces of Thailand to have required trait leadership in 6 trait leadership aspects which were; management and administration, academic and professional aspect, personality, virtue and morality, Islam culture, and pacification promotion, which all 6 traits comprised of 51 traits.

Part 3 Process of trait leadership development of Thai Muslim women in three southern

Consisted of 4 development steps:

1. Preparation
2. Pre-Development Evaluation
3. Development
4. Post-Development which the process of trait leadership development

had 7 sub-aspects and integration practice as below.

Aspect1 Trait leadership development on management and administration

Aspect2 Trait leadership development on academic and professional aspect

Aspect3 Trait leadership development on personality

Aspect4 Trait leadership development on virtue and morality

Aspect5 Trait leadership development on Islam culture

Aspect 6 Trait leadership development on pacification promotion

Aspect 7 Integration practice

The detail of the process in each steps of model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand

Step1 Trait leadership preparation

This was the step to prepare knowledge and an understanding on roles, behaviors, and trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand, create positive attitude and motivation towards leadership, to prepare the readiness to the developing persons to participate in the development, to select and to prepare the development to be in accordance with specified trait leadership.

The preparation of the development of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand could be divided into 2 aspects which were the readiness preparation to the developing persons and the preparation to process and organize development activities.

1.1 The readiness preparation to the developing persons by providing knowledge and an understanding in roles, behaviors, and trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand and creating positive attitude towards trait leadership development

Objective

1.To know and understand roles and behaviors which were in accordance with role leadership of Thai Muslim women leaders in the three southern provinces of Thailand.

2.To know and understand trait leadership which was in accordance leadership in each roles leadership of Thai Muslim women leaders in the three southern provinces of Thailand.

3. To create understanding on an importance and necessity of the steps detail development and development procedure.

4. To create positive attitude towards trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand.

Methods and activities

1.Set group activities, ice breaking to accept the weakness by gain more knowledge and ability by exchange and learn together to create motivation and participation in seminar.

2.Complete evaluation form on knowledge in roles, behaviors, and trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand.

Expected result

1.Gain knowledge and understand roles, behaviors, and trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand.

2.Be aware of an importance and necessity of trait development of Thai Muslim women leaders in the three southern provinces of Thailand.

3. Have positive attitude towards trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand.

1.2 Readiness preparation to process trait leadership development on development procedure, methods, and activities

Objective

1.To prepare the readiness and an understanding in being developed

2.To know and understand innovation and technology applied in learning for development

3.Plan and set an agreement in development

Methods and activities

1.Meeting, seminar, and lecture to inform and to provide orientation to Thai Muslim women leaders in the three southern provinces of Thailand to know and understand the overall development direction and procedure.

2.Lecture and discussion to exchange opinion and queries about content and development model detail in development procedure, activities, and methods.

3.Studying manual and the demonstration in innovation and technologies needed in learning development.

4.Meeting to find an agreement and plan to process trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand appropriately.

Expected result

1. To be ready and have understanding on model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand in development procedure, activities, and methods.

2.Practice in correspond with an agreement of Thai Muslim women leaders in the three southern provinces of Thailand in development procedure and activities.

Step2 Pre-Development Evaluation

This step was to evaluate trait leadership of the developing persons to find out which trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand were lacking from the 6 aspects which were management and administration, academic and professional aspect, personality, virtue and morality, Islam culture, and pacification promotion.

Objective

1.1To evaluate trait leadership of Thai Muslim women leaders in the three southern provinces of

Thailand in 6 aspects before development

1.2To specify trait leadership aspects that required development.

Methods and activities

1.1 The evaluation on trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in management and administration, academic and professional aspect, personality, virtue and morality, Islam culture, and pacification promotion.

Evaluation

1.1 Apply evaluation separated form on trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in 5 aspects.

Evaluation criteria

Receiving point more than 80% would be able whether to develop or to not develop that aspect. Less than 80% must be developed

Expected result

1. Know the necessity of the developing persons in which trait leadership should be developed
2. Able to consider choosing trait leadership model needed.

Step 3 Trait leadership development

This step was the process that the developing persons were developed due to the model. It created and developed knowledge, skill, and attitude to create 51 required trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand according to the research, included the integration practice to achieve the objective. In this step, there was improvement and development of 51 required trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in 6 aspects which were management and administration, academic and professional aspect, personality, virtue and morality, Islam culture, and pacification promotion.

1. Trait leadership development on management and administration

Model of trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in management and administration was the development model which focused on the developing persons to be developed follow the steps to have trait in administration which consisted of 14 traits as mentioned and focused on development on trait leadership in 3 elements of management and administration; management and administration development, management and administration skill development, and human resources management skill.

1.1 Management and administration development

Objective

1. Explain and show opinion on modern concept and principle of management and administration, concept in administrative thinking development, and strategic thinking development correctly.
2. Apply information technology in organizational administration.

Methods and activities

1. Study principle, concepts, and theories of modern management, administrative thinking development principle, strategic thinking development principle from document, textbooks, programmed instruction on computer, online learning, group seminar, and case study on administration
2. Study content of Southern Border Provinces policy from document, policy, online learning.
3. Learn from experiences of women leaders who had the outstanding work performance and administration by exchanging experience, study from case study and summarize to the instruction in outstanding and weakness of administration, create concept, learn about administration development strategy and apply to the organization.
4. Study principle and concept of information technology and database for organization management from document, online learning, and practice to create skill and ability in using information technology for management.
5. Planning to develop knowledge on management systematically.

Expected result

1. Gain knowledge on management and have plan to apply knowledge in administration efficiently.
2. Have ability to manage organization by applying modern knowledge of administration.
3. Create management and administration networks to be the best and to appraise organization status

4. Have self-development plan systematically and be able to identify the main aspect which needed to be developed and direction of self-development to be proficient in management on integration practice.

1.2 Management and administration skill development

a) Strategic management

Objective

1.The developing persons to be developed, to gain knowledge and an understanding on strategic management, to be able to plan and set policy.

2. The developing persons to gain knowledge and an understanding to explain organization principle.

Methods and activities

1. Study trait leadership development manual in principle, concept of strategic management.

2.Study case study of strategic management, then the developing persons analyze the strengths and weakness.

3.Practice to write strategic plan and plan implementation

Expected result

1.Know and have guideline to apply principle and concepts of strategic management, change management, results-based Management, participatory management, team building, entrepreneurship management, to support the experience in administration.

2.Have management skill and be able to apply administrative technique and procedure efficiently.

3.Be able to analyze and specify the indicator to be an evaluation criteria to evaluate organization efficiency and effectiveness.

4.Be able to make decision in management and administration and have vision in management.

5.Have efficient skill in communication

6. Have personal report on expectation and determination to develop management skill.

7.Have self-development plan to develop administration skill which correspond to trait leadership in integration practice.

b) Work structure improvement**Objective**

1.The developing persons to gain knowledge, an understanding, and skill in work structure improvement.

Methods and activities

1.Study trait leadership development manual in work structure management principle and participatory working.

2.Assign simulation to practice work structure improvement.

3.The developing persons analyze the management to find out work structure improvement.

Expected result

1.Know and have guideline to apply principle and concepts of work structure improvement into management.

2.Have work improvement skill, be able to apply management technique and procedure efficiently.

3.Be able to analyze and specify an indicator to be an evaluation criteria to evaluate organization efficiency and effectiveness

4.Have skill in participatory working

5.Have self-development plan to develop work improvement skill and participatory working which correspond to trait leadership in integration practice.

c) Objective facilitation**Objective**

1. The developing persons to gain knowledge and skill in objective facilitation and cooperation.

Methods and activities

1.Study trait leadership development manual in efficient facilitation and cooperation principle and concept.

2.Learn from practice by reviewing on facilitation and cooperation within and outside organization within the past 3 months in the successful and failure issues, and analyze to find factors and solution.

Expected result

1. Know and have guideline to apply principle and concepts of facilitation and cooperation into management.
2. Have skill in facilitation and cooperation within and outside organization.
3. Be able to solve problem and be able to assist, facilitate, and cooperate.
4. Have self-development plan to practice facilitation and cooperation in which correspond to trait leadership in management integration practice.

1.3 Human resources management skill

a) Human resources management and development

Objective

1. The developing persons to gain knowledge and an understanding human resources management and development.

Methods and activities

1. Study trait leadership development manual in human resources management and development principle and concept.
2. Study case study of human resources management and development, then the developing persons analyze the strengths and weakness.

Expected result

1. Know and have guideline to apply principle and concepts of human resources management and development into human resource management in organization efficiently.
2. Have skill in human resources management, be able to apply techniques and procedure efficiently in human relation and conflict management technique.
3. Be aware of an importance of self and others development including self-adjustment to be accepted by society.
4. Have personal report on expectation and determination to develop human resource management skill.

5. Have self-development plan to develop human resource management which correspond to trait leadership in management in integration practice.

b) Motivation and encouragement principle

Objective

1. The developing persons to gain knowledge and skill in using science and arts in management and administration.

2. The developing persons to gain knowledge, skill, and positive attitude in team building.

3. The developing persons to gain knowledge, skill, and positive attitude in motivation and encouragement.

Methods and activities

1. Study trait leadership development manual in motivation and encouragement principle and concept.

2. Exercise by assign the developing persons to analyze the strengths and weakness of the team and propose the supplementary.

3. Learn from practicing. The developing persons recorded the successful of team working in activities of organization at least 2 activities.

4. Assign the developing persons to review and record the encouragement to the organization staff in the past 3 months to present.

5. Study from related supplementary media.

Expected result

1. Know and have guideline to apply concept and principle of motivation and encouragement to gain experience in management and apply into human resource management in organization efficiently.

2. Have skill in creating motivation and encouragement, be able to apply techniques and procedure efficiently in motivation and encouragement.

3. Be aware of an importance of creating motivation and encouragement, develop others, and encourage team participation in organization development.

4.Have self-development plan in developing motivation and encouragement which correspond to trait leadership in management in integration practice.

2.Trait leadership development on academic and professional aspect

Objective.

1.The developing persons to gain knowledge and ability in academic and professional management.

2.1 Academic management

Objective

1.The developing persons to gain knowledge and skill in setting academic vision.

2.The developing persons to gain knowledge and have positive attitude in academic management.

Methods and activities

1.Study trait leadership development manual in setting academic vision principle and concept.

2.The developing persons study from related supplementary media vdo, cd introduced the successful academic management.

3.The developing persons analyze themselves on academic management in success and problems aspects.

4.Exercise on training to set academic vision

5.Assigned the developing persons to write the expectation in academic management expectation.

Expected result

1.Know and be able to integrate knowledge and skill in setting academic vision to apply into organization management and administration.

2.Be aware of an importance of the potentiality of academic leader.

3.Be ready and have potentiality in academic leadership.

4.Have personal report on expectation and determination to develop the academic leadership.

5. Have self-development plan to become academic leaders which correspond to trait leadership in academic leaders in integration practice.

2.2 Professional management

Objective

1. The developing persons to gain knowledge and skill in setting professional vision.

2. The developing persons to gain knowledge and have positive attitude in professional management.

Methods and activities

1. Study trait leadership development manual in define professional ethics principle and concept.

2. The developing persons study from supplementary media vdo, cd introduced the successful professional management.

3. The developing persons analyze themselves on professional management in success and problems aspects.

4. Assigned the developing persons to write the expectation in professional management expectation.

Expected result

1. Know and be able to integrate knowledge and skill in setting professional vision to apply into organization management and administration

2. Be aware of an importance of the potentiality of professional leader.

3. Be ready and have potentiality in professional leadership.

4. Have personal report on expectation and determination to develop the professional leadership.

5. Have self-development plan to become professional leaders which correspond to trait leadership in academic leaders in integration practice.

3.Trait leadership development on personality

Objective

1.The developing persons to gain knowledge and ability to build human relationship and emotional intelligence.

a) Human relationship building

Objective

1. The developing persons to be able to build human relationship, be friendly and understand human nature.

Methods and activities

1.Study trait leadership development manual in building human relationship, leaders personality, and human nature principle and concept.

2.Assigned to record the leaders personality whom the developing persons admired in dressing, public speaking, and good human relationship.

3.Study from the sample of case study and analyze the need of the person in the sample case.

4. Participate in the activities, training related to human relationship building

5.Study from related supplementary such as print media, online media.

6.Write an expectation or trait leadership development plan in human relationship building.

Expected result

1.Know and have guideline to develop human relation, personality, natural human needs of Thai Muslim women leaders in the three southern provinces of Thailand.

2. Know and be aware of an importance of trait leadership development in crating human relation to build networks and connect operation to create efficient organization.

3. Have developed and improved self to have good human relation and behave properly in society.

4.Have self-development plan in human relation in integration practice.

b) Emotional Intelligence**Objective**

1. The developing persons have good mental health, good humored, emotional stability, and emotional control.

Methods and activities

1. Study trait leadership development manual in mental health promotion, emotional stability, emotional control technique, emotional intelligence promotion strategy, and emotional intelligence promotion technique.

2. Study from the case study in emotional control in critical situation.

3. Do EQ exercise (Department of Mental Health), write an expectation in self-emotional intelligence development

4. Study from related supplementary media.

Expected result

1. Know and have guideline in emotional intelligence development of Thai Muslim women leaders in the three southern provinces of Thailand.

2. Know and be aware of an importance of trait leadership development in emotional intelligence.

3. Develop and improve themselves to have emotional intelligence to be ready to the change.

4. Have self-development plan in emotional intelligence in integration practice.

c) Social manners**Objective**

1. The developing persons gain knowledge, ability to dress and behave properly according to time and religion.

Methods and activities

1. Study trait leadership development manual in proper dressing to the social activities and learn from supplementary media vdo cd.

2. Study trait leadership development manual in selecting dress to be proper with religion, behavior in society.

3.Study from the sample and criticize the dressing of persons in the case study.

4. The developing persons write an expectation in dressing and social manners development.

Expected result

1. Know and have guideline in social manners development of Thai Muslim women leaders in the three southern provinces of Thailand.

2. Know and be aware of an importance of trait leadership development in social manners.

3. Develop and improve themselves to have social manners.

4.Have self-development plan in social manners in integration practice.

d)Decision making

Objective

1.The developing persons to gain knowledge in making decision principle and concept, to have efficient skill in decision making.

2. The developing persons to dare to act an appropriate and beneficial to public, accept outcome of decision making and criticism.

Methods and activities

1.Study from case study to practice making decision.

2.Activities for reviewing decision making. The developing persons record decision made on administration in the past which caused advantage and disadvantage.

3. Study from related supplementary media

Expected result

1. Know and have guideline in decision making development of Thai Muslim women leaders in the three southern provinces of Thailand.

2. Know and be aware of an importance of trait leadership development in making decision for the highest benefit to organization.

3. Develop and improve themselves in making decision, decisiveness, braveness, and responsibility on the decision made.

4.Have self-development plan in decision making in integration practice.

4. Trait leadership development in leadership

Objective

1.The developing persons to gain knowledge and ability in state management principle, virtue and morality for leaders, and professional ethics.

a) State management principle

Objective

1. The developing persons to gain knowledge and skill in state management.

2. The developing persons have positive attitude towards and be able to behave correspond to state management principle.

Methods and activities

1.Study trait leadership development manual in state management principle and concept, applying the principle to practical use.

2.Study from case study in state management principle, from supplementary media vdo, cd.

3. Set simulation situation and the developing persons analyze strength and weakness of applying state management principle.

4.Assigned the developing persons to analyze their administration to see the strength and weakness and find causes.

Expected result

1. Know and have guideline in applying state management principle to working and administration behaviors.

2.Be aware of an importance of state management of Thai Muslim women leaders in the three southern provinces of Thailand.

3. Behave as a role model to others by applying state management principle.

4.Have self-development plan in state management principle which corresponded with trait leadership in virtue and morality in integration practice.

b) Virtue and morality for administrators

Objective

1. The developing persons to gain knowledge and skill and positive attitude towards mental development of administrators.

Methods and activities

1.Study trait leadership development manual on principle and concept in virtue and morality for administrators, applying religious doctrine in practical use.

2.Study from supplementary media vdo, cd about religious doctrine and administration.

3. The developing persons analyze themselves which virtue and morality principle to be applied.

4.Have self-development plan in virtue and morality.

Expected result

1. Know and have guideline to apply virtue and morality for administrators to practice in working and administrative life.

2.Be aware of an importance and value of virtue and morality of Thai Muslim women leaders in the three southern provinces of Thailand.

3. Behave as a role model to others.

4.Have self-development plan in virtue and morality which in accordance with trait leadership in virtue and morality in integration practice.

c) Professional ethics for administrators

Objective

1. The developing persons to gain knowledge on professional ethics for administrators.

2.The developing persons to have positive attitude towards applying professional ethics for administrators to the practical use.

Methods and activities

1.Study trait leadership development manual in professional ethics for administrators.

2.Study trait leadership development manual in applying professional ethics for administrators to the practical use.

3. Study case of violation on professional ethics for administrators and the developing persons to analyze and find protection.

4. Assigned the developing persons to analyze their professional ethics and set their own procedure.

Expected result

1. Know and have guideline to apply professional ethics for administrators to practice in working and administrative life.

2. Be aware of an importance and value of professional ethics of Thai Muslim women leaders in the three southern provinces of Thailand.

3. Be a role model and have profession in career.

4. Have self-development plan in professional ethics which in accordance with trait leadership in virtue and morality in integration practice.

5. Trait leadership development in Islam culture

Objection

1. The developing persons to gain knowledge, an understanding, and accurate practice on Islam culture.

a) Islam culture

Objection

1. The developing persons to gain knowledge, an understanding, and accurate practice on Islam culture and be a role model.

Methods and activities

1. Study trait leadership development manual in principle and concept of Islam culture to apply in the practical use.

2. Study from a role model and analyze a suitability and possibility to apply.

3. Assigned the developing persons to analyze the operation to be in accordance with Islam culture and set their own procedure.

Expected result

1. Know and have guideline to apply Islam culture to practice in working routine life.

2.Be aware of an importance and value of Islam culture of Thai Muslim women leaders in the three southern provinces of Thailand.

3. Be a role model in Islam culture aspect such as costume and behaviors.

4.Have self-development plan in Islam culture which in accordance with trait leadership in Islam culture in integration practice.

b)Maintain Islam culture

Objection

1. The developing persons be aware of an importance of Islam culture and maintain it further.

Methods and activities

1.Study trait leadership development manual in principle and concept of maintaining Islam culture to apply in the practical use.

2. Learning from practice and the developing persons record the success of maintaining Islam culture at least 2 activities.

3. Study from related supplementary media.

Expected result

1. Know and have guideline to maintain Islam culture.

2.Be aware of an importance and value of maintaining Islam culture of Thai Muslim women leaders in the three southern provinces of Thailand.

3. Be a role model in maintaining Islam culture.

4.Have self-development plan in maintaining Islam culture which in accordance with trait leadership in Islam culture in integration practice.

6.Trait leadership development in pacification promotion

a) Making peace with conciliation and negotiation skills

Objective

1.The developing persons to gain knowledge on pacification promotion and be able to apply to use in community.

Methods and activities

1. Study trait leadership development manual in principle and concept of pacification promotion in Islam.
2. Study on justice, equality in society and analyze the cause and problem, and solution.
3. Strengthen society via action with virtue and morality.
4. Study on universality and human pride and apply to practical use.
5. Learn from case study from within country and from other countries in solving problem with peace.
6. Study pacification from vdo and cd to be able to apply to the suitable situation.
7. Study concept and principle of multiculturalism and diversity to live together peacefully.

Expected result

1. Know and have guideline in pacification promotion, equality in society, universality, and human pride.
2. Be aware of an importance and value of pacification promotion of Thai Muslim women leaders in the three southern provinces of Thailand.
3. Be a role model in pacification promotion.
4. Train to solve problems or conflicts in organization and between organization with peace, stress on conciliation skill.
5. Have self-development plan in pacification promotion which in accordance with trait leadership in pacification promotion in integration practice.

7. Integration practice

This was the step to practice focusing on learning from integrated real situation and simulation situation covered the development in these below aspects.

- 7.1 Administration knowledge development
- 7.2 Administration skill development
- 7.3 Human resources skill development
- 7.4 Academic and professional leadership development
- 7.5 Personality and image development

7.6Virtue and morality development

7.7 Islam culture development

7.8 Pacification promotion development

Objective

1. To gain direct experience in administration knowledge, administration skill, human resources administration
2. To gain experience and more skill in academic and professional leadership
3. To gain experience and improvement in suitable personality and image of Thai Muslim women leaders
4. To gain experience in virtue and morality for administrators
5. To gain experience in Islam culture
6. To gain experience in pacification promotion

Methods and activities

1.Introduced an integration practice by providing orientation to the developing persons to know the procedure and method of integration practice in real situation and simulation by learning from actual practice.

2.Learning from practice to develop in administration knowledge development, administration skill development, human resources skill development, academic and professional leadership development, personality and image development, virtue and morality development, Islam culture development, and pacification promotion by various learning methods and could be able to connect the integrated knowledge, gain experience and skill in administration in On the job training Self Directed Learning such as exchange experience on administration with other administrators, study from case studies, study visit in administration with organization in country and oversea, and summarize the experience to apply or to have group seminar, suggestion in administration, practice in project and development plan made from trait leadership development steps in 6 aspects, including propose the integration project to show the connection of 6 aspects development with the development content, methods, activities, and evaluation on objective defined.

3. Make report to summarize the project operation and development plan result on trait leadership development, analyze and summarize the experience to apply in the future.

Expected result

1. Gain administration knowledge, administration skill, human resources administration skill of Thai Muslim women leaders in the three southern provinces of Thailand.
2. Develop academic and professional leadership
3. Personality and image of Thai Muslim women are better
4. Implant and maintain virtue and morality of administrators
5. Understand and practice as a role model in Islam culture
6. Participate in pacification promotion
7. Analyze and set strategy of self-development appropriate to situation and time.

Step4 Post-Development Evaluation

It was the step to evaluate the development from step 3 whether it developed the required trait leadership of Thai Muslim women leaders in the Three southern provinces of Thailand or not. Also, to evaluate the process in each step and the overall result to find out which process and step should be improved or developed which concluded that it was the development and process evaluation as a whole.

Thus, the evaluation in this step was divided into 2 aspects, evaluation trait leadership development result and formative evaluation and summative evaluation.

1.Evaluation trait leadership development results in 7 aspects which were;

- 1.1 Management and administration aspect
- 1.2 Academic and professional aspect
- 1.3 Personality and image aspect
- 1.4 Virtue and morality aspect
- 1.5 Islam culture aspect
- 1.6 Pacification promotion aspect
- 1.7 Integration practice

In evaluation trait leadership development result in aspects referred above should rely on development from learning evaluation principle 3 aspects;

- a) Cognitive Domain Evaluation
- b) Psychomotor Domain Evaluation
- c) Affective Domain Evaluation

Evaluation Objective

1. Evaluation on knowledge, an understanding in principle, concept on trait leadership development in each aspects which were management, academic and professional aspects, personality and image, virtue and morality, Islam culture, and pacification promotion.

Evaluation Method

- a. Apply form to evaluate knowledge and an understanding
- b. Observe behaviors from the record form about applying principle and concept into practical use, including observe the participation in discussion and exchange experience.
- c. Evaluate self on knowledge, understanding from principle, concepts and theories from learning.

2. Evaluate capability in practice and apply knowledge from the development; management, academic and professional aspects, personality and image, virtue and morality, Islam culture, and pacification promotion.

Evaluation Method

- a. Evaluate behaviors occur during and after practice on management, academic and professional aspects, personality and image, virtue and morality, Islam culture, and pacification promotion by observation and recording behaviors by oneself.
- b. Evaluate achievement from integration practice

3. Evaluate attitude and awareness of an importance and value of trait leadership development in each aspects; management, academic and professional aspects, personality and image, virtue and morality, Islam culture, and pacification promotion.

Evaluation Method

- a. Evaluate attitude towards trait leadership development in management, academic and professional aspects, personality and image, virtue and morality, Islam culture, and pacification promotion by applying attitude evaluation form.
- b. Observe behaviors and attitude towards participation in development activities.
- c. Test attitude and opinion of the developing persons, developers, colleagues, subordinates, and commanders in 360 degree feedback after development.

Expected result

1. Know the development result in knowledge and understanding in principle and concept in
trait leadership development in each aspects which were management, academic and professional aspects, personality and image, virtue and morality, Islam culture, and pacification promotion.
2. Know the development result in skill, ability and applying knowledge from development in
each aspects; knowledge management development, academic and professional leadership development, personality and image development, virtue and morality development, Islam culture development, and pacification promotion development.
3. Know the development result in attitude and awareness of trait leadership development in
each aspects; knowledge management development, academic and professional leadership development, personality and image development, virtue and morality development, Islam culture development, and pacification promotion development.
4. Have feedback information after trait leadership development in 6 aspects which were
knowledge management development, academic and professional leadership development, personality and image development, virtue and morality development, Islam culture development, and pacification promotion development.

2. Formative Evaluation and Summative Evaluation consisted of

2.1 Formative Evaluation to improve process, method and activities during the development on model

2.2 Summative Evaluation after finishing development process on model to examine and evaluate development

Technique of formative evaluation and summative evaluation in processing trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand was CIPP model, comprised of development evaluation in elements followed.

1. Context such as environment and situation which support or obstruct the development

2. Input such as the developing persons, development program, budget, equipment, tool, location, content.

3. Process such as methods and activities, development administration management.

4. Product such as development result, trait leadership of the developing persons, success of development procedure

Evaluation objective

1. Evaluate development process in each step and summative evaluation of model development if achieve the objective or not.

2. Evaluate development steps on suitability, accordance and achievement

3. Study efficiency and effectiveness of model development.

Evaluation method

1. Analyze the process in each step and summative evaluation of trait leadership development

model whether achieve the objective and which level the achievement was by applying and interview and an observe developing persons.

2. Analyze a suitability of development process in each step and summative evaluation.

3. Analyze efficiency and effectiveness of each step and summative evaluation of trait leadership development model.

Expected result

1. Know the result of development in each step and summative evaluation.
2. Know the suitability and accordance of development in each step and summative evaluation.
3. Know an efficiency and effectiveness of each step and summative evaluation of trait leadership development model.
4. Know the integration development result in each step and summative evaluation.

Part4 Guideline for practical use, success conditions and model success indicator

Applying the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand in practical use, the researcher specified the guideline for practical use, success conditions and model success indicator below.

Guideline for practical use

1. Before applying the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand, the users must understand the processes below.
 - Study model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand as a whole and each steps.
 - Operating model of trait leadership development
 - Evaluation development and operation result
2. Developing persons must be able to manage and administrate time for studying appropriately
3. with duties and responsibility because the content of model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand need self-learning to create the readiness to practice the development.
4. Organizations which apply model of trait leadership development of Thai Muslim women leaders in the three southern provinces of

Thailand must study the model clearly and the person responsible for the development must understand the development operating to achieve the objective.

5. Organizations which apply model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand must specified the evaluation and test to suit developing persons and be functionally.

6. This development model focused on developing persons to gain knowledge, skill, and attitude

Towards development so should give an importance to the integration practice to utilize the knowledge practically and correspond with development objective focusing on Self-Directed Learning.

Model success indicator

1. The person who will be developed must have enough time for the operating the model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand completely.

2. Organizations which apply model of trait leadership development of Thai Muslim women leaders in the three southern provinces of Thailand must well understand the model and be able to adjust the development model to fit the development situation.

Model success indicator

1. The developing persons have trait leadership in management and administration

2. The developing persons have trait leadership in academic and professional aspects

3. The developing persons have trait leadership in personality

4. The developing persons have trait leadership in virtue and morality

5. The developing persons have trait leadership in Islam culture

6. The developing persons have trait leadership in pacification promotion.

CHAPTER VII

SUMMARY AND DISCUSSION

This research has an objective to present Model of trait leadership development of Thai Muslim women in three southern provinces of Thailand by applying the concepts of trait leadership development, and Thai Muslim women, including with related researches to be the research guideline. It was a descriptive research which applied mixed methods which were questionnaires, in-depth interview, and non-participant observation. The sample groups were; 8 Thai Muslim women leaders in three southern provinces of Thailand who were selected for their outstanding performances in the southern provinces of Thailand in 2013 from Southern Border Provinces Administration Centre, 5 Thai Muslim women leaders in three Southern provinces of Thailand from different professions who were selected by the survey of basic information and the snowball sampling, or Thai Muslim women leaders from various professions who were selected by other government agencies, and 27 other informants who were colleagues, subordinates, people and family members who were close to Thai Muslim women leaders, total in 40 and 17 experts. The statistics used to analyze the data were percentage, average, and the interquartile range.

The researcher presented the research results below

7.1 Research summary

7.2 Discussion

7.3 Research summary

In research result summarize, the researcher presented followed in 3research objectives.

Research result achieved objective 1

Objective 1 Study of roles, behaviors, and trait leadership of women leader from related documents and researches. The research results were:

1.1 Leadership role of women leaders From studying related documents and researches, the Researcher synthesized leadership roles of women leaders and found that leadership roles of women leaders had 5 aspects which were:

1.1.1 Leadership roles in management and administration was the role of women leaders as the administrators, planners, policymakers, explorers, discipline keepers, authorizers, activities organizers and promoters, kind persons, representatives, resources providers, human resources recruiters, stability providers.

1.1.2 Leadership roles in academic and professional aspects was the role of women leaders as the experts, role models, the group symbols, ideal persons, trainers, entrepreneurs, news and information providers, academic leaders, consultants.

1.1.3 Leadership roles in creative innovation and development was the role of women leaders as the groups representative to contact with the outside, group relationship controller, reward and punishment givers, conciliator, speakers, negotiators, team builders and team working, decision makers, coordinator, human relationship promoters, publicist.

1.1.4 Leadership roles in cooperation, conflict management, and teamwork participation promotion was the role of women leaders as the responsible persons, decision makers, investigators, situation monitors, evaluators, and judges.

1.1.5 Leadership roles in performance monitoring was the role of women leaders as the change leaders, commentators, pushers, encouraging persons, admirers, facilitators, supporters, projects initiators and coordinators.

1.2 Behaviors leadership From studying related documents and researches, the researcher synthesized behaviors leadership of women leaders and found that there were 5 aspects of behaviors leadership of women leaders which were in accordance with roles leaderships which were:

1.2.1 Behaviors leadership due to the leadership roles in management had 7 elements: 1. Set vision, mission, policy, objective, and purpose of strategic and operation plan for management and to be in accordance with academic and professional aspects 2. Set and improve organization operation structure to cooperate and achieve organization mission efficiently 3. Manage and develop human resources by support and facilitate staff operation 4. Encourage and motivate staff 5. Plan on budget and management systems 6. Be the leaders who were ready to the changes, able to solve the problem, and prepare for future problems 7. Make sharp decision in different situations.

1.2.2 Behaviors leadership due to the leadership roles in academic and professional aspect had 6 elements: 1. Form culture and environment for academic and professional organizations 2. Apply and develop knowledge to enhance academy and profession 3. Encourage subordinates to develop learning, researching, using information technology and computer, and language use to achieve profession goal 4. Control organization quality to maintain professional standard 5. Develop knowledge continuously and consistently 6. Promote academic forum to exchange and learn knowledge and support research conducting to initiate new knowledge to organization and community.

1.2.3 Behaviors leadership due to the leadership roles in creative innovation and development had 4 elements: 1. Initiate the change in concept and practice 2. Create strategy to develop quality of organizations 3. Search for application to employ information technology, database and programs to fasten work procedure and make it efficient and up to date 4. Form behavior and set work procedure for staff to have awareness of value of natural resources, human, and environment.

1.2.4 Behaviors leadership due to the leadership roles in cooperation, conflict management, and teamwork participation promotion had 7 elements: 1. Integrate organization vision and mission effectively 2. Coordinate with

within and outside organizations 3.Reconcile and conciliate the conflict within and outside organizations to create harmony 4.Maintain organization unity 5. Encourage and aware of value and importance of colleagues, subordinates, and families 6.Motivate staff in organization to be enthusiastic to achieve the objectives 7.Facilitate other staffs.

1.2.5Behaviors leadership due to the leadership roles in performance monitoring and Evaluation had 7 elements: 1.Set standard criteria and indicator to monitor and evaluate staff performance 2.Set award system with transparency and fairness 3. Inform the concept, consideration regulation, and evaluation process to staff 4. Develop, improve and apply the evaluation result to plan work performance.

1.3Trait leadership From studying related documents and researches, it found that trait leadership of women leaders could be grouped behavior in academic and professional aspect and monitoring and evaluation performance together because they shared the same traits. The researcher grouped them as a group. Others 2 traits classified as below;

1.3.1Trait leadership of women leaders in management was in accordance with behavior leadership of women leaders in management and administration which had 17 elements:1.ability to self-adjust 2.outstanding characteristic 3.self-confidence 4.ability to exercise power over others 5.patient to frustration 6.ability to speak 7.be scholar 8.ability to make decision 9.ability to solve problems 10.ability to motivate self and others 11.skill in planning and management 12.ability to work in team 13. flexible 14.social trait 15.management trait 16.participatory leadership 17.adjustable leadership.

1.3.2Trait leadership of women leaders in academic and professional aspect was in accordance with behavior leadership of women leaders in monitoring and evaluation performance which had 8 elements:1. intelligence2.determination3.attempt4.enthusiasm5. astuteness6.creativity7.ability to communicate8.academic leadership

1.3.3 Trait leadership of women leaders in personality was in accordance with behavior leadership of women leaders in creative innovation and development which had 11 elements: 1.physical trait 2.sympathy 3.ambitious 4.enterprise 5.human relation 6.generosity 7.emotional control 8.determination 9.carefulness 10.braveness 11.reliability.

1.3.4 Trait leadership of women leaders in virtue and morality was in accordance with behavior leadership of women leaders in cooperation, conflict management, and teamwork participation promotion which had 6 elements: 1.honesty 2.responsibility 3.fairness 4.justice 5.patience 6. Virtue and morality

Research result achieved objective 2

Objective 2 Study of leadership roles of Thai Muslim women leaders in three southern provinces of Thailand from the interview and non-participants observation. The research results were:

2.1 Leadership roles of Thai Muslim women leaders in three southern provinces of Thailand From the interview and non-participants observation with the sample groups, it concluded that there were 7 aspects of leadership roles of Thai Muslim women leaders in three southern provinces of Thailand. 5 of them were the same with leadership roles of the general women leaders and 2 additional roles were listed below.

2.1.1 Leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in management was the role of women leaders as the planners, policy makers, explorers, discipline keepers, authorizers, activities organizers and promoters, kind persons, representatives, resources providers, human resources recruiters, stability providers.

2.1.2 Leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in academic and professional aspect was the role of women leaders as the experts, role models, the group symbols, ideal persons, trainers, entrepreneurs, news and information providers, academic leaders, consultants.

2.1.3 Leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in creative innovation and

development was the role of women leaders as the groups representative to contact with the outside, group relationship controller, reward and punishment givers, conciliator, speakers, negotiators, team builders and team working, decision makers, coordinator, human relationship promoters, publicist.

2.14Leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in cooperation, conflict management, and teamwork participation promotion was the role of women leaders as the responsible persons, decision makers, investigators, situation monitors, evaluators, and judges.

2.15Leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in performance monitoring was the role of women leaders as the change leaders, commentators, pushers, encouraging persons, admirers, facilitators, supporters, projects initiators and coordinators.

2.1.6Leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture was the role of women leaders in conducting religious doctrine and leadership role of Thai Muslim women leader in way of life.

2.1.7Leadership roles of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion was the role of women leaders in promoting pacification and the role on healing affected people from the unrest situation in three southern provinces of Thailand.

2.2 Behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand From the interview and non-participants observation with the sample groups, it concluded that there were 7 aspects of behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand. 5 of them were the same with behaviors leadership of the general women leaders with some additional and dropped out details. There were 2 additional aspects as listed below.

2.2.1Behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in management were 1.set vision, mission, policy, objective, and purpose of strategic and operation plan for management and to be in accordance

with professions 2.set and improve organization operation structure to cooperate and achieve organization mission efficiently 3.manage and develop human resources by support and facilitate staff operation 4.encourage and motivate staff 5.budget and management plan to manage resources efficiently 6.be the leaders who were ready to the changes, able to solve the problem, and prepare for future problems 7.make sharp decision in different situations 8.facilitate other staffs to work efficiently 9.listen to others opinion and share an experience to others 10.solve problem immediately and find the further prevention (3 additional elements were no.8-10)

2.2.2Behaviors leadership of Thai Muslim women leaders in the three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in academic and professional aspects were1.form culture and environment for academic and professional organizations 2.apply and develop knowledge to enhance academy and profession 3.encourage subordinates to develop learning, researching, using information technology and computer, and language use to achieve profession goal5.develop knowledge continuously and consistently to be accepted from organizations 6.promote academic forum to exchange and learn knowledge and support research conducting to initiate new knowledge to organization and community7.create and integrate knowledge, local wisdom to develop academy and profession (1 additional element was no.7)

2.2.3Behaviors leadership of Thai Muslim women leaders in the three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in creative innovation and development were1.initiate the change in concept and practice 2.create strategy to develop quality of organizations3.search for application to employ information technology, database and programs to fasten work procedure and make it efficient and up to date4.form behavior and set work procedure for staff to have awareness of value of natural resources, human, and environment5.develop human resources to be ready for the change by motivating to adjust6.create and integrate knowledge to respond everyone's need which lead to a creative development and change7. Initiate good relationship with related organizations or networks to exchange knowledge and apply creatively(3 additional elements were no.5-7).

2.2.4 Behaviors leadership of Thai Muslim women leaders in the three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in cooperation, conflict management, and teamwork participation promotion were 1.integrate organization vision and mission effectively 2.coordinate with within and outside organizations 3.reconcile and conciliate the conflict within and outside organizations to create harmony 4.maintain organization unity 5.encourage and aware of value and importance of colleagues, subordinates, and families 6.motivate staff in organization to be enthusiastic to achieve the objectives 7.facilitate other staffs. 8.provide a chance for subordinates, people and family to meet and consult the solution 9.improve system and procedure to develop teamwork (2 additional elements were no.8-9)

2.2.5 Behaviors leadership of Thai Muslim women leaders in the three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in performance monitoring and evaluation were 1.set work system, procedure, performance monitoring and evaluation clearly for each mission 2.set standard criteria and indicator to monitor and evaluate staff performance 3.set award system with transparency and fairness 4.inform the concept, consideration regulation, and evaluation process to staff 5.monitor and observe the award system to perform effectively 6.promote the organization development consistently 7.develop, improve and apply the evaluation result to plan work performance 8. Motivate colleagues and subordinates to participate and accept work performance evaluation designed (3 additional elements were no.6-8)

2.2.6 Behaviors leadership of Thai Muslim women leaders in the three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in Islam culture were 1.know and understand Islam culture 2.behave base on religious doctrine 3.organize and participate in religious activities constantly 4.dress properly to time and religious rule 5. promote using Melayu and Thai in communication 6. maintain tradition and plays in community.

2.2.7 Behaviors leadership of Thai Muslim women leaders in the three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in pacification promotion were 1.create conversation and

negotiation 2. academic service support 3. work with networks 4. produce media 5. organize seminar, discussion on pacification.

2.3 Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand From the interview and non-participants observation with the sample groups, it concluded that there were 6 aspects of trait leadership of Thai Muslim women leaders in three southern provinces of Thailand which were in accordance with the behaviors leadership due to leadership role of the general women leaders; academic and professional aspect, professional, virtue and morality, and 2 additional aspects; Islam culture and pacification promotion as detail below.

2.3.1 Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in management and administration which was in accordance with behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in management and administration had 14 elements: 1. ability to self-adjust 2. outstanding characteristic 3. self-confidence 4. patient to frustration 5. be scholar 6. ability to make decision 7. ability to solve problems 8. ability to motivate self and others 9. skill in planning and management 10. ability to work in team 11. flexible 12. social trait 13. management trait 14. participatory leadership (lacked of 3 elements: ability to exercise power over others, ability to speak, and adjustable leadership).

2.3.2 Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in academic and professional aspect which was in accordance with behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in academic and professional aspect had 8 elements: 1. intelligence 2. determination 3. attempt 4. enthusiasm 5. astuteness 6. creativity 7. ability to communicate 8. academic.

There were 2 additional trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand in academic and professional aspect was in accordance with behaviors leadership of Thai Muslim women leaders due to leadership role of Thai Muslim women leaders in academic and professional aspect which were no. 9 and 10. Trait leadership of Thai Muslim women

leaders in the three southern provinces of Thailand in academic and professional aspect which was in accordance with behaviors leadership of Thai Muslim women leaders due to leadership role of Thai Muslim women leaders in performance monitoring had 3 additional aspect which were no11-13.

2.3.3Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in personality which was in accordance with behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in creative innovation and development had 11 elements:1.physical trait 2. sympathy3. ambitious4. enterprise5. human relation 6. generosity7. emotional control 8. determination9. carefulness10. braveness11. reliability. (2 additional elements were no.12 and13)

2.3.4Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in virtue and morality which was in accordance with behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in cooperation, conflict management, and teamwork participation promotion had 6elements:1. honesty2.responsibility3.fairness4.justice5.patience6.virtue and morality 7.sacrifice (1 additional aspect was no.7).

2.3.5Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture which was in accordance with behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in Islam culture had 6elements:1.know and understand Islam culture 2. behave base on religious doctrine3. patience4.sacrifice5. determination.

2.3.6Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion which was in accordance with behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand due to leadership role of Thai Muslim women leaders in pacification promotion were:1.have knowledge and understanding 2.calmness3.sacrifice4.responsibility5.patience6.synchronize benefits7.ready to the changes8.enthusiasm.

Research result achieved objective 3

objective3 create, develop, and present Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand. From the study of document and 3 rounds questionnaires from 17 experts, the research results were below.

Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand which developed to the research result was examine and evaluated by the experts. It consisted of 4 parts;

Part1 Trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand which required development

From the research result, there were 6 aspects of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand which required development; trait leadership in management and administration, trait leadership in academic and profession aspect, trait leadership in personality, trait leadership in virtue and morality, trait leadership in Islam culture, and trait leadership in pacification promotion. They comprised of 50 traits and were in accordance with behavior leaderships due to leadership roles of Thai Muslim women leaders in each aspects.

Part2 Concept, principle, and objectives of the model

2.1 Concept and principle of Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand

1) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand opened for Thai Muslim women leaders to develop themselves constantly, learn their weakness, improve and develop all those weakness themselves, and motivate other Thai Muslim women to participate in the development.

2) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand provided an opportunity for Thai Muslim women leaders to meet, exchange knowledge, opinion and experiences

through various activities and methods targeting to develop necessary skills in management and positive attitude fit with each organizational culture.

3) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand promoted the creativity and readiness preparation for the changes of situations.

4) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand encouraged Thai Muslim women leader to develop image and personality to be appropriate to work based on religious principles.

5) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand operated constantly. The activities procedures and various learning processed had clear timeline which were in accordance with the development.

6) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand gave an importance on Islam culture, way of life, and the accurate practice based on religious principles to help Thai Muslim women leaders to have accurate understanding and to be able to be in position efficiently.

7) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand gave an importance on providing accurate knowledge and understanding in pacification promotion to help Thai Muslim women leaders to participate in pacification promotion through related activities.

8) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand was a flexible model which was be able to adjust the methods to suit specific needs of each individual.

9) Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand could be monitored and evaluated the performance to see whether Thai Muslim women leaders were able to apply knowledge and skills in practical use or not.

2.2 Objectives of the model

To develop Thai Muslim women leaders in three southern provinces of Thailand to have required trait leadership in 6 aspects which were trait leadership in management and administration, trait leadership in academic and profession aspect, trait leadership in personality, trait leadership in virtue and morality, trait leadership in Islam culture, and trait leadership in pacification promotion. All these aspects comprised of 50 traits in total.

Part3 Procedure of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand

It consisted of 4 steps which were;

Step1 Preparation for trait leadership development

This was the step to prepare the knowledge and an understanding of roles, behaviors, and trait leadership of Thai Muslim women leaders in three southern provinces of Thailand, to motivate and create positive attitude towards trait leadership to prepare the developing persons, select and prepare the development to suit with developing trait leadership assigned. In this step, it divided into 2 aspects: readiness preparation for developing persons and readiness preparation for development operation and activities.

Step2 Pre-development evaluation

This was an evaluation on the developing persons to know which trait Thai Muslim women leaders in three southern provinces of Thailand lacked of from the 6 aspects: management, academic and professional aspects, personality, virtue and morality, Islam culture and pacification promotion.

Step3 Trait leadership development

This was the step of operating follow the model to create and develop knowledge and understanding, skills and attitude due to the learning principle to initiate the 50 required traits leadership of Thai Muslim women leaders in three southern provinces of Thailand from the research. Also, it was to integrated practice to achieve the objectives. In this step, there was the improvement and development the model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand according to the study in all 6 aspects which were

management, academic and professional aspects, personality, virtue and morality, Islam culture and pacification promotion

Step4 Development Evaluation

This was the development evaluation to see whether the model could appropriately develop the trait leadership of Thai Muslim women leaders in the three southern provinces of Thailand or not. Also, it was including the evaluation on each step and the overall results to know whether the procedure and the steps should be improved or not. It could be said that this was the summary of the development evaluation as a whole.

Part4 Model implementation guideline, model success conditions, and model success indicator

Implementing model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand, the researcher set the guideline, model success conditions, and model success indicator as followed.

Model implementation guideline

Before implementing model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand, the users ought to understand the processes as detailed below.

- Study model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand in overall and in each steps.

- Operate the model of trait leadership development

- Evaluate the development and the operation

The developing persons must be able to manage the time to suit with their job responsibility because the content of the model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand required self-study to be ready for the practice following the development procedure. The organizations that applied the model ought to study the model deeply and the responsible persons in the development must clearly understand in the development process, define the applicable evaluation and test to suit with the developing persons to achieve the objectives. This model focused at the developing persons to gain knowledge and understanding, positive attitude towards the development so the

integrated practice must be focused to apply the knowledge in the practical use and correspond with the development objective focusing on self-direct learning.

Model success conditions

The developing persons must had enough time for the development followed the procedure of model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand completely. The organizations that applied the model ought to study the model deeply and be able to adapt the model to suit with the situation of development accordingly.

Model success indicator

The developing persons had trait leadership in management and administration, in academic and profession aspect, in personality, in virtue and morality, in Islam culture, and pacification promotion.

7.2 Discussion

From the research operation in Chapter 4, the researcher presented the discussion due to the objectives as below.

Objective 1 Study of roles, behaviors, and trait leadership of women leaders.

The researcher studied the roles, behaviors, and trait leadership of women leaders by studying, analyzing and synthesizing the concept, principles, and researches related to the roles, behaviors, and trait leadership of women leaders in general and of women leaders from Thailand and from abroad to be the research framework. It found that the leadership role of the leaders had 6 roles which were leadership role in management, in academic and professional aspect, in creative development, in cooperation, conflict management and teamwork participation promotion, and performance monitoring and evaluation. All these 6 roles were the practical roles which were expected roles from the organization and community.

1. Leadership role in management was in accordance with Phinyo Sathorm (1963:155-159), Thonglor Dechthai (2001:47-48), Hicks (1975:307), Mintzberg (.1975.mentioned in Lussier and Achua, 2001:10-13), Nanus (1989: 71-79),

Covey(1996:152-153),Farrew and Kaye(.1996:178-180, Stogdill(1974.mentioned in Wichian Chiewpimai (1995:8),Krech, Crutchfield and Ballachey(1962),Gorton (1983), Boworn Praprueedee, Thipaporn Pimsuth, and Chalernpol Srihong (1977:221),Ladda Chatchwan(2001:abstract),Plengmanee Rangsomboonsuk (2005:abstract) and Siriluck Ngao-Kham(2011:26)which found that it was the most outstanding leadership role of women leaders in managing organization since set up policy to the practice and evaluation, which needed cooperation of sectors in the organization to operate the procedure.

2.Leadership role in academic and professional aspect was in accordance with Phinyo Sathorm (1963:155-159),Thonglor Dechthai(2001:47-48),Rangsan Prasertsri (2001:16-17),Hicks (1975:307), Mintzberg (1975.mentioned in Lussier and Achua, (2001:10-13),Farrew and Kaye(1996:178-180),Krech,Crutchfield and Ballachey (1962) ,Boworn Praprueedee, Thipaporn Pimsuth, and Chalernpol Srihong(1977: 221), Prathip Jongsuebtham(1986:abstract),LaddaChatchwan(2544:abstract),Plengmanee Rangsomboonsuk (2005:abstract) and Siriluck Ngao-Kham(2011:26)which found that leadership role in academic and professional aspect gave an importance on the information providers that were the informative and expertise in a specific issue, filed, and profession and able to give advice and be a role models to others in the organization.

3.Leadership role in creative development was in accordance with Thonglor Dechthai(2011:47-48),Rangsan Prasertsri(2011:16-17),Hicks(1975:307),Nanus (1989:71-79),Farrew and Kaye(1996:178-180),Stogdill(1974.mentioned in Wichian Chiewpimai,1995:8),Boworn Praprueedee, Thipaporn Pimsuth, and Chalernpol Srihong(1977:221),Prathip Jongsuebtham(1986:abstract),Ladda Chatchwan(2001: abstract)and Siriluck Ngao-Kham(2011:26),which found that leadership role in creative developmentgave an importance to the changes. The leaders must be ready to the changes, assist others and provide creative advice.

4.Leadership role in cooperation, conflict management, and teamwork participation promotion was in accordance with Phinyo Sathorm (1963:155-159),Thonglor Dechthai(2011:47-48),Rangsan Prasertsri(2011:16-17),Mintzberg (1975.mentioned in Lussier and Achua, (2001:10-13),Farrew and Kaye(1996:178-180),Stogdill(1974.mentioned in Wichian Chiewpimai,1995:8),Krech,Crutchfield and Ballachey(.1962) ,Murphy(1996),Gorton(1983), Boworn Praprueedee, Thipaporn Pimsuth, and Chalernpol Srihong(1977:221),Prathip Jongsuebtham(1986:abstract),Ladda

Chatchwan(2011: abstract),Plengmanee Rangsomboonsuk (2005:abstract)and Siriluck Ngao-Kham(2011:26)which found that leadership role in cooperation, conflict management, and teamwork participation promotion gave an importance on being representative of organizations to cooperate, promote, negotiate and reconcile to solve conflict in organization focusing on participatory teamwork.

5.Leadership role in performance monitoring and evaluation was in accordance with Phinyo Sathorm (1963:155-159) ,Hicks(1975:307),Mintzberg (1975.mentioned in Lussier and Achua, 2001:10-13),Nanus (1989:71-79),Farrew and Kaye(1996:178-180),Stogdill(Stogdill.1974.mentioned in Wichian Chiewpimai,1995:8), Murphy (1996),Gorton(1983),Ladda Chatchwan(2001:abstract),Plengmanee Rangsomboonsuk (2548: abstract)and Siriluck Ngao-Kham(2011:26)which found that leadership role in performance monitoring and evaluation gave an importance on being the performance monitors and evaluators who responsible for the job and on prediction and planning for the future.

The research result of behavior leadership of women leaders by studying, analyzing, synthesizing the concept, principles, and researches related to the roles, behaviors, and trait leadership of women leaders in general and of women leaders from Thailand and from aboard to be the research framework. It found that behavior leadership of the leaders had 6 aspects which were in accordance with role leadership. Each behavior of women leaders exercised in their own context and organization culture which was in accordance with the study on behavior leadership of Ohio State University which aimed to prove the leadership efficiency. Later, Stogdill et al studied specifically more on behaviors of the leaders by applying Leader Behavior Description Questionnaire or LBDQ. The research result were that the leaders behavior were divided into 2 dimensions: initiating structure, which leaders gave an importance to the regulation, authority, position roles, and work performance, and consideration structure, which leaders gave an importance to the relationship with members and the participation of the members. The study of behavior leadership of women leaders could not be discussed that which behavior leadership was the most appropriate since it depended on the situation and times.

The research result of behavior leadership by studying, analyzing , synthesizing the related concept, principles, and researches was that there were 4 trait

leadership which were in accordance with leadership role of women leaders and it was re-classified as; trait leadership of women leaders in management was in accordance with behavior leadership due to leadership role in management, trait leadership of women leaders in academic and profession aspect was in accordance with behavior leadership due to leadership role in academic and profession aspect, trait leadership of women leaders in personality was in accordance with behavior leadership due to leadership role in creative innovation and development, and cooperation, conflict management, and teamwork participation promotion, and trait leadership of women leaders in virtue and morality was in accordance with behavior leadership due to leadership role in performance monitoring and evaluation. However, trait leadership of women leaders in each person depended on many factors such as physical trait that were visible and was the study on qualitative trait that referred to other traits related to social behaviors and ability in management. The study of psychological factors of many people revealed that there was no pairs of leaders who had exactly the same trait. The authority of the leaders was shown in the different way depended on the leaders and the situation which was in accordance with the research of Tassanee Wongyuen (1995:abstract mentioned in Somboon Sirisanhirun, 2004: 60-61) stated on 10 trait leadership which were having high potential in being the leader, having creativity and determination, being risk-takers and ready to responsible for the decision made, being able to solve the problem creatively, preferring working in team, initiate faith and motivation in work, having ability to motivate and encourage subordinates, having vision, having long provision to develop work in long term, being interested in work improvement and organization development, and being the person who love working with subordinates and have management plan that support the development of the subordinates development.

Objective2 Study of trait leadership of Thai Muslim women leaders in three southern provinces of Thailand from the interview and non-participants observation.

The researcher studied the roles, behaviors, and trait leadership of women leaders by studying, analyzing and synthesizing the concept, principles, and researches related to the roles, behaviors, and trait leadership of leaders in general and of women leaders from their performances in Thailand and from abroad and the from the

interview to be the research framework. It found that the roles, behaviors and trait leadership of Thai Muslim women leaders in three southern provinces of Thailand had both differences and similarities with the roles, behaviors, and trait leadership of women leaders which would be discussed respectively.

Leadership role of Thai Muslim women leaders in three southern provinces of Thailand had 5 similar aspects to leadership role of women leaders and had 2 additional aspects; Islam culture and pacification promotion. The researcher would explain more as followed.

Leadership role of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture consisted of 2 elements 1.Practice follow religious principles which was in accordance with the research of Dolmanan Baga (1997:32), that referred to the meeting report on the role of rural women in economic and social participation of Ministry of Interior, that many roles of women were importance such as role in sanitation, in education, and in religion, tradition, and morality, and explained about the support from the women in maintain local tradition and promote religious and moral activities. It was also in accordance with the research of Angkana Nilapaijit (2010:14)which gave the point of view in status and roles of Melayu Muslim women in family that they had a significant role in taking care family while had closed relation with tradition and religion.2. Way of life in accordance with the research of Madpouzee Rubama(2009:16)which showed the opinion on role of Thai Muslim women leaders in the three southern province of Thailand in Islam culture that the leaders in ideology were who to assist and provide knowledge to Muslim people. The leader in politic were who to lead community to live accordingly to religious principle but Muslim women must complete their own main role and not to fail their duties. This was in accordance with Thiti Raweewong(2010 : abstract)who studied on the attitude of Muslim women in the southern boarder provinces towards the changes of role and the problems in performing role of Muslim women in three southern provinces of Thailand. He presented that Muslim women in the southern boarder provinces had changed their roles in family and society because of the economic status and the higher education. The results of the changes were that women were able to earn more money and took part in family economy, which did not violate Islam principle. Having higher education resulted in more knowledge and acceptance

from family and society. The relationship among family members had changed since the members had less time with family so Muslim women neglected the duty of Muslim women to the family but they were satisfied with the role that correspond with Islam and Muslim spirit.

From the study on the document and the in depth interview, it found that Islam principle gave the rights to protect people both men and women in the society to have justice appropriate to gender and status. Practicing the doctrine led to the respect in self and in others that would result in living together peacefully. Moreover, Islam principle defined the duty for individual to behave to others to repay society that they live together peacefully. If everyone in society behaved their own duty, the society will be vary livable. Make a clear comprehension in Islam principle would make them understand Muslim society which would prevented misunderstanding. In the same way, Muslim who were aware of their own role to society due to Islam principle would practice accordingly and this led to the peaceful society and world.

Leadership role of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion was to heal the affected people from the unrest situation which in accordance with Cross Cultural Foundation(2013:29-31). The opinion on leadership role of women leaders in the conflict area was that the women had changed their roles especially the role in pacification promotion such as being the activists for human rights, healing the affected people from the unrest situation, family leaders. To become the leaders in the unrest situation, they had an effect both directly and indirectly such as the beloved family members were arrested or captured. Thus, they became the activists for peace. It was in accordance with Aritsa Salae(2010:abstract) who studied on “Muslim Women amidst Conflict: Beyond the Victim to Peace Activists”. The research studied on the social and cultural context condition that affected the changes to pacification in affected Muslim women from the unrest situation in three southern provinces of Thailand. Also, the research studied on the changes on the role of these women in the private and public areas. It found that the significant social and cultural context condition of Muslim women transformed from victims to peace activists was spending the asset from practicing Islam principle, having closed relationship with family and community members, spending new social assets from an interaction with people among the violence situation which led to social

networks with outside organizations, soldiers, and having opportunity and public space. However, role in pacification of these women affected to on the conflict movement to the pacification in self-adjustment from victims to givers, changes relationship with people including changes role and relationship in family and community to be family leaders and community leaders to cooperate with government and civic sectors.

Behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand from analysis and synthesis had 5 aspects, 31 behaviors and had additional 2 aspects and 11 behaviors to be 42 behaviors in total. From the interview and non-participant observation, it found that 13 interviewees (accounted for 100) and 27 other interviewees (accounted for 100) agreed that 5 aspects of behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand were in accordance with behavior leadership of women leaders in general, 3 aspects with incomplete elements and 2 additional aspects. The researcher would discuss respectively as followed.

Behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which had incomplete elements were:

Behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand in management was the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which was in accordance with leadership role of Thai Muslim women leaders in three southern provinces of Thailand in management which originally had 7 elements. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand lacked of 3 elements which were 1.set and improve organization work structure to operate mission efficiently 2.manage and develop human resource by supporting and facilitating staff 3.plan on budget and management systems to manage resources efficiently. This was because 80% of Thai Muslim women leaders in three southern provinces of Thailand did not provide the opinion on set up and improve organization work structure, manage or develop human resource, and budget and management system.

Behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand in creative development was the behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which was in accordance with leadership role of Thai Muslim women leaders in three southern provinces of Thailand in creative development which originally had 7 elements. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand lacked of 1 element which was create strategy to develop quality of organization. 80% of Thai Muslim women leaders in three southern provinces of Thailand provide an unclear opinion on strategy set up to develop. Some of them, did not give an importance to development strategy but to other matters.

Behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand in cooperation, conflict management, and teamwork participation promotion was the behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand which was in accordance with leadership role of Thai Muslim women leaders in three southern provinces of Thailand in cooperation, conflict management, and teamwork participation promotion which originally had 9 elements. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand lacked of 2 elements, which were 1. facilitate work to staff because in facilitating, it based on spending budget and the readiness in many aspects such as the strength, intelligence, budget, and time. 80% of Thai Muslim women leaders in three southern provinces of Thailand gave an opinion that they could not facilitate their staff efficiently because they had many positions in the organization and had the burden to take care their own families. 2. develop work system and procedure to develop teamwork. 80% of Thai Muslim women leaders in three southern provinces of Thailand did not mention or gave opinion on work system and procedure to develop teamwork.

Behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand which had additional elements were:

Behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand in academic and profession aspect was behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand which was in

accordance with leadership role of Thai Muslim women leaders in three southern provinces of Thailand in academic and profession aspect which originally had 6 elements. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand had 1 additional aspect which was create and integrate knowledge, local wisdom to develop academy and profession. 90% of Thai Muslim women leaders in three southern provinces of Thailand had an idea in creating and integrating knowledge and local wisdom to develop academy and profession. For example, "...as we have a lot of resources, it helps decreasing budget and have some left to help the group members..."(**Community Development Volunteer Leader A.Toongyangdang**) and "...apply knowledge of local wisdom to develop our work. We think we apply knowledge from old people and maintain for new generation to have knowledge and profession for the future..."(**President of Women Development Committee A. Mayor**)

Behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand in creative innovation and development was behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand which was in accordance with leadership role of Thai Muslim women leaders in three southern provinces of Thailand in creative innovation and development which originally had 4 elements. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand had 1 additional aspect which was initiate good relationship with related organizations or networks to exchange knowledge and apply creatively. 80% of Thai Muslim women leaders in three southern provinces of Thailand showed their opinion on initiation initiate good relationship with related organizations or networks that caused the learning exchanges and be able to apply to the highest benefit for organization.

Behaviors leadership of Thai Muslim women leaders in three southern provinces of Thailand The researcher investigated related document, concept, theories and researches and found that trait leadership of women leaders from analysis and synthesis had 4aspects, 50traits.Trait leadership in academic and professional aspect was the co-trait of role and behavior leadership of women leaders, which were role and behavior leaderships in academic and profession aspect and in performance

monitoring and evaluation. From the interview and non-participant observation, it found that there were 2 additional trait leadership of Thai Muslim women leaders in three southern provinces of Thailand. There were 4 aspects of trait leadership of Thai women leaders which was 1 aspect with incomplete elements and 2 additional aspects in trait leadership of Thai Muslim women leaders in three southern provinces of Thailand. There were 59 traits of Thai Muslim leadership which 9 of them were similar to trait leadership of women leaders in general so there were 50 trait leadership of Thai Muslim leadership. The researcher would discuss respectively as followed.

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand which had incomplete elements were:

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in management was trait leadership of women leaders in management which was in accordance with behavior due to leadership role which originally had 17 aspects. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand lacked of 3 aspects which were 1. have ability at exercise power over others because 80% of all Thai Muslim women leaders presented their opinion on exercising power over others that "...Muslim women in three southern provinces of Thailand are not accepted much even in the same organization. Sometimes, they can't control or use their power fully because there is check and balance from men both subordinates and superiors..." (President of Women Group, Srisakorn District) 2. ability to speak, 80% of Thai Muslim women leaders showed their opinion on trait leadership of women leaders in three southern provinces of Thailand in ability to speak that Muslim women leaders had very few skill in this trait leadership because they had very few skill in speaking in public and few chance to present in a big event. 3. be an adjustable leaders, 80% of Thai Muslim women leadership give any opinion on trait leadership of Thai Muslim women leaders in ability to speak so the researcher concluded that Thai Muslim women leaders in three southern provinces of Thailand lacked of this trait.

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand additional elements below:

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in academic and profession aspect was trait leadership of

women leaders which in accordance with role and behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand in academic and professional aspect and performance monitoring and evaluation which originally had 8 aspects. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand had 5 additional aspects which were grouped as 2 aspects of trait leadership of women leaders in three southern provinces of Thailand which in accordance with role and behavior leadership in academic and professional aspect which were 1. have cooperation 80% of all Thai Muslim women leaders presented their opinion that Muslim women leaders had learning and practicing skills which support the cooperation, participation in creating relationship, helping each other. It was in accordance with Eagly& Carli (Eagly;&Carli.2003:815)which explained that women leaders applied participatory leadership because they had more social skill compared to men which easily create participatory leadership and caused the satisfaction in colleagues, decreasing of resistance from colleagues.2.have knowledge of local wisdom. Thai Muslim women leaders in three southern provinces of Thailand gave the opinion on adapting local wisdom in work and must maintain and inherit to the new generation and said“... knowledge of local wisdom is very important because it helps us initiate knowledge in living life in community...”**(President of Women Group, Yala, District)**

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand which in accordance with performance monitoring and evaluation had 3 aspects 1. having justice, 80% of all Thai Muslim women leaders in three southern provinces of Thailand had justice and gave priority to it because justice drove organization efficiently. It was in accordance with Nopphong Boonjitradul (1997:39-40)who gave an idea on trait leadership of Thai Muslim women leaders in justice that the women leaders managed resources and facilitated the operation to staff fairly 2. transparency which was in accordance with Thai Muslim women leaders in three southern provinces of Thailand in having transparency in work that “...Transparency in the leaders make them more reliable because they are accountable. Also, this presents their spirit and responsibility on work of that leader...”**(President of Muslimah Sewing Group, Raman District)** 3. having carefulness which was one elements of the trait leadership of Thai Muslim women in three southern provinces of

Thailand. The leaders think about others, understand, care and concern the well-being of others, which was the trait that expected from society and a basic qualification of the women role in society.(Duehr ; & Boono.2006 : 815-846);(Ritter ; & Yoder.2004); (Neubert; & Palmer.2004 : 383)

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in personality was trait leadership of women leaders in personality which in accordance with role and behavior leadership in creative innovation and development which originally had 11 aspects. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand had 2 additional aspects which were 1. be ready to the changes. It was one of the trait leadership of Thai Muslim women leaders because the changes happened all the time so the organization management changed also. Leaders played important role in driving organization, developing themselves continuously, which was the active learning approach for who to see the opportunity of development and take advantage from. (Delf;& Smith.2007:495)2) having initiation was one of trait leadership of Thai Muslim women leaders in three southern provinces of Thailand because it was the base to find new methods. This was in accordance with the idea of Dubrin(2001)on trait leadership of the successful leaders and the concept of personality concerned with initiative from self, without others encouragement or support, both finding problems and solving problems.

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in virtue and morality was trait leadership of women leaders in virtue and morality which in accordance with role and behavior leadership in cooperation, conflict management, and teamwork participation promotion, which originally had 6 aspects. From the interview and non-participant observation, it found that Thai Muslim women leaders in three southern provinces of Thailand had 1 additional aspect which was the sacrifice. All women leaders gave the point of view that being the leaders of the organization, they had to have sacrifice because they had burden to be wives, mothers, and daughters. At the same time, they had to conduct themselves due to religion such as praying and making Fast. Sacrifice was not only about money but also about time, physical and mental strength mental. It was in accordance with Nopphong Boonjitradul (1997:39-40)stated about trait and

qualification of the administrators that sacrifice was the emotional and mental trait of administrators.

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in Islam culture was trait leadership of women leaders in three southern provinces of Thailand which was in accordance with role and behavior leadership in Islam culture. From the interview and non-participant observation, it found that there were 3 elements of trait leadership of Thai Muslim women leaders in three southern provinces of Thailand which were the same with trait of women leaders in general; 1. carefulness 2. patience 3. determination, and some additional trait leadership of Thai Muslim women leaders which were; 1. have knowledge of Islam culture 2. clinging on religious doctrine 3. sacrifice. These additional elements were important because the leaders ought to be the role model of others or members in the organization. Thus, the required trait was to know Islam culture, principle and practice, and how to teach and be the role model.

Trait leadership of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion was trait leadership of women leaders in three southern provinces of Thailand which was in accordance with role and behavior leadership of Thai Muslim women leaders in three southern provinces of Thailand in pacification promotion. From the interview and non-participant observation, it found that there were 5 elements of trait leadership of Thai Muslim women leaders in three southern provinces of Thailand which were the same with trait of women leaders in general which were 1. braveness 2. responsibility 3. patience 4. enthusiasm 5. sacrifice and had 4 additional trait leadership of Thai Muslim women leaders which were; 1. having knowledge and as understanding in pacification promotion 2. calmness 3. synchronize benefits 4. be ready to the changes. These were important trait leadership because having the position in the unrest situation in the three southern provinces, the most outstanding trait was having knowledge of pacification to solve problem effectively. Women leaders who had knowledge could be able to pass on the knowledge to community and society. Another outstanding trait was calmness. To solve the problems both within organization and among the unrest situation, the leaders needed to build the trust and reliability by having conversation and negotiation with calmness to ease the conflict. This linked to another trait

leadership of Thai Muslim women leaders, to synchronize benefits. The daily conflict and unrest situation trained the leaders to exercise their skills in synchronizing benefits for all sectors to aim at the same objective, the peace. The last trait leadership of Thai Muslim women leaders in three southern provinces of Thailand was being ready to the changes from all aspects. The unrest situation was getting serious so women leaders must be alerted and ready to respond to the better or worse situation to lead organization achieve its objective.

Objective 3 create, develop, and present Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand. From the study of document and 3 rounds questionnaires from 17 experts.

From the research result in no.2, the researcher developed the trait leadership to the model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand by defining model structure and elements, and evaluated the model by the experts.

3.1 Evaluation result from the experts revealed that the experts agreed with the suitability, possibility, and accordance in element structure and model explanation in step1 preparation, step2 pre-development evaluation, step3 development, step4 post-development evaluation, step5 re-development. All 5 steps had high level of suitability, possibility, and accordance, which was in accordance with Trainer's Library, Wichian Chiewpimai(1996 : 64), who set the structure of model of administrators development which had 6 processes; 1. preparation 2. pre-development evaluation 3. development 4. operating 5. post-development evaluation 6. operation analysis. This was in accordance with Benjaporn Kaewmwwsir (2002:215), who presented the model of trait leadership development of the administrators of College of Nursing, Ministry of Public Health, which consisted of 7 steps; 1. create concept of leadership 2. specify trait required development 3. preparation for development 4. development 5. development evaluation 6. re-operating 7. operating evaluation. In the evaluation stage, the administrators suggested that in step 3-development, in methods and activities, there should have more variety activities focusing on media, more seminar trip and training, learning from website,

and individual and group work. In personality development, there should have the practicing which was in accordance with Sermsak Wisalakorn(2002:91-92), who stated that the important concept and methods for trait development were formal learning, training, learning by working, learning from others within and outside organization, and learning from own experiences.

3.2 The model provided opportunity for Thai Muslim women leaders in three southern provinces of Thailand to develop themselves continuously, learn their weakness, improve and develop weakness, and motivate Thai Muslim women leaders in three southern provinces of Thailand to participate in the development. The research designed the development model, comprised of 4 steps respectively. Each steps was in order of its importance from the concept to the practical approach focusing on the continuity from preparation, pre-development evaluation, development, integrated practice, and post-development evaluation in overall. All these steps had the similarity with the steps of human resource development of Werner and Desimone (2006:26-30), which designed the development to cover procedure that comprised of 4 steps ;analysis of development requirement, design training and development plan, performing plan, and evaluation. This was in accordance with the concept of Dessler (1997) & McCauley et al.(1998). They said trait development was the increasing in potential of individual in the role and trait leadership procedure to push the cooperation for the highest efficiency, beginning with self-development to understand state of self from the evaluation on strength and weakness to be aware of the requirement in self-learning, skill improvement, and development on idea and practice. The individual must learn from different experiences and from self-discipline to reflect themselves the necessity in self-development and applied in improvement and development. In conclusion, self-development from self-acceptance created the confidence in development.

3.3 Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand provided and opportunity for Thai Muslim women leaders to meet, exchange and learn experiences. The various methods and activities were required to top up more knowledge, develop needed skills in management and positive attitude to correspond with organizational culture. It was in accordance with the concept Yukl(2001:423-426), which said model of trait

leadership development in administrators development could be learnt from work. The more challenge in work and problems, the more they could learn from them. In bureaucratic system, each position had different challenge level so the administrators must learn about trait leadership in different level to encourage the initiation and better work performance. At the same time, they were able to learn from others such as colleagues and subordinates, which was in accordance with Sermsak Wisalaporn(1993:29-30),Rangsan Prassertsri(2001:276-290), and Thanya Pholanan (2003:57-65). They said that in trait leadership of administrators, they should learn principle and theories of leadership from practicing and from feedback. Leadership development must lead to the interaction of two elements. The model of management or organization leaders development, especially during practicing, was the method that the management department applied the most because it could be implemented immediately and required few budget.

3.4Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand promoted the initiation and the readiness for the changes in situations which was in accordance with the idea of Nongluck Sinsuebphol (1999), Blanchard and Thacker(2004) and Bohlander and Snell(2004). All agreed that learning from practicing was the administrators development which learnt from problems to build potential and flexibility in the change, be able to plan and make decision in performing duty to initiate innovation from learning and to be the role model for subordinates. It was in accordance with the concept of Cherry and Jacob (2002:369-378),Tourangeau(2003:624-626) ,Trent (2003,8-9) which everyone agreed in make an understanding in role and work area which needed to be learnt and improved.

3.5Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand encouraged Thai Muslim women leaders to develop image and personality to suit work based on religious principle which was in accordance with the concept of Nitaya Sriyanluck(2002:75-76). She said that leaders must know themselves, their own personality, be aware of their own roles, and be able to analyze themselves. Hers concept was in accordance with concepts of Prapin Wattanakij(1998:40)which the administrators who had knowledge and ability would be the leaders who had prestige and leadership and be accepted in

potential and work performance. Moreover, it was in accordance with the concept of Delahaye (2000:30-31), who showed the idea that the suitable learning should be relied on the related situation in their lives.

3.6 Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand operated systematically and continuously. The activities procedures and various learning processed had clear timeline which were in accordance with the concept of Pavinee Worapradit(2007), who pointed that learning was the behavior change procedure in knowledge, practical skills, and attitude from different experiences of individual. To arrange learning for adults, the learning must focus on their requirement that could be implemented to the daily basis. The adults should learn to gain knowledge from their experiences which corresponded with the knowledge by analyzing the situation, applying experiences to the practical implementation.

3.7 Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand gave an importance to Islam culture, living life, and the accurate practice based on religious principle. It helped Thai Muslim women leaders having understanding and being in the position efficiently. It was in accordance with the concept of Yamal A Badawee, mentioned in Jaran Maluleem(1998:184-185), who said Islam considered women roles in society ,as mothers and wives, were the most important and honored because it required physical and mental strength to develop human to be the future of the country. In Islam, there was no teaching which prohibited women from work when necessary, especially in the position suits their characteristics, for example nurse, teachers (especially for children), and medicine. However, there was no limitation of the benefits from special ability of women, even the judge. It possibly had the question of the suitability of women in the position because of the sensibility which was the basic characteristic of women. Moreover, Islam restored the rights in inheritance some culture to women and no one could not claim for it.

3.8 Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand gave an importance to providing knowledge and accurate understanding of pacification promotion to support Thai Muslim women leaders in participation in pacification promotion. This was in

accordance with Hafissa Salae(2010:abstract), who stated about the important social and cultural context led to the change from victims to peace activists. This consisted of spending the asset from practicing Islam principle, having closed relationship with family and community members, spending new social assets from an interaction with people among the violence situation which led to social networks with outside organizations, soldiers, and having opportunity and public space to realize and show their potential. Although the violence and conflict were going on in the southern provinces of Thailand and resulted in the loss of men members in family, the role in pacification of women leaders transformed the conflict to the pacification by changing oneself from victims to peace activists, changing relationship, roles, and family and community relationship to family leaders and community leaders to cooperate with government and civic officers.

3.9 Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand was flexible and adjustable to the requirement and necessity of individual and was in accordance with the concept of Beebe et al.(2004:17-20). It said about selecting the training methods that good learning for adults was not 3-4 hours lecture. The efficient development was that the participant took part in the training such as the role-play, discussion based on case study or brain storming to find the solution in sample case. The method selected based on the training objectives and the requirement of the participants. This was in accordance with the concept of Fulmer (1997:59-72) and Vicere & Fulmer (1996). They suggested that the new methods for trait leadership development in the future was learning on applying focusing on future that respond to the organization purpose. This was because the revolution of trait leadership development would change, the role of the participants was the learners so the program design must be more continuous procedure than the curriculum. The purpose must be practical and prevent the problems. The related persons were the partners with other sources and the presentation must focused on procedure and result.

3.10 Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand could be monitor, evaluated and was accountable to see whether Thai Muslim women leaders were able to apply knowledge and skills in practical use or not. The evaluation followed the development

procedure, post-development evaluation, to consider whether the developing persons had gain an appropriate trait leadership or not by identified the evaluation methods, self-evaluation or evaluation by others. The evaluation had 3 aspects; cognitive domain, psychomotor domain, and affective domain. It was in accordance with the concept of Somboon Sirisanhirun(2004:158), which concluded that learning would push self-development to think and act accurately. The 3 important elements were 1.cognitive learning which know and understand the content and principle2. psychomotor learning which aim to actual practice to build skill and gain experience in trait leadership in real situation and simulation situation3.affective learning which encourage people to be aware of, comprehend the importance of trait leadership to organization and being role model in virtue and morality in management.

Model implementation

Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand was the model applying concept, theories, and researches in trait leadership of women leaders and analyzing and synthesizing the concepts and researches as a basis followed the procedure designed. After developing the model, the researcher evaluated the model by 17 experts for 3 rounds to get the suggestions and to improve the model perfectly. However, before implementing the model, the researcher thought that there should have the discussion on how to implement the model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand. The related persons who were going to apply this model must understand the detail below.

1.Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand evaluated the requirement of individual in many ways which was in accordance with the concept of Thanya Pholanan (2004:57-65), Bohlander and Snell(2004,258-263) and Wexley and Latham (2002 : 271-293), who studied on the human resource development. They found that evaluation 360-degree evaluation from the administrator, colleagues, clients, and commanders, evaluate the superior performance by creating the evaluation tool.

2.Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand could apply the model content to plan the development by self-studying, studying from media, reading memo,

attending training, learning from the experienced persons or scholars which was in accordance with the concept of Sirirat Chunhaklay (2003). She presented that the modern and international innovation of distance education was in accordance with the development requirement of the government officers and government sectors. The media for distance education should be the multimedia and the main media was the distance learning via satellite, video conference. Moreover, there should have the IPTV or Video on Demand, which were the media on internet and intranet to support e-learning and other supplementary media such as printing media, tapes, video, and CDs.

3. Framework of the model applied systems concepts and 3 aspects of learning theory which were cognitive domain, psychomotor domain, and affective domain, which were in accordance with the concept of Kirkpatrick(1978), which proposed that model of learners training evaluation should be an evaluation to find out how the developing persons gain knowledge, understanding, skill, and attitude. Knowledge, skill, and attitude were basic elements to cause the changes in behaviors. The evaluation evaluated knowledge, skill, and attitude of the developing persons both before and after training and development to analyze and compare the point and score in total before and after training and development. The control group, a group of persons who were not participate in the development, should be used, if possible.

4. To implement the model, the qualification of the developing persons should be defined, only Thai Muslim women leaders in three southern provinces of Thailand from any professions and sectors which was in accordance with Orjaree Na Takuathung(2007). She said that person who had potential to gain more knowledge, develop intelligence and attitude by learning by themselves and exchanging with others, this learning level encouraged individual to create opportunity in learning continuously.

5. Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand was the general concept of development, mainly focused on the method and activities in development. Thus, the model was adjustable and flexible to suit with the different situation and environment of the organizations. This was in accordance with the concept of Sujaritta Thananan

(2005:29), who presented that learning could be integrated with work and could be found in 3 stages which were: 1) individual level was that the person who had potential to gain more knowledge, develop intelligence and attitude by learning by themselves and exchanging with others 2) group or team level was that the members gain more knowledge and ability in team from the participation and the exchange of all 3) overall level was applying knowledge and ability from individual and teams to implement to achieve organization objectives. However, this level of learning would occur when everyone was authorized in applying their own knowledge for organization, integrating quality to working quality, and creating space for learning both location and facilitation.

6. Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand could be applied to develop Thai Muslim women leaders in any sectors, which currently needed the continuity in development in academic and professional aspect. It was in accordance with the research of George (2004:170-172), which studied on the progress in profession and the opportunity in trait leadership development of African Nurse, by reviewing the training tool to develop African nurse leaders to improve health care of people in community by applying teamwork and participation. The training tool in developing African nurse leaders was working with doctors, community, and colleagues in the organization affected the operation concern with health. The study result found that the issues required development were how to encourage others, the efficient communication, political knowledge, and being a trainer.

7. Organization that applied the model should have the main responsible department to operate the development systematically or the department responsible directly for human resource development and had support from the administrators who see the value of human resource seriously. There was the research related to the department responsible for administrators development of Anucha Kornphuang (2007) who studied on the development of A Causal Relationship Model of Professional Administratorship in educational institution. It found that the departments concerned with administrators of educational institution development were The Teachers' Council of Thailand, Office of The Teachers Civil Service and Educational Personnel Commission, Office of the Basic Education Commission of

Thailand, Office for National Education Standards and Quality Assessment (ONESQA) and Primary Educational Service Area. The research result on the requirement in trait, behavior and leadership role of the leaders was considered to define qualification, profession standard, policy and criteria, and recruitment methods to maintain the administrators to have the required trait leadership.

8. Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand was created from the concept, theories, and the researches related to the model of development which was applicable for municipality management. In each step, it did not necessary to perform the detail in order. Some details were dropped off if the developing persons already had that trait. However, to operate the model perfectly, the operating should be in order and should not drop any step off. It was in accordance with the research of Uthai Lowmankhong (2010), which studied on the proposed guidelines for the development of Buddhist-style ethical leadership characteristics of administrators in schools. It found that there were 4 steps of the principle applied in the development which were step1-evaluation the necessity of the development step 2-design the development step3-development processing step4-development evaluation, which the elements in each steps and the detailed content to be applied in development.

9. Model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand was aimed for the suitability and possibility to apply. The responsible organization must study and clearly understand the detail of operation accordingly, especially in the step of operating the development which consisted of the concept, development content, propose, methods and activities of development, expected result, and the evaluation. This was in accordance with the model of curriculum development of Taba (1962). It stated that curriculum development comprised of 7 steps which were; 1.study and analyze the requirement on problems and the necessity of learners and society 2.Set the clear purpose and objective after studying and analyzing the requirement 3.Select content to be in accordance with the purpose and objective, age, and ability of learners 4.gather content considering the continuity and difficulty of the content, maturity, ability and interest of learners 5.select learning experience, trainers or concerned persons to correspond with subjects and objectives of curriculum 6.consider the content and the

continuity in setting experience⁷. Specify the evaluation method to assign what to evaluate and evaluate the achievement.

10. To implement model of trait leadership development of Thai Muslim women leaders in three southern provinces of Thailand appropriately, there should have the training procedure systematically and respectively. It was the same with the concept of Blanchard and Thacker (2004), which proposed that the good procedure of development in organization should follow these steps: 1. Survey on the training requirement and study the training need was the first step of training. The survey on the training requirement was to analyze the cause of problems. There were many methods used in survey the requirement such as the survey, the observation, the experiment, and the meeting. The information received would help responding the requirement and gain the highest benefit. 2. Set objective of the training. The requirement information from the first step would be useful to set the objective of the training. 3. Design the training project to correspond with the objective was very important to set the training activities to respond to the objective. It consisted of objective of curriculum, department, subjects, objective of the content, activities content, training methods and technique, time, and evaluation, to allow the trainees learn follow the process, develop knowledge, skill and ability, change behavior to solve the problem and perform efficiently. 4. Training evaluation criteria should be set along with the training design to correspond with the objective. The training organizer must operate the training as planned. 6. Evaluation and monitoring training result. The evaluation result indicated the training outcome whether it correspond to the requirement and training objective, which method and tool supported the success, if there was the monitoring the training result to improve curriculum or to operate the training in the future.

CHAPTER VIII

SUGGESTIONS OPERATIONAL

Suggestions

1. Social and individual aspect

1.1 The self-development of Thai Muslim women in three southern provinces of Thailand should include the search for both religious and educational knowledge which will provide the approach for living and development of leadership, the precaution of being Thai Muslim women in three southern provinces of Thailand and the proper conduct according to the situations. They must trust in their potentiality and utilize the knowledge to develop themselves, their families and their societies while strictly complying with the principals of Islam religion.

1.2 There should be the changing of values as well as the acceptance and the opportunity for women to show their knowledge, capabilities and trait leadership under the Islam framework.

2. Family aspect

2.1 Families should understand the changing roles and duties of Thai Muslim women in three southern provinces of Thailand. They ought to encourage Thai Muslim women in three southern provinces of Thailand to get higher education and accept their capabilities as leaders so that these women can behave according to their old roles and their new roles in line with the principles of Islam.

2.2 Families should participate to support the development of trait leadership of Thai Muslim women in three southern provinces of Thailand.

3. Related public and private agencies

3.1 Education should be promoted and the educational system should be formed in accordance with the principles of Islam. Also, there should be the

organization of the leadership characteristic development curriculum which supports the development of Thai Muslim women in three southern provinces of Thailand with the understanding of Islam principles to enable Thai Muslim women in three southern provinces of Thailand to receive both religious and general education and to appropriately develop trait leadership of Thai muslim in three southern provinces of Thailand.

3.2 There should be public relations to create knowledge and comprehension regarding the development of trait leadership of Thai Muslims in three southern provinces of Thailand so that all related parties from the public sector, the private sector and the people sector share the same understanding, which can help to integrate and develop works at area level.

3.3 Thai Muslim women in three southern provinces of Thailand should be supported and given the opportunity to advance and show their abilities in the way that is not against the principles of Islam. They should be treated as equal to men under the law, for example, in terms of proportion of leadership positions and social security, etc.

3.4 The model should be applied together with the Ministry of Social Development and Human Security's "Project to Develop the Leadership Development Curriculum for Muslim women in 14 Southern Border Provinces" presided by Miss Yingluck Shinawatra (Former Prime Minister).

3.5 It should be used as the database and the pilot project for the development, enhancement and encouragement of Thai Muslim women in three southern provinces of Thailand so that they have knowledge and capabilities, develop their leadership and become good examples for their communities and societies later on.

3.6 The lessons should be extracted and developed into a specific curriculum for the development of Thai Muslim women in three southern provinces of Thailand. They should also be applied with the development of Thai Muslim women in other areas.

Suggestions in Terms of Policy

1. The Ministry of Education should encourage Thai Muslim women in three southern provinces of Thailand to receive higher and equal education according to the constitution with an emphasis on the development of leadership characteristics which are in line with the principles of Islam.

2. The Ministry of Social Development and Human Security should encourage the proper development of occupations and increase the proportion of leading positions in various careers for Thai Muslim women in three southern provinces of Thailand who work to support themselves and their families in order to allow Thai Muslim women in three southern provinces of Thailand to develop themselves and their leadership according to their skills.

3. The Ministry of Social Development and Human Security should stress the importance of and realize the necessity to develop trait leadership of Thai Muslim women in three southern provinces of Thailand by encouraging and supporting it enthusiastically, systematically and continuously so that Thai Muslim women leaders in three southern provinces of Thailand can develop desirable trait leadership which are in line with their leadership behaviors according to the roles in their careers. Also, there should be an agency which is directly responsible for the development in the form of a committee which consists of the experts in leadership development and Thai Muslim women leaders in the area who will work together as a team.

4. The Ministry of Social Development and Human Security and the Ministry of Culture should apply the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand with the "Kampong Takwa" model, a peace driving process in the area of southern provinces of Thailand which organizes public forums to find solutions from different opinions continuously. The government sector and organizations in all sectors as well as religious organizations set up the committee to study the approach to use religious principles as the driving force, to integrate religious principles, local cultures and social orders into communities' s regulations in a coherent manner and to use faith to concretely propel activities with the mosques as the centers. The three important things of communities are human beings, societies and resources as well as the creation of unity and regularity in communities. The committee must pay attention to general education and

religious education both for students and adults as well as three morals, which are the worship of God by performing prayers, the sacrifice for societies and the obedience to leaders.

5. The Ministry of Social Development and Human Security and other related agencies should use the model as the database for the encouragement and support of women leaders, both Thai Muslim leaders and Thai Buddhist leaders in three southern provinces of Thailand to promote the development and the participation in the enhancement of women's potentiality to create equality in accordance with the 2nd women's development plan (long-term) 2011-2016.

6. Every government agency in three southern provinces of Thailand should set up a policy regarding the acquirement of organization's leaders by determining the trait leadership of women before the recruitment to cover six aspects of trait leadership of Thai Muslim women in three southern provinces of Thailand , which are administration, academics and professions, personality, morality, Islamic culture and support of peace process. There should be clear and concrete criteria for the assessment of candidates to get a general idea about the trait of Thai Muslim women leaders in three southern provinces of Thailand should develop or their readiness to become organization's leaders. If they need to have their trait leadership enhanced and developed, it is possible to apply the process of trait leadership development of Thai Muslim women in three southern provinces of Thailand in this model.

7. Every government agency in three southern provinces of Thailand should eliminate discrimination against women and deprivation of career opportunity to give women equality according to Section 30 in the constitution which specifies that people are legally equal. The unfair discrimination against a person due to the differences in terms of place of birth, race, religion, gender, age, physical condition or health, personal status, economic or social status, religious belief, education or political idea which does not contradict the provisions of the constitution shall not be done.

Suggestions for Future Researches

1. There should be a research on the preparation of the curriculum regarding the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand in Malay and in foreign languages for future application in preparation for AEC.

2. There should be a study to compare the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand with that of other areas or all over the country. The results of the study can be used as the approach to develop the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand in the future.

3. There should be a research to assess the results of using the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand.

4. There should be other researches which involve the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand; for example, the study of problems and obstacles in the development of trait leadership of Thai Muslim women in three southern provinces of Thailand, the satisfaction of Thai Muslim women leaders in three southern provinces of Thailand towards the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand, etc.

5. Further researches should be made in the topics of Islamic cultures and promotion of peace process by studying and comparing 2 sample groups: Thai Muslim women who live in the west coast (Andaman Sea) and those who live in the east coast (Gulf of Thailand). The results of the study can be used for the development the model of trait leadership development of Thai Muslim women in three southern provinces of Thailand.

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APPENDICES

APPENDIX A

NAME LIST OF EXPERTS

The list of names of Thai Muslim women in the three southern provinces of Thailand that are the sample group for the interview of research on the topic “Model of Trait Leadership Development of Thai Muslim Women in the Three Southern Provinces of Thailand”

1. Main providers of information

Province	Name	Position	Date of Interview
Pattani	1.Mrs. Ura Jamueng	Community development volunteer, Tungyangdang district The president of the orphanage and underprivileged learning center, Mayo district. The president of women's development committee, Mayo district.	January 27, 2014
	2.Mrs. Prida Jewae		January 27, 2014
	3.Mrs. Rowhaning Malee		January 27, 2014
Yala	1.Mrs. Budriyah Yato	The president of women's group in sub-district, district, and Yala province The president of women's group in Yaha district. The president of Pakjakmuslimah group, Raman district.	March 3, 2014
	2.Mrs. Nidoh Itaelae		March 3, 2014
	3.Mrs. Waerosnah Diyoh		March 3, 2014
Narathiwat	1.Mrs. Rowhimoh Maming	The president of women's development, Sreesakorn district. Community development volunteer, Ruesoh district.	April 21, 2014
	2.Mrs. Buppha Yima		April 8, 2014

2. Secondary providers of information

Province	Name	Position	Date of Interview
Pattani	1.Mrs.Chidchanok Rawhimmula	Dean of faculty of political science, Prince of Songkhla University, Pattani campus.	April 20, 2014
	2.Mrs. Soraya Jamjiree	Leader and founder of the healing center for victims of the situation of unrest in the three southern provinces of Thailand, The Network of Civic Women for Peace.	April 9, 2014
Narathiwat	1.Mrs. Subaida Dorloh	Director of Islam Burapa School	March 27, 2014
	2.Mrs. Siripha Madakakul	The president of women's development committee, Yi-ngor district.	March 27, 2014
	3.Mrs. Unaida Maduere	The president of Payada Vocational Practice Center.	March 27, 2014

3. Other providers of information

Province	Name	Position	Date of Interview
Pattani	1. Anonymous	Mrs. Preeda Hayite's coworker/ a teacher at orphanage and underprivileged learning center.	January 27, 2014
	2. Mr. Prasan Sakulmanee	Mrs. Ura Jeming's director/ Tungyangdang district's developer.	January 27, 2014
	3. Mrs. Tiyyoh Arwae	Mrs. Ura Jeming's coworkers	January 27, 2014
	4. Mrs. Araesoh Tungsurat		
	5. Mrs. Rusnee Mahamah		
	6. Miss Arminoh Suemang		
	7. Mrs. Saluena Samang	Mrs. Rowhaning Malee's director/ Luboyirai district's developer	January 27, 2014
	8. Miss Sunee Nawajinphan		
	9. Mrs. Kumnueang Chumnankij	Mrs. Soraya Jamjuree's coworkers Mrs. Soraya Jamjuree's director Mrs. Chidchanok Rahimmula's coworker	April 22, 2014
	10. Mrs. Ausara Rutkaran		April 23, 2014
	11. Dr. Satien Panleua		April 29, 2014
	12. Miss Nutamon Rachsane		April 29, 2014

Province	Name	Position	Date of Interview
Yala	1.Mrs. Kaleeya Yorkhor	<p> } Mrs. Nidoh Itaelae's coworkers Mrs. Nidoh Itaelae's coworkers' director/ Community Development expert. Mrs. Waerosnah Diyoh/ Pakjakmuslimah' s member Mrs. Budreayah Yato/ The secretary of women's development group, Balor sub-district, Raman district. Budreayah Yato' s husband/ The secretary of municipal council, Balor sub-district, Raman district. </p>	March 4, 2014
	2. Anonymous		March 4, 2014
	3. Mr. Sutham Sreerak		March 4, 2014
	4. Mrs. Nussreayah Hayeeyae		March 9, 2014
	5. Mrs. Yameela Ardae		March 4, 2014
	6. Mr. Rowse Yato		March 3, 2014
Narathiwat	1.Mrs. Jeromoh Samudeng	Mrs. Booppha Yeema's director/ Community development expert.	April 26, 2014
	2.Mrs. Araesoh Mong	Mrs. Rowhemoh Maming's coworker/ Vice president of women's development group	April 8, 2014
	3.Mr. Narong Prapruetchop	Mrs. Rowhemoh Maming's director/District developer, Sreesakorn district.	April 25, 2014
	4. Anonymous	Mrs. Unaida Maduere's director/ Head of community development group	April 26, 2014
			March 27, 2014
			April 21, 2014

Province	Name	Position	Date of Interview
Narathiwat	5.Mrs. Muttika Kanibatae	Mrs. Unaida Maduere' s coworker/ the member of village agricultural women' s group. Mrs. Siripha Madakakul' s coworkers	April 21, 2014 March 27, 2014
	6.Mrs. Wasinee Kongpetchkaew		
	7.Mrs. Siriporn Thongjinda		
	8.Mrs. Sunee Dateboon		
	9.Mrs. Pranee Jindapetch		

The list of names of experts who checked the research tool (Interview form)

1. Associate Professor. Dr. Somboon Sirisanhirun Deputy Dean of System Development and Management, Faculty of Social Sciences and Humanities, Mahidol University.
2. Assistant Professor Dr. Naparenu Sajjarak Theerati Deputy Dean of Foreign Relations and Organizational Communication, Faculty of Social Sciences and Humanities, Mahidol University.
3. Assistant Professor Dr. Kamolporn Sornsree Head of Social Science Department, Faculty of Social Sciences and Humanities, Mahidol University.
4. Assistant Professor Dr. Jitlada Amornwattana Teacher at Social Science Department Faculty of Social Sciences and Humanities, Mahidol University.

The list of names of experts who checked the research tool (Questionnaire of trait leadership of Thai Muslim women in the three southern provinces of Thailand that is relevant to leadership roles and behavior)

- | | |
|---|---|
| 1. Associate Professor. Dr. Somboon Sirisanhirun | Deputy Dean of System Development and Management,
Faculty of Social Sciences and Humanities, Mahidol University. |
| 2. Assistant Professor Dr. Naparenu Sajjarak Theerati
Communication, | Deputy Dean of Foreign Relations and Organizational

Faculty of Social Sciences and Humanities, Mahidol University. |
| 3. Assistant Professor Dr. Kamolporn Sornsree | Head of Social Science Department,
Faculty of Social Sciences and Humanities, Mahidol University. |
| 4. Assistant Professor Dr. Jitlada Amornwattana | Teacher at Social Science Department
Faculty of Social Sciences and Humanities, Mahidol University. |

Table A: Leadership role synthesis

[illegible]

Roles of Leadership	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Frequency
Working as a team			✓					✓										2
Being a problem-solver			✓		✓					✓	✓		✓				✓	6
Being an entrepreneur			✓		✓													2
Being responsible for decision-making				✓		✓									✓			4
Being a person who provides suggestions				✓				✓					✓				✓	5
Being a motivator				✓				✓										2
Being a security provider				✓				✓			✓							3
Being a moral supporter				✓					✓						✓			4
Admiration				✓				✓	✓									3
Being an inspector and evaluator					✓			✓			✓	✓					✓	6
Being an information provider					✓			✓					✓		✓		✓	5
Being a resources and employees allocator					✓			✓	✓		✓						✓	5
Being a surveyor							✓		✓				✓				✓	4
Being a proxy							✓											1
Being a convenience provider								✓					✓					3
Being a predictor								✓	✓								✓	3
Being an academic and professional leader										✓			✓	✓	✓	✓	✓	6
Being a coordinator											✓		✓	✓	✓	✓	✓	6
Being a human relations supporter												✓	✓				✓	3
Being a disciplinarian												✓						1

Roles of Leadership	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	Frequency
Being a helper													✓	✓			✓	4
Being an activity host and supporter													✓				✓	2
Being a public relations officer													✓				✓	2
Being a project creator and co-operator															✓		✓	2
Being a consultant																✓	✓	2

The list of academicians who presented roles of leadership in table A, refer to as number 1 to 12 as follows;

1. Pinyo Sathorn (1973: 155-159)
2. Thonglor Datethai (2001:47-48)
3. Rungsan Prasertsree (2001:16-17)
4. Hicks (Hicks.1975:307)
5. Mintzberg (Mintzberg.1975 referenced in Lussier and Achua, 2001: 10-13)
6. Nanus (Nanus.1989:71-79)
7. Covey (Covey.1996:152-153)
8. Farrew and Kaye (Farrew and Kaye.1996:178-180)
9. Stogdill (Stogdill.1974 referenced in Wichian Chiwapimay, 1995:8)
10. Krech, Crutchfield, and Ballachey (Krech, Crutchfield, and Ballachey.1962)
11. Murphy (Murphy.1996)
12. Gorton (Gorton.1983)

The list of academicians who presented about roles of women leadership in Table A, referred to as numbers 13 to 17 as follows;

- 13. Bawarn Prapruetdee, Thipaporn Pimsut, and Chalermpong Sreehong (1977:221)
- 14. Prateeb Jongsuebtham (1986:Abstract)
- 15. Ladda Chadchawarn (2001:Abstract)
- 16. Plengmanee Rengsomboonsuk (2005:Abstract)
- 17. Siriluck Ngao-kham (2011:26)

Table B: Women Leadership Role Synthesis

Roles of Leadership		1	2	3	4	5
Being a director		✓				
Being a planner		✓				
Being a policy imposer		✓				
Being an expert			✓			
Being a group representative to coordinate with outsiders					✓	
Being a relationship controller within a group					✓	
Being a person who gives rewards and punishments					✓	
Being a mediator					✓	
Being an example			✓			
Being a group's symbol			✓			
Being a responsible representative		✓				

Roles of Leadership					
	1	2	3	4	5
Being an idealist		✓			
Being a generous person	✓				
Being a person responsible for others' actions					✓
Being an agent of change			✓		
Being an announcer				✓	
Being a coach		✓			
Being a negotiator				✓	
Being a team-builder				✓	
Being a problem-solver				✓	
Being an entrepreneur		✓			
Being responsible for decision-making					✓
Being a person who provides suggestions			✓		
Being a motivator			✓		
Being a security provider	✓				
Being a moral supporter			✓		
Admiration			✓		
Being an inspector and evaluator					✓
Being an information provider		✓			
Being a resources and employees allocator	✓				
Being a surveyor	✓				
Being a proxy	✓				
Being a convenience provider			✓		

Roles of Leadership					
Being a predictor					✓
Being an academic and vocational leader		✓			
Being a coordinator				✓	
Being a human relations supporter				✓	
Being a disciplinarian	✓				
Being a helper			✓		
Being an activity host and supporter	✓				
Being a public relations officer				✓	
Being a project creator and co-operator			✓		
Being a consultant		✓			
Total	11	9	8	11	4

Women Leadership Role Synthesis (LRS) in the last box, use abbreviation as follows;

- LBS:

Women Leadership Role Synthesis
- MAR:

Management and Administration Role
- APR:

Academic and Professional Role
- CACDR:

Change Agent and Creative Development Role
- CCMR:

Coordinate and Conflict Management Role
- MER:

Monitor and Evaluation Role

Table C: Leadership and women leadership that is relevant to leadership roles

Women's Leadership Behavior	1	2	3	4	5	6	7	8	9	10	11	12 13	13	14	15	16	17	18	19	20	21	22	23	24	25	Frequency
Relaxation and informality						✓	✓	✓	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓				14
Having a sense of humor						✓																				1
Attention to relations between persons		✓					✓	✓	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	17
Focus on cooperation and connection between leaders and controllees		✓					✓	✓	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	17
Emphasis on the maintenance of harmony		✓					✓	✓	✓	✓		✓	✓		✓	✓				✓						11
Emphasis on people							✓	✓	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	16
Consistent opinions							✓	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	16
Communication	✓		✓				✓	✓	✓	✓	✓	✓	✓		✓	✓				✓	✓	✓	✓	✓	✓	18
Cooperation		✓					✓	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓			16
Self-knowledge											✓		✓													2
Work Hard											✓															1
Prioritize work				✓	✓						✓															3
Listen and compromise			✓				✓	✓	✓	✓		✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	15
Ability to apply strategy					✓															✓						2
Pay attention							✓	✓	✓	✓		✓	✓		✓	✓	✓			✓		✓				11
Having courage											✓									✓			✓			3
Having insight											✓															1
Having vision						✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	20
Enthusiasm												✓	✓				✓	✓								4
Creative ideas						✓						✓	✓				✓	✓	✓							5

Women's Leadership Behavior	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	Frequency
Kindheartedness												✓					✓									3
Reliability												✓					✓									3
Motivate participation in authority and information							✓	✓	✓	✓		✓	✓				✓	✓			✓	✓	✓			12
Support people to value themselves							✓	✓	✓	✓		✓	✓				✓	✓					✓			9
Emphasis on society and psychology													✓										✓			2
Pay attention to people (society) and spirits (religion)							✓	✓	✓	✓		✓	✓	✓							✓		✓			9
Pay attention to the expression of creative ideas and beauty														✓												1
Providing help							✓	✓	✓	✓		✓	✓								✓	✓				9
Pay attention to and honor others							✓	✓	✓	✓		✓	✓				✓				✓	✓	✓			11
The sight of work regarding relationships	✓						✓	✓	✓	✓		✓	✓								✓	✓	✓			11
Sharing							✓	✓	✓	✓		✓	✓				✓				✓	✓				10
Emphasis on procedure	✓						✓	✓	✓	✓		✓	✓				✓	✓			✓	✓	✓			12
Making decisions together			✓				✓	✓	✓	✓		✓	✓				✓				✓	✓	✓			12
Giving moral support					✓								✓				✓									3
Build self-value																✓	✓									2
Change staff members' interests into organization targets					✓		✓	✓	✓	✓		✓					✓				✓	✓	✓			12
Use the principle of democracy and participation							✓	✓	✓	✓		✓	✓				✓		✓		✓	✓	✓			12
Focus on teamwork and team success		✓					✓	✓	✓	✓		✓	✓				✓		✓		✓	✓	✓			13
Having good social skills			✓				✓	✓	✓	✓		✓	✓							✓	✓	✓	✓			11
Use the skill of influence more than using power	✓																		✓							2

[illegible]

The list of academicians who presented leadership behavior, referred to as numbers 1 to 5, and academicians who presented women's leadership behavior, referred to as numbers 6 -25 as follows;

1. Paitoon Jaruenphanwong (1982:8)
2. Kittiphan Rujirakul (1986:11)
3. Farida Eibrahim (1999,141)
4. Remual Nuntasupawat (1999,11)
5. Halphin (Halphin.1966:86)
6. Shakeshaft (Amedy, 1999:10 online citing Shakeshaft, 1998)
7. Farris and Burns (Farris and Burns, n.d. online)
8. Bass (Bass.1990:723-724)
9. Deaux (Deaux.1976 b)
10. Vinack (Vinack.1969)
11. Holmes, Albino, and Reagan (Gorenfew, 1994. online citing Holmes, 1989, Albino, 1992, and Reagan, n.d.)
12. Kelly, Hale, and Buegers (Thompson, 2000. online citing Kelly, Hale, and Burgers, 1991)
13. Rosenner (Thompson, 2000 online citing Rosenner, 1990)
14. Haslett and team (Amedy, 1999. online citing Haslett et al, 1992)
15. Loden (Amedy, 1999. online citing Loden, 1985)
16. Gilligan (Amedy, 1990. online citing Gilligan, 1993)
17. Growe and Montgomery (Growe and Montgomery, n.d. online)
18. Rosenner(Aburdene and Naisbitt,1993:67-68 citing Rosenner, n.d. unpaged)
19. Schermerhorn (Schermerhorn.1996:110)
20. Hagberg Consulting Group (Hagberg Consulting Group.1998 online)
21. Eagly and Johnson (Kabacoff, 1998. online citing Eagly and Johnson, 1990)
22. Sherman (Sherman.2000:137)
23. Haruethai Putraseranee (1996:40-41)
24. Bass (Rungsan Prasertsree, 2001:95 referenced from Bass, n.d. unpaged)
25. Amedy (Amedy. 1999.online)

Table D: Women leader's behavior synthesis.

Women's leadership behavior	1	2	3	4	5
Relaxation and informality	✓				
Having a sense of humor	✓				
Attention of relations between persons	✓				
Focus on cooperation and connection between leaders and controlees	✓				
Emphasis on the maintenance of harmony	✓				
Emphasis on people			✓		
Consistent opinions			✓		
Communication	✓				
Cooperation	✓				
Self-knowledge			✓		
Work hard			✓		
Prioritize work			✓		
Listen and compromise	✓				
Ability to apply strategy			✓		
Pay attention		✓			
Having courage				✓	
Having insight		✓			
Having vision			✓		
Enthusiasm				✓	

Women's leadership behavior	1	2	3	4	5
Creative ideas				✓	
Kindheartedness			✓		
Reliability			✓		
Motivate participation in authority and information		✓			
Support people to value themselves			✓		
Emphasis on society and psychology				✓	
Pay attention to people (society) and spirits (religion)			✓		
Pay attention to the expression of creative ideas and beauty				✓	
Providing help	✓				
Pay attention to and honor others			✓		
The sight of work regarding relationships			✓		
Sharing	✓				
Emphasis on procedure			✓		
Making decisions together			✓		
Giving moral support			✓		
Build self-value		✓			
Change staff members' interests into organization targets			✓		

Women's leadership behavior					
	1	2	3	4	5
Use the principle of democracy and participation	✓				
Focus on team work and team success	✓				
Having good social skills		✓			
Use the skill of influence more than using power					✓
Able to manage various tasks			✓		
Tolerant of differences					✓
Able to persuade others					✓
Express thoughts and feelings well				✓	
Having willpower		✓			
Having confidence and cleverness		✓			
Having good human relations					✓
Having knowledge about work		✓			
Management by Exception, or only get involved when necessary			✓		
Having charisma				✓	
Motivate staff members to make a good decision				✓	
Admire staff members					✓
Able to build encouragement					✓
Pay attention to public success					✓
Behave properly		✓			
Able to control emotions				✓	

Women's leadership behavior	1	2	3	4	5
Having evaluations					✓
Prompt to handle changes				✓	
Impose work standards					✓
Inform objectives clearly					✓
Solve problems appropriately					✓
Total	12	9	19	8	11

Women Leadership Role Synthesis (LRS) in the last box, use abbreviation as follows;

LBS: Women Leadership Behavior Synthesis

- MAB:** Management and Administration Behavior
- APB:** Academic and Professional Behavior
- CACDB:** Change Agent and Creative Development Behavior
- CCMB:** Coordinate and Conflict Management Behavior
- MEB:** Monitor and Evaluation Behavior

Table E: The analysis of leadership roles and indicators in order to synthesize leadership behavior

Leadership roles	The analysis of messages that point out leadership behavior
<p>1. Management roles; refer to roles of women leaders as a director, a planner, a policy imposer, a surveyor, a disciplinarian, a proxy, an activity host and supporter , kindness, a responsible representative, a resources and employees allocator, and a security provider.</p>	<p>1. (Able to use strategy/having vision) - Impose vision, mission, policy, targets, and objectives of strategy and practice planning in order to manage and make them relevant to academy and profession.</p> <p>2. (Focus on procedure/ able to manage various tasks/ Have a sight of work regarding relationships) - Organize and improve the working structure in an office in order to coordinate and support the office's mission efficiently.</p> <p>3. (Focus on human/change staff members' interest into an organization's target/ emphasize consistent opinions/ being kindhearted) - Manage and develop human resources by supporting and administrating staff members' performance.</p> <p>4. (Support people to value themselves/ have self-knowledge and pay attention to people (society), spirits (religion)/ honor others) - Encourage staff members to feel motivated to work</p> <p>5. (Work hard/ know how to prioritize work) - Plan budgets and other manage systems in order to manage resources efficiently.</p> <p>6. (Work freely and use the management principle of management by exemption) - Being a leader that is ready to handle changes, able to solve problems at hand, and prepared to handle problems in the future.</p>

Leadership roles	The analysis of messages that point out leadership behavior
<p>2. Academic and professional leadership roles;</p> <p>refer to roles of women leaders as an expert, an example, a group's symbol, an ideologist, a coach, an entrepreneur, an information provider, an academic leader, and a consultant</p>	<p>7. (Make decisions together/ give moral support/ trustworthy)</p> <ul style="list-style-type: none"> - Make decisive decisions and be appropriate to situations <p>1. (Caring/ behave appropriately)</p> <ul style="list-style-type: none"> - Build culture and a friendly atmosphere, which will lead to the office of academic and professional leader. <p>2. (Having insight/knowledge)</p> <ul style="list-style-type: none"> - Use knowledge as a fundamental to manage and develop knowledge for academic and professional advancement. <p>3. (Motivate people to participate in authority and information)</p> <ul style="list-style-type: none"> - Support and promote controlees to develop their learning, research, use of information technology, computers, and languages in order to reach the target of the profession. <p>4. (Having willpower)</p> <ul style="list-style-type: none"> - Control an organization's quality in order to maintain professional standards. <p>5. (Build self-values)</p> <ul style="list-style-type: none"> - Always and continuously develop their knowledge in order to gain acceptance from both internal and external offices. <p>6. (Confidence and Cleverness)</p> <ul style="list-style-type: none"> - Support the arrangement of academic forums for exchange and learning, as well as support research conduction in order to build new knowledge for an organization.

Leadership roles	The analysis of messages that point out leadership behavior
<p>3. Roles regarding leaders of changes and creative development; refer to roles of women leaders as a leader of changes, a person who provides suggestions, a motivator, a person who gives moral support and admiration, a convenience provider, a helper, a project founder, and cooperator.</p>	<p>1. (Having creative ideas/ having courage/ good at the expression of thoughts and feelings/ ready to handle changes according to situations)</p> <ul style="list-style-type: none"> - Leading changes in ideas and practices. <p>2. (Pay attention in the expression of creative ideas and beauty/having charisma)</p> <ul style="list-style-type: none"> - Create strategy in order to develop an organization to be a quality organization <p>3. (Enthusiasm)</p> <ul style="list-style-type: none"> - Search for ways to apply information technology, database, and programs in order to make a correct, fast, and efficient working process. <p>4. (Focus on society and psychology)</p> <ul style="list-style-type: none"> - Build behavior and work procedures of staff members in an organization concerning the awareness of the value of resources, human resources, and environment.

Leadership roles	The analysis of messages that point out leadership behavior
<p>4. Coordination, conflict management and the support of participation roles; refer to roles of women leaders as a group representative and coordinator with people from outside organization, a person who controls relationships within a group, a person who gives rewards and punishments, a mediator, an announcer, a negotiator, a team-builder and a team worker, a problem-solver, a coordinator, and a human relations supporter.</p>	<ol style="list-style-type: none"> 1. (Cooperation/ using the principles of democracy and participation) <ul style="list-style-type: none"> - Coordinate an organization's vision and mission to make them go together well and efficiently. 2. (Pay attention to relationships between persons) <ul style="list-style-type: none"> - Coordinate with internal and external organizations in order to create interactive work. 3. (Listen and compromise/ tolerate to differences/ able to control emotions/ solve problems appropriately) <ul style="list-style-type: none"> - reconcile and fix conflicts that have occurred in an organization 4. (Focus on the maintenance of harmony) <ul style="list-style-type: none"> - Maintain the unity of an organization 5. (Sharing) <ul style="list-style-type: none"> - Give moral support and be aware of the value and importance of coworkers, controlees, people, and family. 6. (Work in the condition of relaxation and have a sense of humor) <ul style="list-style-type: none"> - Create inspiration for staff members and make them feel motivated to work in order to reach an organization's target. 7. (Giving help) <ul style="list-style-type: none"> - Provide facilities and conveniences to staff members) 8. (Emphasize communication)

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<p>5. Roles of performance-tracking and evaluation; refer to roles of women leaders as a person who is responsible for others' mistakes, a judge, an inspector, an evaluator, and a predictor.</p>	<p>Always be available for coworkers, controlees, people, and families to meet, talk, and discuss problems and solutions.</p> <p>9. (Focus on cooperation and coordination between leaders and controlees/ focus on teamwork/ motivate staff members to make good decisions)</p> <ul style="list-style-type: none"> - Develop systems and procedures in order to foster the development of a team. <ol style="list-style-type: none"> 1. (Impose work standards and state objectives clearly) <ul style="list-style-type: none"> - Impose standards and indicators for tracking and evaluation of staff members' performance. 2. (Use the skill of influence more than using power/ admire staff members) <ul style="list-style-type: none"> - Set the system of goodness for staff members in an organization with fairness, transparency and the ability to audit 3. (Able to build encouragement) <ul style="list-style-type: none"> - Inform staff members about guidelines, rules, and criterion, and evaluate their performances with solidity. 4. (Having good human relations) <ul style="list-style-type: none"> - Administrate and coordinate as well as support an organization to develop continuously. 5. (Pay attention to public success) <ul style="list-style-type: none"> - Develop and improve as well as applying all evaluation results to the next evaluation.

Table F: The synthesis of traits leadership and traits leadership of women, that are relevant to leadership roles and behavior

Trait leadership of women	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Frequency
Physical trait	✓	✓	✓	✓	✓				✓				✓	✓				✓		✓	10
Ability to adjust oneself				✓	✓	✓		✓	✓						✓	✓					7
Outstanding trait		✓	✓		✓	✓	✓	✓	✓	✓				✓	✓						10
Having sympathy for others		✓								✓											2
Self-confident		✓		✓	✓					✓	✓				✓						6
Honesty		✓					✓				✓		✓			✓					5
Ambition		✓																			1
Able to take a risk		✓		✓																	2
Ability to use authority over the others		✓	✓	✓																	3
Tolerance		✓		✓	✓			✓		✓	✓		✓								7
Speaking skill		✓		✓	✓																3
Omniscience		✓	✓	✓	✓									✓	✓						6
Ability to make decisions		✓			✓	✓		✓	✓				✓		✓						7
Ability to solve problems		✓						✓	✓												3
Sympathy		✓		✓																	2
Human relations		✓	✓							✓		✓		✓		✓					6
Cleverness		✓	✓	✓	✓	✓			✓				✓	✓							7
Responsibility		✓	✓		✓			✓	✓												5
Intention			✓						✓												2
Justice			✓																		1
Open minded			✓									✓	✓								3
Fairness													✓			✓					2
Willpower				✓	✓								✓								3
Enthusiasm				✓	✓					✓											3
Resourcefulness				✓					✓												2
Creative ideas				✓	✓			✓		✓				✓							5

Trait leadership of women	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Frequency
Morality and ethics				✓	✓			✓						✓							4
Communication skill				✓	✓											✓	✓				4
Able to control emotions					✓	✓		✓		✓											4
Ability to persuade oneself and the others						✓			✓	✓		✓				✓					6
Planning and management skills						✓		✓				✓									1
Willpower						✓															3
Ability to work as a team						✓															1
Caring							✓					✓				✓			✓		4
Courage							✓	✓	✓				✓								4
Reliability							✓	✓		✓											3
Flexibility							✓														1
Social traits																		✓			1
Management traits																		✓		✓	2
Participatory leadership																			✓		1
Academic leadership																			✓		1
Transformational leadership																			✓		1

The list of academicians who presented leadership behavior, referred to as numbers 1-16 as follows;

1. Thorn Soontrayuth (No Year: :98-99)
2. Thong-in Wongsothorn (1992:88-89)
3. Siriporn Pongsreeroch (1995:188-189)
4. Chanchai Arjinsamajarn (2000:84-86)
5. Sotgdill,1974 (referenced in Sernsak, 1993)
6. Bothwell (1983:133)
7. Daft (1999:334)
8. Frigon and Jackson (1996:29-36)
9. Gardner (1990: 48-53)
10. Dubrin (2001)
11. Yukl (2006)
12. Tussanee Wongyuen (1995:Abstract referenced in Somboon Sirisanhirun, 2004: 60-61)
13. Noppong Boonjitradul (1997: 39-40)
14. Nolte (1966:385-398)
15. Ghiselli (1971:39-94)
16. Magnuson (1971:78-91)

For women leadership behavior, referred to as numbers 17-20 as follows;

17. Sukunya Singhachom (1985:Abstract)
18. Potchanee Promjit (1993: Abstract)
19. Wandee Katekaw (2010: Absract)
20. Supawat Buatib (2011: Abstract)

Table G: The synthesis of Women Leadership Trait

Women Leadership Trait		1	2	3	4
Physical trait					✓
Ability to adjust oneself		✓			
Outstanding trait		✓			
Having sympathy for others				✓	
Self-confident		✓			
Honesty					✓
Ambition				✓	
Able to take a risk				✓	
Ability to use authority over the others		✓			
Tolerance		✓			
Speaking skill		✓			
Omniscience		✓			
Ability to make decisions		✓			
Ability to solve problems		✓			
Sympathy				✓	
Human relations				✓	
Cleverness			✓		
Responsibility					✓
Intention			✓		

Women Leadership Trait		1	2	3	4
Justice					✓
Open minded				✓	
Fairness					✓
Willpower			✓		
Enthusiasm			✓		
Resourcefulness			✓		
Creative ideas			✓		
Morality and ethics					✓
Communication skill			✓		
Able to control emotions				✓	
Ability to persuade oneself and the others		✓			
Planning and management skills		✓			
Willpower				✓	
Ability to work as a team		✓			
Caring				✓	
Courage				✓	
Reliability				✓	
Flexibility		✓			
Social traits		✓			

Women Leadership Trait	1	2	3	4
Management traits	✓			
Participatory leadership	✓			
Academic leadership		✓		
Transformational leadership	✓			
Total	17	8	11	6

Women Leadership Trait (LTS) in the last box, use abbreviation as follows;

- LTS: Women Leadership Trait Synthesis
- MAT: Management and Administration Trait
- APT: Academic and Professional Trait
- LPT: Leadership Personality Trait
- MET: Morality and Ethic Trait

APPENDIX B



สำนักงานคณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์

คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล

โทร.0 2441 9180 โทรสาร.0 2441 9181

ที่ ศช 0517.12/(วจส) 627

วันที่ 14 สิงหาคม 2556

เรื่อง แจ้งผลการพิจารณารับรองโครงการวิจัย

เรียน ผศ.ดร.นภเรณู สัจจรักษ์ ชีระจิตติ

ตามที่ นักศึกษาของท่านส่งโครงการวิจัยมาเพื่อขอรับการพิจารณาจากคณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์ เรื่อง:	
รหัสโครงการวิจัย:	MU-SSIRB: 2013/236.1207 (B1)
หัวหน้าโครงการวิจัย:	น.ส.สุธีรวิศ ชูชื่น
ชื่อโครงการวิจัยภาษาไทย:	รูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้
ชื่อโครงการวิจัยภาษาอังกฤษ:	Model of Trait Leadership Development of Thai Muslim Women in three southern provinces of Thailand

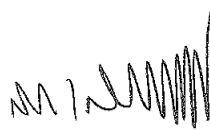
คณะกรรมการจริยธรรมการวิจัยในคนฯ ได้พิจารณาโครงการวิจัยแล้ว มีมติเห็นสมควรให้การรับรอง
<p>ทั้งนี้ คณะกรรมการฯ ขอเรียนระเบียบของคณะกรรมการจริยธรรมฯ ในการดำเนินการวิจัย ดังนี้</p> <p>1) ขอให้ให้นักศึกษานำเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัย โดยได้รับการบอกกล่าวและเต็มใจ ที่มีตราประทับรับรองจากคณะกรรมการจริยธรรมการวิจัยในคน ไปสำเนาใช้กับผู้เข้าร่วมการวิจัยเท่านั้น</p> <p>2) หากนักศึกษาต้องการปรับเปลี่ยนรายละเอียดบางส่วน ของโครงร่างวิจัย ขอให้นักศึกษาแจ้งมายังคณะกรรมการฯ โดยกรอกแบบฟอร์มการขอปรับเปลี่ยนโครงร่างวิจัย (Protocol Amendment) เพื่อขอรับการพิจารณารับรองก่อนเริ่มดำเนินการ เมื่อคณะกรรมการฯ พิจารณารับรองแล้วจะมีหนังสือตอบรับ (Acceptance Letter) แจ้งไปยังท่าน โดยระบุวันที่พิจารณารับรอง</p>

3) หากเกิดเหตุการณ์ไม่พึงประสงค์อย่างร้ายแรง รวมทั้งเหตุการณ์ที่ไม่อาจคาดเดาได้ล่วงหน้ามาก่อนเกิดขึ้นกับผู้เข้าร่วมการวิจัย ขอให้ศึกษารายงานมายังคณะกรรมการฯ โดยกรอกแบบฟอร์ม “รายงานเหตุการณ์ไม่พึงประสงค์” หรือส่งสำเนารายงานที่ส่งไปยังผู้ให้ทุนมาให้คณะกรรมการฯ ด้วย เมื่อคณะกรรมการฯ พิจารณารายงานเหตุการณ์ไม่พึงประสงค์แล้วจะมีหนังสือแจ้งไปยังท่าน โดยระบุวันที่พิจารณา

4) หากนักศึกษาดำเนินการวิจัยเสร็จสิ้นภายใน 1 ปี ขอให้ส่งรายงานความก้าวหน้าของโครงการวิจัยตามแบบฟอร์มแบบติดตามผลการดำเนินการวิจัยประจำปี มายังคณะกรรมการจริยธรรมฯ หลังจากได้รับรายงานแล้ว คณะกรรมการฯ จะมีหนังสือตอบรับการรายงานโครงการวิจัยและแจ้งปิดโครงการมายังท่าน

ในกรณีที่โครงการวิจัยของนักศึกษา มีระยะเวลานานกว่า 1 ปี หลังจากนักศึกษาส่งรายงานความก้าวหน้าของโครงการวิจัย ตามแบบฟอร์มแบบติดตามผลการดำเนินการวิจัยประจำปีให้คณะกรรมการฯ จะจัดส่งให้ภายใน 1 เดือน คณะกรรมการฯ จะพิจารณาต่ออายุเอกสารรับรองโครงการวิจัยให้ หากนักศึกษาส่งรายงานความก้าวหน้ามาตามกำหนด

จึงเรียนมาเพื่อทราบและโปรดแจ้งนักศึกษาด้วย



(ศาสตราจารย์เกียรติคุณ ดร.สันทัต เสริมศรี)

ประธานคณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์

สำเนาเรียน คณบดีบัณฑิตวิทยาลัย



COA.No. 2013/232.1308

Documentary Proof of The Committee for Research Ethics (Social Sciences)

Title of Project:	Model of Trait Leadership Development of Thai Muslim Women in three southern provinces of Thailand
Principal Investigator:	Miss Suthirus Choochuen
Name of Institution:	Faculty of Social Sciences & Humanities, Mahidol University
Approval includes:	1) MU-SSIRB Submission form version received date 9 August 2013 2) Participant Information sheet for Questionnaire version date 9 August 2013 3) Participant Information sheet for In-depth Interview version date 9 August 2013 4) Informed Consent form-version date 9 August 2013 5) Questionnaire Guideline version received date 9 August 2013 6) In-depth Interview Guideline version received date 9 August 2013

The Committee for Research Ethics (Social Sciences) is in full compliance with International Guidelines of Human Research Protection such as Declaration of Helsinki, The Belmont Report, CIOMS Guidelines and the International Conference on Harmonization in Good Clinical Practice (ICH-GCP)

Date of Approval: 13 August 2013

Date of Expiration: 12 August 2013

Signature of Chairman:.....

(Emeritus Professor Santhat Sermisri)

Signature of Head of the Institute:.....

(Assoc.Prof.Dr.Wariya Chinwanno)

Dean of Faculty of Social Sciences and Humanities

Office of The Committee for Research Ethics (Social Sciences), Faculty of Social Sciences and Humanities, Mahidol University
 Phuttamonthon 4 Rd., Salaya, Phuttamonthon District, Nakhon Pathom 73170. Tel.(662) 441 9080 Fax.(662) 441 9081

เอกสารชี้แจงผู้เข้าร่วมการวิจัย (สำหรับการตอบแบบสอบถาม)
(Participant Information Sheet)

คำชี้แจง

ในเอกสารนี้อาจมีข้อความที่ท่านอ่านแล้วยังไม่เข้าใจ โปรดสอบถามหัวหน้าโครงการวิจัย หรือผู้แทนให้ช่วยอธิบายจนกว่าจะเข้าใจดี ท่านจะได้รับเอกสารนี้ 1 ฉบับ นำกลับไปอ่านที่บ้านเพื่อปรึกษาหารือกับญาติพี่น้อง เพื่อนสนิทของท่าน หรือผู้อื่นที่ท่านต้องการปรึกษา เพื่อช่วยในการตัดสินใจเข้าร่วมการวิจัย

ชื่อโครงการ	รูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้
ชื่อผู้วิจัย	นางสาวสุริยัส ชูชื่น
สถานที่ทำงาน	คณะรัฐศาสตร์ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี
หมายเลขโทรศัพท์	086-9808408
สถานที่วิจัย	จังหวัดปัตตานี จังหวัดยะลา และจังหวัดนราธิวาส
ผู้ให้ทุน	ไม่เกี่ยวข้อง

ข้อมูลโครงการวิจัยโดยย่อ

โครงการวิจัยนี้ทำขึ้นเพื่อ เพื่อศึกษาคุณลักษณะภาวะผู้นำของสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ที่สอดคล้องกับพฤติกรรม ตามบทบาท และนำเสนอรูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้

ประโยชน์ที่คาดว่าจะได้รับจากการวิจัยนี้คือ ทำให้ทราบคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ เพื่อนำเสนอรูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ได้อย่างมีประสิทธิภาพและประสิทธิผล อีกทั้งสามารถใช้เป็นแนวทางในการวางยุทธศาสตร์ นโยบาย โครงการ และแผนงาน เพื่อส่งเสริมศักยภาพของสตรีไทยมุสลิมในจังหวัดชายแดนภาคใต้ และเพื่อเสริมสร้างความเสมอภาคของหญิงและชายในระยะยาว

ท่านได้รับเชิญให้เข้าร่วมการวิจัยนี้เพราะ	ผู้เชี่ยวชาญ มีคุณสมบัติดังต่อไปนี้ คือ มีคุณวุฒิระดับปริญญาเอกขึ้นไป ในสาขารัฐศาสตร์หรือรัฐประศาสนศาสตร์ ,มีส่วนเกี่ยวข้องกับ การพัฒนาภาวะผู้นำสตรี และเป็นผู้นำสตรีใน 3 จังหวัดชายแดนภาคใต้
จำนวนผู้เข้าร่วมการวิจัยทั้งสิ้น	17 คน
ระยะเวลาที่จะทำวิจัยทั้งสิ้น	1 ปี 10 เดือน (เดือน มีนาคม 2556 – ธันวาคม 2557)

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว จะมีขั้นตอนการวิจัยดังต่อไปนี้

ผู้วิจัยจะขอให้ท่านตอบแบบสอบถามในประเด็นเกี่ยวกับ “รูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้” โดยใช้เวลาในการตอบแบบสอบถามประมาณ 2 สัปดาห์ ต่อ 1 รอบการเก็บ โดยจะเก็บแบบสอบถามทั้งหมด 3 รอบ ซึ่งคำถามมีทั้งหมดเป็น 3 ส่วน ดังนี้

ส่วนที่ 1 คุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้

รับรองโดยคณะกรรมการวิจัยธรรมการวิจัยในคน

ราชภัฏยะลา มหาวิทยาลัยทักษิณ

รหัสโครงการ MU-SS108 3018/2556-1308

วันที่ 14 ส.ค. 2556

ส่วนที่ 2 สร้างรูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้
ส่วนที่ 3 รูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้

ข้อมูลเกี่ยวกับการปกป้องสิทธิผู้เข้าร่วมการวิจัย
ข้อมูลที่ได้จากการตอบแบบสอบถาม ผู้วิจัยจะใช้รหัสแทนชื่อและข้อมูลส่วนตัวของท่านในการบันทึกข้อมูล และจะดำเนินการทำลายข้อมูลตลอดจนข้อมูลอื่นๆ ที่เกี่ยวข้องกับท่านภายหลังเสร็จสิ้นการวิจัย
ความเสี่ยงที่อาจเกิดขึ้นเมื่อเข้าร่วมการวิจัย ท่านอาจรู้สึกอึดอัด หรืออาจรู้สึกไม่สบายใจอยู่บ้างกับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบใดๆ ต่อท่านแต่อย่างใด
ข้อมูลส่วนตัวของท่านจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล และไม่มีการแสดงชื่อหรือที่อยู่ของท่านแต่อย่างใด แต่จะรายงานผลการวิจัยเป็นข้อมูลส่วนรวม ผู้ที่มีสิทธิ์เข้าถึงข้อมูลของท่านจะมีเฉพาะผู้ที่เกี่ยวข้องกับการวิจัยนี้ คือ นักวิจัย หรืออาจมีคณะกรรมการบางกลุ่มเข้ามาตรวจสอบได้ความถูกต้อง เช่น ผู้ให้ทุนวิจัย สถาบัน หรือองค์กรของรัฐที่มีหน้าที่ตรวจสอบคณะกรรมการจริยธรรมฯ เป็นต้น
การวิจัยครั้งนี้ท่านจะ ไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใดๆ ทั้งสิ้น
หากมีข้อมูลเพิ่มเติมทั้งด้านประโยชน์และโทษที่เกี่ยวข้องกับการวิจัยนี้ ผู้วิจัยจะแจ้งให้ทราบโดยรวดเร็วไม่ปิดบัง

หากท่านมีข้อข้องใจที่จะสอบถามเกี่ยวกับการวิจัย ท่านสามารถติดต่อไปยังนางสาวสุวิธิต ชูชื่น 086-9808408 ได้ตลอดเวลา

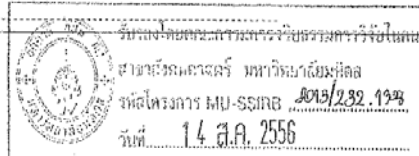
โครงการวิจัยนี้ได้รับการพิจารณารับรองจากคณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์ซึ่งมีสำนักงานอยู่ที่คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล ถนนพหลโยธิน ซอย 4 ตำบลศาลายา อำเภอพุทธมณฑล จังหวัดนครปฐม 73170 หมายเลขโทรศัพท์ 0 2441 9180 โทรสาร 0 2441 9181 หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ ท่านสามารถติดต่อกับประธานคณะกรรมการจริยธรรมฯ หรือผู้แทน ได้ตามสถานที่และหมายเลขโทรศัพท์ข้างต้น

ข้าพเจ้าได้อ่านรายละเอียดในเอกสารนี้แล้วผู้เข้าร่วมการวิจัยนี้ ครอบถ้วนแล้ว

ลงชื่อ.....ผู้เข้าร่วมวิจัย

(.....)

วันที่



เอกสารชี้แจงผู้เข้าร่วมการวิจัย (สัมภาษณ์กลุ่ม)
(Participant Information Sheet)

คำชี้แจง

ในเอกสารนี้อาจมีข้อความที่ท่านอ่านแล้วยังไม่เข้าใจ โปรดสอบถามหัวหน้าโครงการวิจัย หรือผู้แทนให้ช่วยอธิบายจนกว่าจะเข้าใจดี ท่านจะได้รับเอกสารนี้ 1 ฉบับ นำกลับไปอ่านที่บ้านเพื่อปรึกษากับญาติพี่น้อง เพื่อนสนิทของท่าน หรือผู้อื่นที่ท่านต้องการปรึกษา เพื่อช่วยในการตัดสินใจเข้าร่วมการวิจัย

ชื่อโครงการ	รูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้
ชื่อผู้วิจัย	นางสาวสุธีรฐ ฐขึ้น
สถานที่ทำงาน	คณะรัฐศาสตร์ มหาวิทยาลัยสงขลานครินทร์ วิทยาเขตปัตตานี
หมายเลขโทรศัพท์	086-9808408
สถานที่วิจัย	จังหวัดปัตตานี จังหวัดยะลา และจังหวัดนราธิวาส
ผู้ให้ทุน	ไม่เกี่ยวข้อง

ข้อมูลโครงการวิจัยโดยย่อ

โครงการวิจัยนี้ทำขึ้นเพื่อศึกษาคุณลักษณะภาวะผู้นำของสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ ที่สอดคล้องกับพฤติกรรม ความบทบาท และนำเสนอรูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้

ประโยชน์ที่คาดว่าจะได้รับจากการวิจัยนี้คือ ทำให้ทราบคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ เพื่อนำเสนอรูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ ได้อย่างมีประสิทธิภาพและประสิทธิผล อีกทั้งสามารถใช้เป็นแนวทางในการวางยุทธศาสตร์ นโยบาย โครงการ และแผนงาน เพื่อส่งเสริมศักยภาพของสตรีไทยมุสลิมในจังหวัดชายแดนภาคใต้ และเพื่อเสริมสร้างความเสมอภาคของหญิงและชายในระยะยาว

ท่านได้รับเชิญให้เข้าร่วมการวิจัยนี้เพราะ	ผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้
จำนวนผู้เข้าร่วมการวิจัยทั้งสิ้น	10 ราย
ระยะเวลาที่จะทำวิจัยทั้งสิ้น	1 ปี 10 เดือน (เดือนมีนาคม 2556 – ธันวาคม 2557)

หากท่านตัดสินใจเข้าร่วมการวิจัยแล้ว จะมีขั้นตอนการวิจัยดังต่อไปนี้

ผู้วิจัยจะขอสัมภาษณ์ท่านในประเด็นเกี่ยวกับบทบาท พฤติกรรม คุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ โดยใช้เวลาในการสัมภาษณ์กลุ่มประมาณ 1 ชั่วโมง ซึ่งคำถามแบ่งออกเป็น 2 ส่วน ดังนี้ (เพิ่มเติม ดังเอกสารแนบ)

ส่วนที่ 1 ประเด็นคำถามเกี่ยวกับบทบาท พฤติกรรมภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ประกอบด้วย 4 คำถามหลัก ดังนี้ คือ

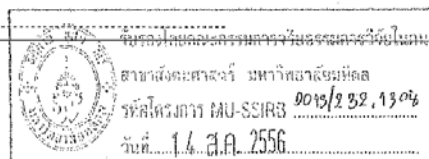
- 1.ประวัติของผู้นำสตรีไทยมุสลิม
- 2.บทบาท และพฤติกรรมภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้เป็นอย่างไร

<p>ส่วนที่ 2 ประเด็นเกี่ยวกับคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ ประกอบด้วย 4 คำถามหลัก ดังนี้</p> <ol style="list-style-type: none"> 1.คุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ เป็นอย่างไร และควรเป็นอย่างไร 2.การพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้ ให้เหมาะสมกับบริบทสถานการณ์ความไม่สงบควรทำอย่างไร 3.รูปแบบใดควรใช้ในการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้
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ข้อมูลเกี่ยวกับการปกป้องสิทธิผู้เข้าร่วมการวิจัย
<p>ข้อมูลที่ได้อาจการสัมภาษณ์เชิงลึก ผู้วิจัยจะขออนุญาตบันทึกเสียงและถ่ายภาพ และจะดำเนินการทำลายข้อมูลตลอดจนข้อมูลอื่นๆ ที่เกี่ยวข้องกับท่านภายหลังเสร็จสิ้นการวิจัย</p> <p>ความเสี่ยงที่อาจเกิดขึ้นเมื่อเข้าร่วมการวิจัย ท่านอาจรู้สึกอึดอัด หรืออาจรู้สึกไม่สบายใจอยู่บ้างกับบางคำถาม ท่านมีสิทธิ์ที่จะไม่ตอบคำถามเหล่านั้นได้ รวมถึงท่านมีสิทธิ์ถอนตัวออกจากโครงการนี้เมื่อใดก็ได้โดยไม่ต้องแจ้งให้ทราบล่วงหน้า และการไม่เข้าร่วมวิจัยหรือถอนตัวออกจากโครงการวิจัยนี้ จะไม่มีผลกระทบใดๆ ต่อท่านแต่อย่างใด</p> <p>ข้อมูลส่วนตัวของท่านจะถูกเก็บรักษาไว้ ไม่เปิดเผยต่อสาธารณะเป็นรายบุคคล และไม่มีการแสดงชื่อหรือที่อยู่ของท่านแต่อย่างใด แต่จะรายงานผลการวิจัยเป็นข้อมูลส่วนรวม ผู้ที่มีสิทธิ์เข้าถึงข้อมูลของท่านจะมีเฉพาะผู้ที่เกี่ยวข้องกับการวิจัยนี้ คือ นักวิจัย หรืออาจมีคณะบุคคลบางกลุ่มเข้ามาตรวจสอบได้ความถูกต้อง เช่น ผู้ให้ทุนวิจัย สถาบัน หรือองค์กรของรัฐที่มีหน้าที่ตรวจสอบคณะกรรมการจริยธรรมฯ เป็นต้น</p> <p>การวิจัยครั้งนี้ท่านจะไม่ได้รับค่าตอบแทนและไม่เสียค่าใช้จ่ายใดๆ ทั้งสิ้น</p> <p>หากมีข้อมูลเพิ่มเติมทั้งด้านประโยชน์และโทษที่เกี่ยวข้องกับการวิจัยนี้ ผู้วิจัยจะแจ้งให้ทราบโดยรวดเร็วไม่ปิดบัง</p>

<p>หากท่านมีข้อข้องใจที่จะสอบถามเกี่ยวข้องกับการวิจัย ท่านสามารถติดต่อไปยังนางสาวสุริรัช ชูชื่น 086-9808408 ได้ตลอดเวลา</p> <p>โครงการวิจัยนี้ได้รับการพิจารณารับรองจากคณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์ซึ่งมีสำนักงานอยู่ที่คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย 4 ตำบลศาลายา อำเภอพุทธมณฑล จังหวัดนครปฐม 73170 หมายเลขโทรศัพท์ 0 2441 9180 โทรสาร 0 2441 9181 หากท่านได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ ท่านสามารถติดต่อกับประธานคณะกรรมการจริยธรรมฯ หรือผู้แทน ได้ตามสถานที่และหมายเลขโทรศัพท์ข้างต้น</p>

ข้าพเจ้าได้อ่านรายละเอียดในเอกสารแจ้งผู้เข้าร่วมการวิจัยนี้ ครบถ้วนแล้ว
<p>ลงชื่อ.....ผู้เข้าร่วมวิจัย</p> <p>(.....)</p> <p>วันที่.....</p>



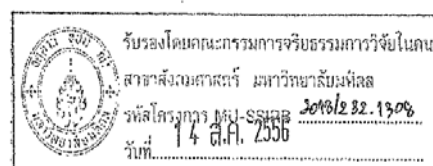
หนังสือแสดงเจตนายินยอมเข้าร่วมการวิจัยที่ได้รับการบอกกล่าวและเต็มใจ

ข้อมูลผู้เข้าร่วมการวิจัย			
		วันที่..... เดือน..... พ.ศ.....	
ข้าพเจ้าชื่อ		อายุ	
อยู่บ้านเลขที่		ถนน	
ตำบล		อำเภอ	
จังหวัด		รหัสไปรษณีย์	
หมายเลขโทรศัพท์			

ขอแสดงเจตนายินยอมเข้าร่วมโครงการวิจัยเรื่อง	รูปแบบการพัฒนาคุณลักษณะภาวะผู้นำสตรีไทยมุสลิมใน 3 จังหวัดชายแดนภาคใต้
<p>โดยข้าพเจ้าได้รับทราบรายละเอียดเกี่ยวกับที่มาและจุดมุ่งหมายในการทำวิจัยรายละเอียดขั้นตอนต่างๆ ที่จะต้องปฏิบัติหรือได้รับการปฏิบัติ ประโยชน์ที่คาดว่าจะได้รับของการวิจัยและความเสี่ยงที่อาจเกิดขึ้นจากการเข้าร่วมการวิจัย รวมทั้งแนวทางป้องกันและแก้ไขหากเกิดอันตราย โดยได้อ่านข้อความที่มีรายละเอียดอยู่ในเอกสารชี้แจงผู้เข้าร่วมการวิจัย โดยตลอด อีกทั้งยังได้รับคำอธิบายและตอบข้อสงสัยจากหัวหน้าโครงการวิจัยเป็นที่เรียบร้อยแล้ว</p> <p>ข้าพเจ้าจึงสมัครใจเข้าร่วมในโครงการวิจัยนี้</p> <p>ข้าพเจ้าได้ทราบถึงสิทธิ์ที่ข้าพเจ้าจะได้รับข้อมูลเพิ่มเติมทั้งทางด้านประโยชน์และโทษจากการเข้าร่วมการวิจัย และสามารถถอนตัวหรือขอเข้าร่วมการวิจัยได้ทุกเมื่อ โดยจะไม่เกิดผลกระทบใดๆ ต่อข้าพเจ้าที่จะได้รับในอนาคตและยินยอมให้ผู้วิจัยใช้ข้อมูลส่วนตัวของข้าพเจ้าที่ได้รับจากการวิจัย แต่จะไม่เผยแพร่ต่อสาธารณะเป็นรายบุคคล โดยจะนำเสนอเป็นข้อมูลโดยรวมจากการวิจัยเท่านั้น</p>	

<p>หากข้าพเจ้ามีข้อข้องใจที่จะสอบถามเกี่ยวกับกรวิจัย ข้าพเจ้าสามารถติดต่อไปยังนางสาวสุธีรียัฐ ชูชื่น 086-9808408 ได้ตลอดเวลา</p> <p>โครงการวิจัยนี้ได้รับการพิจารณารับรองจากคณะกรรมการจริยธรรมการวิจัยในคน สาขาสังคมศาสตร์ ซึ่งมีสำนักงานอยู่ที่คณะสังคมศาสตร์และมนุษยศาสตร์ มหาวิทยาลัยมหิดล ถนนพุทธมณฑล สาย 4 ตำบลศาลายา อำเภอพุทธมณฑล จังหวัดนครปฐม 73170 หมายเลขโทรศัพท์ 0 2441 9180 โทรสาร 0 2441 9181 หากข้าพเจ้าได้รับการปฏิบัติไม่ตรงตามที่ระบุไว้ ข้าพเจ้าสามารถติดต่อกับประธานคณะกรรมการจริยธรรมฯ หรือผู้แทน ได้ตามสถานที่และหมายเลขโทรศัพท์ข้างต้น</p>

ข้าพเจ้าเข้าใจข้อความในเอกสารชี้แจงผู้เข้าร่วมการวิจัย และหนังสือแสดงเจตนายินยอมนี้โดยตลอดแล้ว จึงลงลายมือชื่อไว้	
<p>ลงชื่อ.....ผู้เข้าร่วมวิจัย</p> <p>(.....)</p> <p>วันที่.....</p>	<p>ลงชื่อ.....ผู้ให้ข้อมูลและขอความยินยอม</p> <p>(.....)</p> <p>วันที่.....</p>



Cover Letter of the Research Questionnaire Set One**Questionnaire (draft) Model of Trait Leadership Development of Thai Muslim Women in the Three Southern Provinces of Thailand****Dear Experts/ Specialists**

In this research, the researcher used the Delphi Technique to collect opinions by asking experts/ specialists to give opinions three times. Therefore, the researcher would like to ask experts/ specialists to answer the questionnaire that contains five levels on an estimated scale regarding appropriateness and consistency of the model of trait leadership development of Thai Muslim women in the threesouthern provinces of Thailand.

First Time: Would like to ask experts/specialists to give opinions in the questionnaire (1st time), which is attached to the additional report of the other experts/specialists' opinions in each aspect, so that experts/specialists notice similarities or differences of your answers when compared to the others', and answers can be changed or remain the same.

Second Time: Would like to ask experts/specialists to give opinions in the same set of the questionnaire (2nd time), which is attached to the additional report of the other experts/specialists' opinions in each aspect, so that experts/specialists notice similarities or differences of your answers when compared to the others', and answers can be changed or remain the same.

Third Time: Would like to ask experts/specialists to give opinions in the same set of the questionnaire (3rd time), which is attached to the additional report of the other experts/specialists' opinions in each aspect, so that experts/specialists notice similarities or differences of your answers when compare to the others', and answers can be changed or remain the same.

There are three attached documents as follows;

1. Invitation letter to experts/specialists. (Document number 1)
2. Questionnaire (draft)Model of Trait Leadership Development of Thai Muslim Women in the Three Southern Provinces of Thailand.(Document number 2)
3. Structure and Elements of Model of Trait Leadership Development of Thai Muslim Women in the Three Southern Provinces of Thailand.(Document number 3)
4. An envelope addressed to the researcher.

Evaluation for Research**Model of Trait Leadership Development of Thai Muslim Women in the Three Southern Provinces of Thailand****Instructions**

1. This research is part of the Doctor of Public Administration Program in Public Policy and Public Management, of which the objective is to study and build a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

2. There are three objectives in the research operation, which is the evaluation of appropriateness and possibility of a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand is a part of responding to the third objective.

3. Evaluators are experts/specialists in leadership, trait leadership development, and Thai Muslim women.

4. There are two parts in this evaluation;

Part one: General status of evaluators

Part two: The evaluation of appropriateness and possibility of a model of trait leadership of Thai Muslim women in the three southern provinces of Thailand.

5. In order to complete the evaluation, the researcher would like to ask experts/specialists to answer all parts of the evaluation form, and when you have already checked, considered, and provided suggestions for a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, the researcher may ask you to send back the questionnaire (draft) of model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand to the researcher by inserting the questionnaire in the attached envelope within one week; this would be highly appreciated.

6. The researcher is aware that experts/specialists have duties for which they are responsible; however, the researcher would like to ask for your favor to answer this questionnaire for the purpose of academic benefits. The researcher would like to deeply thank you all for your time.

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Part one: General status of the evaluator**Instruction: Please fill out the information in the blanks down below**

1. Name – Surname:

2. Education Level

Degree:

Major:

3. Position:

4. Work experience (year):

5. Work address:

Part two: Evaluate appropriateness and possibility of amodel of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (draft).**Instructions**

1. There are two sections in the second part of this evaluation;

Section one: Present a structure and elements of amodel of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

Section two: Present an explanation of amodel of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

2. The answerstothe evaluation.

Section one: The researcher would like to ask you to consider the appropriateness of structure and elements of amodel of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, please mark ✓ in the box of the appropriate level, and you can also provide additional opinions/suggestions on the last page of the evaluation.

Appropriateness refers to value, or having benefits

Possibility refers to the possibility of applying it for real use

5 refers to what you think that it is the most appropriate and possible

4 refers to what you think that it is more appropriate and possible

3 refers to what you think that it is quite appropriate and possible

2 refers to what you think that it is less appropriate and possible

1 refers to what you think that is it least appropriate and possible

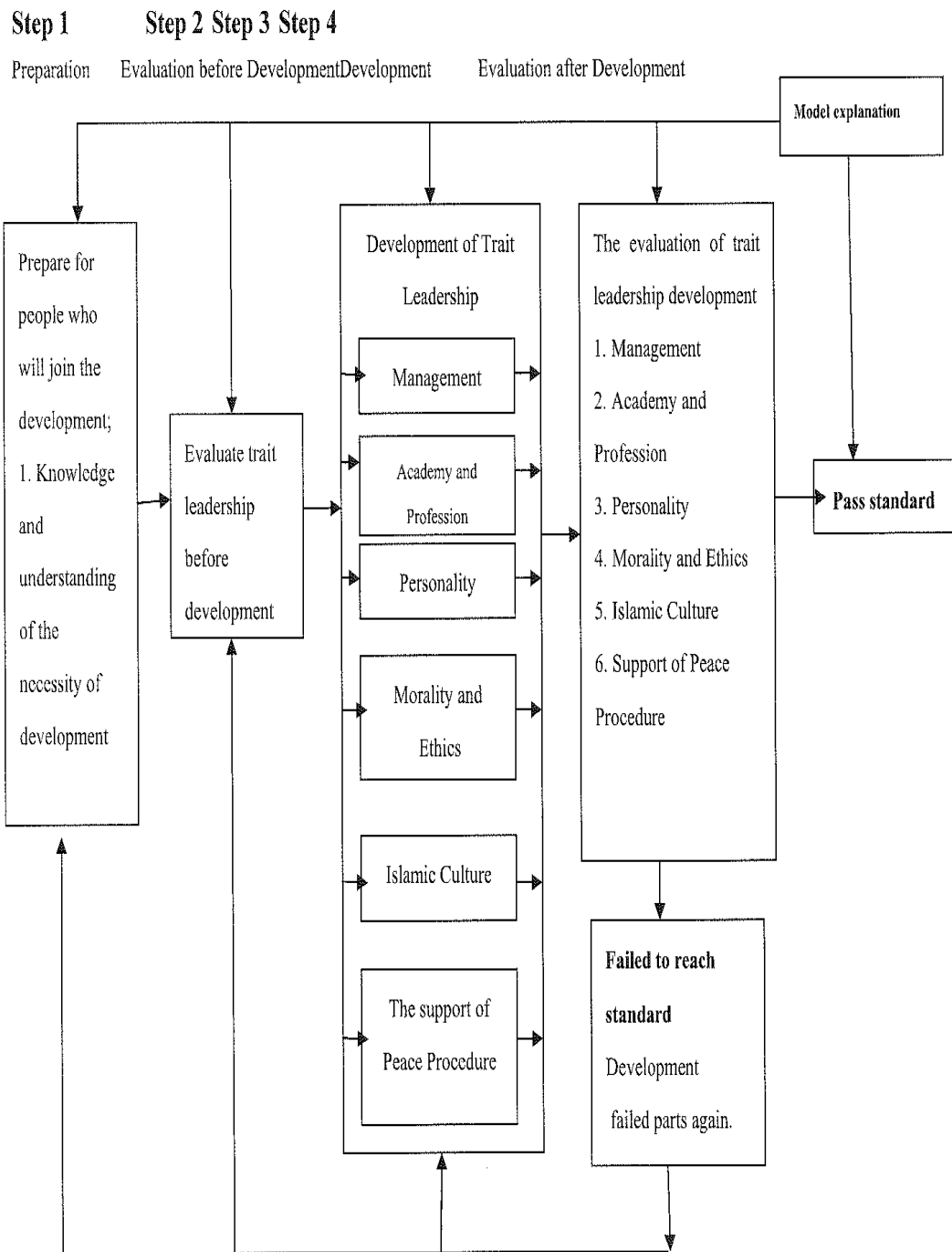
Section One: The presentation of structure and elements of a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand.

From the study of documents that are related to the model of trait leadership development, the researcher used those ideas to create a conceptual framework for building the model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand, which consists of procedures and elements according to the framework that the researcher synthesized, and it can be summarized as follows;

1. Thai Muslim women leaders are Thai Muslim women leaders in the three southern provinces of Thailand, who are organizations' directors and who control and take care of their controlees or staff members in an organization. If leaders have good traits that are developed correctly, they can lead an organization to success efficiently. In this research, Thai Muslim women leaders are Thai Muslim women leaders in the three southern provinces of Thailand who were selected by consideration of their good performance in the year 2013 by the Southern Border Provinces Administration Centre (Purposive sampling), and Thai Muslim women in the three southern provinces of Thailand whose performance was outstanding, or those who received rewards from government offices (Snowball Sampling).

2. Trait leadership of Thai Muslim women in the three southern provinces of Thailand is trait leadership of Thai Muslim women in the three southern provinces of Thailand that is consistent to roles and behavior, which consists of six aspects of traits, which are management, academy, profession, personality, morality and ethics, Islamic culture, and peace procedure.

3. Model elements are development procedures of trait leadership of Thai Muslim women in the three southern provinces of Thailand in order to develop, for which procedures of building a model of trait leadership development were analyzed by the researcher in documents and related studies that can be synthesized into four steps of development model;



Instructions: Please consider the structure and elements of a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand to see if they are appropriate and possible to apply for use, then please mark ✓ for the level of appropriateness and possibility in the box.

No.	Evaluation lists	Level of appropriateness					Level of possibility				
		1	2	3	4	5	1	2	3	4	5
1	Structure and elements of a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand that contain 4 steps, which are; 1, preparation; 2, evaluation before development; 3, development; 4, evaluation after development.										
2	The ranking of structure and elements of a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand from steps 1-4.										

Opinions/suggestions regarding the structure and elements of a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand

Section two: The explanation of a model of trait leadership development of Thai Muslim women in the three southern provinces of Thailand (draft)

Instruction: Please consider explanations of the model to see if they are appropriate and possible to apply for use, then please mark ✓ for the level of appropriateness and possibility in the box. You can also give additional opinions and suggestions at the end of this section.

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

Opinions/ Suggestions.....

[illegible]

Opinions / Suggestions.....

[illegible]

Opinions/ Suggestions.....

No.	Evaluation	Level of appropriateness					Level of possibility				
		1	2	3	4	5	1	2	3	4	5
	Step 4: Evaluation after development Objective: To evaluate trait leadership of Thai Muslim women in the three southern provinces of Thailand including six aspects, or aspects that participants selected to develop.										
	Activities Participants evaluate after the development of management, academy, profession, personality, morals and ethics, Islamic culture, and peace procedures by using an evaluation form that separates each aspect individually.										
	Evaluation Criteria 1. Any aspect that scores from 80% onward is considered as that participant having knowledge and ability regarding such an aspect, considered as a pass. 2. Any aspect that scores lower than 80 % needs to re-development on such an aspect.										

Opinions/ Suggestions.....

No.	Evaluation	Level of appropriateness					Level of possibility				
		1	2	3	4	5	1	2	3	4	5
	Step 5: Repeated development Objective: To have participants who failed on the evaluation of trait leadership development of Thai Muslim women in the three southern provinces of Thailand develop in the failed aspects again.										
	Activity Participants return to the development process in the failed aspects.										

Opinions/ Suggestions.....

The researcher is highly appreciative of the provision of your opinions and suggestions.

BIOGRAPHY

NAME	Miss Suthirus Choochuen
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