Guidelines for developing 9 SWU student's identities of undergraduate students, Srinakharinwirot University

Ujsara Prasertsin[a,b]*, Kamontip Srihaset[c,†], Areerat Laonoi[d]

[a] *Educational and Psychological Test Bureau, Srinakharinwirot University, Bangkok 10110, Thailand*
[b] *Faculty of Education, North Bangkok University, Bangkok 10220, Thailand*
[c] *Faculty of Education, Ramkhamhaeng University, Bangkok 10240, Thailand*
[d] *Social Services Office, Srinakharinwirot University, Bangkok 10110, Thailand*

Article Info

Abstract

The purposes of this research were: (1) to develop a measure model for 9 SWU student's identities; (2) to assess needs for 9 SWU student's identities; and (3) to explore guidelines to develop 9 SWU student's identities. By mixed research, the sample group used in the research consisted of 1,075 undergraduate students, Srinakharinwirot University in the quantitative research. Qualitative research used 9 key informants, who were experts in education, psychology, and human resource development to explore guidelines to develop 9 SWU Student's identities. The research tools were the 9 SWU Student's Identities Assessment Form and the Semi-structured Interview Form to find guidelines to develop the 9 SWU student's identities. The consistency index was between 0.60 and 1.00. The results showed that: (1) The results of testing the conformity of the model revealed the construct validity of the 9 SWU student's identities, classified by the overall composition. It was found that the mean was at a high level ($M = 3.904$), a small distribution with a standard deviation (SD) of 0.526 and a distribution coefficient (C.V.) of 13.484; (2) Needs assessment for 9 SWU student's identities revealed that the 2nd identity, creation and doing, had the highest need. ($PNI_{modified} = 0.117$); (3) In searching for guidelines to develop the 9 SWU student's identities, there were 3 approaches: (3.1) inserting the 9 SWU student's identities with the contents of courses in learning and teaching management; (3.2) providing activities to inspire the students; and (3.3) organizing information media that attracted and motivated student's awareness.

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* Corresponding author.
E-mail address: ubib_p@hotmail.com (U. Prasertsin).
† Co-first authors.
E-mail address: ksrihaset@hotmail.com (K. Srihaset).

Introduction

In producing Thai graduates in the 21st century, the Office of the Higher Education Commission recognized the importance of developing the country's students to be graduates with characteristics consistent with the needs of society in the 21st century and ability to live happily with others in society. According to the framework of the 2nd Edition of the 15-year Long-term Higher Education Plan (2008–2022), the goal of the framework was "Upgrading the quality of Thai higher education in order to produce and develop quality personnel for the labor market and develop higher education potential in creating knowledge and innovation to increase the country's competitiveness in globalization, including the sustainable development of local Thais." In addition, the ASEAN group gathered together and set one vision by 2020: "to develop ASEAN to be strong in many areas, including education, by stipulating that human resource development in every part was through the development of educational quality, skills, potential and training." Higher Education was; therefore, one of the important mechanisms that would promote and support the achievement of this vision, especially student development. The important policies for developing Thai ideal graduates were: (1) developing Thai ideal graduates that were consistent with the context of higher education institutions by emphasizing graduates' pride in the institutions and ability to live their dignified lives according to the goals of the institutions; and (2) developing ideal Thai graduates in an international context, taking into account the value of being Thai that could be extended to add value (Office of the Higher Education Commission, 2008).

The characteristics of desirable Thai Ideal graduates according to the framework of the 2nd edition of the 15-Year-Long-Term Higher Education Plan (2008–2022) or national, international forums or brainstorming from the Thai Ideal Graduate Development Network revealed that in the present era, there was a higher demand for graduate characteristics than in the past. The self-efficacy of graduates would become more important in the future world. According to the factors of change, the new generation of graduates required international competences at an international level. For modern graduates, thinking abilities such as rational and critical thinking were very important. Also, many necessary skills were required for survival. Characteristics of a bachelor's degree graduate were indicative of competence, initiative, leadership and ability to solve problems and conflicts with professional academic knowledge, and being a person filled with academic curiosity, modernity, morality, and high responsibility for academic, professional, and social work. Graduates with a 'bachelor's degree should gain these characteristics (Khemmani, 2010). Therefore, educating student's identities at the higher education level was of paramount importance because it prepared students for future careers with desirable characteristics in accordance with the needs of society and their ability to live in society happily. The formation of learner's identity was closely related to the learning process and environments; thus, the effectiveness of education administration and management of higher education institutions, which consisted of many important factors of students, instructors, teaching methods, curriculum management, environment management, and educational quality assurance systems was critical. All of these would contribute to the successful formation of student's identity (Suwannachin & Jantarapanya, 2015).

Identity is a term that has received a lot of attention both at the individual and the organizational levels ranging from local to national to international levels. At present, identity is gaining attention from society as a conceptual tool for building mutual understanding and unity among people in a society through individual, sociocultural, and personal expressions. It is a symbol that represents the image, identity, and lifestyles to a person or external society over time, regardless of ethnicity, classes, religions, and family status of that person or organization. In other words, identity is a small unit of sociological studies that relate to attitudes toward one's identity or is a functional and behavioral relationship consisting of a person's roles. Identity theorists have argued that identity is a combination of identities based on specific roles with 3 important characteristics as follows: (1) Identities are social products (Social Products). In other words, identities are formed and maintained through three social processes: definition, interaction with others according to social classification and self-identification; (2) Identities are self-contained concepts; and (3) Identity is symbolic and reflexive (Choomsai Na Ayutthaya, 2008; Office of the National Education Commission, 2011; Srinakharinwirot University, 2021; Stryker, 1968; Stryker & Burke, 2000).

In accordance with the studies related to developing the student's identities, most of them still encountered problems in developing student's identities to achieve the goals of educational institutions. Accordingly, the research by Rattanawong (2020) stated that

the 3 main problems and hindrances in developing the identity of undergraduate students were: (1) sustainability and continuity of activities to enhance student's identity; (2) the cooperation of students in participating in identity enhancement activities as specified by the university; and (3) public relations to enhance the identity and culture of the university incomprehensively. and, Nawsuwan et al. (2016) said that most of the problems in developing student's identities were the teaching and learning management systems and the assessment based on the content knowledge. The measurement and the evaluation of activities to develop student's learning development were quite low. The students lacked problem-solving skills, work planning, social skills and morals after graduation.

As an educational institution responsible for developing students' potential to gain full knowledge and abilities, Srinakharinwirot University realizes the importance of students as the future of the country, the owner of the society and the owner of a better world in the future. All families, society and university must cooperate to educate good and qualified students leading to the good and quality society and world in the future. Therefore, teaching and learning management and activities to develop student's potential that the university provided for students in various forms were all parts of the process of producing the university's students and graduates to have desirable characteristics as expected by the university. Such an implementation was in accordance with the university's purposes to stipulate student's identities as an important guideline to emphasize in accordance with the university's philosophy and aspirations with the aim of encouraging graduates to enter into globalization as a human resource with prosperity of both knowledge and morality (Srinakharinwirot University, 2021).

The 9SWU student's identities, Srinakharinwirot University, consist of: The first identity, Lifelong learning, will help the students to be wise, good, and adaptable. The second identity, Creation and doing, helps the students say and do the same thing, be not only good at speaking. The third identity, Diligence, verifies that working hard, responsibility, dedication, and sacrifice will definitely help the students achieve success in life. The fourth identity, Manners and etiquette, is a part of the culture of being Thai in any occasion and any place they should act, speak and express appropriately. The fifth identity, Public-mindedness, insists that, "SWU is a giver, so we are proud of being SWU." Jaka is definitely one of the factors of life prosperity. The sixth identity, Communication skills, helps the students dare to think, to do and to express by themselves and have the potential to transfer knowledge and competence. The seventh identity, Humility, is another main important factor of "Thainess", as a full grained stalk of rice bends down to the ground, but withered ears raise their necks to the sky. The eighth identity, good personalities, is a physically, mentally and behaviorally elegant personality that is indeed charming and identifies student's individuality. And, the ninth identity, Arts and sciences appreciation, develops the brain to its full potential on both sides because only wandering around in one's own science will clog their intellect. These characteristics had always been mentioned and realized as the student's identities and the hallmark of the university. However, when studying various researches, the overall identity of the students was investigated, but each item was not clearly studied on all aspects. Also, how much of each aspect of the identity occurred to the students was unknown. Therefore, the researcher was interested in developing the 9 SWU student's identities measurement model for undergraduate students, Srinakharinwirot University, to assess the needs in relation to the development of the student's identities and to search for guidelines for 9 SWU student's identities development that emphasized the philosophy and pledge of the university that aimed to encourage graduates to step into the globalization trend as human resources with prosperity in knowledge, morality, and qualified personnel for the society and the nation in the future.

Methodology

This is mixed-method research of exploratory design of Taxonomy development model (Creswell & Plano Clark, 2007; Prasertsin, 2015).

Sampling Design

The samples used in this research were divided into 2 groups according to the research method as follows:

1. 1,075 undergraduate students, Srinakharinwirot University were the samples for quantitative data collection by using 2-step random sampling method. Step 1: Faculty sampling for each study plan. Step 2: Student sampling from each faculty. The simple random sampling at each step was conducted and determined by the confirmatory factor analysis method according to sampling principles of Bentler and Chou (Bentler & Chou, 1987). They stated that a confirmatory component

analysis required at least 5–20 subjects per 1 parameter in the model. According to Gagne and Hancock's elemental analysis method (Gagne & Hancock, 2006), a confirmatory component analysis should have at least 400 subjects, with calculation for 20 percent of data loss, resulting in a total sample size of 1,075 subjects

2. The samples for the qualitative data collection were the main informants consisting of 9 experts in education, psychology, human resource development with work experiences and research by purposive sampling to study information and perspectives on guidelines for developing identities of undergraduate students, Srinakharinwirot University.

Measurement Design

The research tools were classified according to research data collection as following: (1) A quantitative research tool for answering objectives 1–2, the 9SWU student's identity scale model; and (2) A qualitative research tool for answering objective 3, a quasi-structured interview to explore guidelines to develop the 9SWU student's identity scale model for undergraduate students, Srinakharinwirot University. The process of creating and quality testing was as follows: the 9SWU student's identity scale model, a questionnaire according to the operational definition, was a rating scale of 5 levels consisting of least, low, moderate, high and very high. Then, 5 experts examined validity on content coverage, correctness, and clarity of language, appropriateness of the variable measurement, appropriateness of measurement proportions of each variable and other additional recommendations. The content validity for each item had to have an IOC value between 0.60 and 1.00 to indicate that the tool had quality in accordance with the criteria set by the researcher. Reliability: A trial after content validation improvements were performed by collecting tryout data of 30–50 students from a population, but not a sample to determine the reliability of the tool. The variables used in the research were measured using Cronbach's alpha coefficient formula.

Analysis Design

Quantitative analysis
1. Fundamental data analysis to describe general characteristics in the category of categorical data consisted of frequency distribution, number, percentage, and statistical analysis describing the 9SWU student's identities of undergraduate students, Srinakharinwirot University, presentation of basic statistical values of variables which were continuous data, arithmetic mean (M), standard deviation (SD), distribution coefficient, minimum value (Min), maximum value (Max), Skew (Sk), and Ku (Ku) to determine the distribution characteristics and distribution of variables.

2. Data analysis of the 9SWU student's identities of undergraduate students, Srinakharinwirot University to identify the level of needs in various fields using index values $PNI_{modified} = (I–D)/D$, where I (Importance) referred to the level of expectation needed to occur or what the status should be and D (degree of success) referred to the level of the current status. The PNI modified index value from descending to descending was used for prioritization of the needs. A high index referred to a high need to be more developed than a lesser index (Wongwanich, 2007).

Referential Statistics Used in Data Analysis: The Affirmative Component Analysis (CFA) was used to examine the quality of the components and the quality of the 9SWU student's identities measurement model of undergraduate students, Srinakharinwirot University.

Quality analysis
The researcher collected qualitative data using informal interviews divided into:

1. Informal interviews with unlimited responses to allow the interviewees to express their feelings freely.

2. In-depth interviews to search for information that the researcher has been specifically interested in.

3. Probe interviews to allow the interviewees to reveal as much information as possible.

The nature of the interviews was a friendly conversation. To start with, the researcher captured the issue of the interviewee's interests in particular topics and tried to connect them with the specific points. The researcher had to understand that if the interviewees had been uncomfortable answering the questions, the researcher would try to ask other issues instead for trust and to create a good atmosphere for discussion in particular.

The validity and reliability of the data were verified by using triangulation (Denzin, 2012).

Then, the researcher used the data obtained from the data index to draw a temporary conclusion by linking the indexes together and considering the nature of the data correlation and consistency with each other

in order to investigate further or find out to get rid of the unwanted data.

The researcher analyzed qualitative data by content analysis. Data classification was the organization of data into categories or types. Inductive inference was a method of making general conclusions indicating connections among data in order to find guidelines for developing the 9SWU student's identities of undergraduate students, Srinakharinwirot University. The guidelines were examined and evaluated by the experts according to the assessment standards of Stufflebeam. The basic statistics included Arithmetic Mean (*M*), Standard Deviation (*SD*), quality levels and applications.

Results

1. The Development of a 9SWU Student's Identities Measure Model of Undergraduate Students, Srinakharinwirot University

The presentation was divided into 2 parts: Part 1, basic information of undergraduate students, Srinakharinwirot University, and Part 2, development of a 9SWU student's identities measure model of undergraduate students, Srinakharinwirot University, with the following results:

Part 1, the basic data of undergraduate students, Srinakharinwirot University

It was revealed that 65.21 percent of the students were female. Most of them were studying at the 3rd year level, representing 49.95 percent and 22.88 percent. Most of them were in the physical education study plan, representing 22.88 percent, and 45.40 percent of them had GPAs in the range of 3.00–3.49.

Part 2 Development of 9 SWU student's identity measurement model for undergraduate students, Srinakharinwirot University

The components and the definitions of the 9SWU student's identities of undergraduate students, Srinakharinwirot University were examined for consistency by 5 experts on content coverage, correctness and clarity of language, appropriateness of the variable measurement, appropriateness of measurement proportions of each variable and other additional recommendations. Each item must have the Index of Item Objective Congruence (IOC) in the range of 0.60–1.00. If any item had been

recommended by the experts or had an IOC value of lower than 0.50, it would have been revised according to the recommendations of the experts. Then, after the improvement of content validity, the 9SWU Student's Identities Measurement Model for Undergraduate Students of Srinakharinwirot University was tried out with 55 undergraduate students, Srinakharinwirot University in the population group but not a sample to determine the reliability. The Cronbach's alpha coefficient formula was used to measure the variables. (Prasertsin, 2020) The results of this section had the reliability of each part and each component by using a Cronbach's alpha coefficient formula. Questions, recommendations, and practice consisted of 6 items on each aspect, including 36 items, with overall reliability values of = .957.

Results of developing the 9 SWU student's identities measurement model for undergraduate students, Srinakharinwirot University classified by the overall components revealed that the mean was at a high level (*M* = 3.904), with a small distribution with a standard deviation (*SD*) equal to 0.526. When considering the distribution of the data, the skew (Sk) and the kurtosis (Ku) were negative, indicating that the majority of the samples had overall 9 SWU student's identities scores above average with a high distribution of data. When considering each identity, all identities had a high mean. Identity 7, humility, had the highest mean, followed by Identity 8, good personalities, and Identity 4, good manners (*M* = 4.266, 1.054, and 4.034), respectively. All identities were slightly distributed with a standard deviation (*SD*) between 0.554 and 0.742 and a distribution coefficient (C.V.) between 14.487 and 19.251. Identity 5, public-mindedness, had the highest distribution. The least distribution was Identity 2, creation and doing. When considering the distribution of the data, most of the skew (Sk) were negative, but the kurtosis (Ku) was positive. It indicated that the majority of the samples had scores of 9 SWU student's identities above the mean and slight distribution (Table 1).

The Table 1 Showed that the correlation coefficient matrix analysis of observed variables in the model of all 36 pairs was significantly different from zero at the .05 level (*p* = .000). The correlation coefficient was between 0.494 and 0.831. The correlation size of the variables was moderate to high correlation. The observed variable with the highest mean was Identity 7, humility (*M* = 4.266, *SD* = 0.621), and Identity 1, lifelong learning, had the lowest mean (*M* = 3.727, *SD* = 0.557). When considering the results of Bartlett's Test of Sphericity, a statistical value to test the hypothesis whether the correlation matrix is an identity matrix or not, $\chi^2 = 8783.245$ (*df* = 36, *p* = .000),

Table 1 Basic statistics of the 9SWU identities variables of undergraduate students, Srinakharinwirot University

Identities	n	M	SD	CV (%)	Min	Max	Sk	Ku
1. Lifelong learning	1,075	3.727	0.557	14.939	1.330	5.000	-0.083	0.158
2. Creation and doing	1,075	3.827	0.554	14.487	2.000	5.000	-0.049	-0.287
3. Diligence	1,075	3.880	0.603	15.553	1.670	5.000	-0.208	-0.324
4. Good manners	1,075	4.034	0.622	15.427	1.730	5.000	-0.247	-0.582
5. Public-mindedness	1,075	3.855	0.742	19.251	1.000	5.000	-0.538	0.306
6. Communication skills	1,075	3.872	0.628	16.220	1.070	5.000	-0.206	0.059
7. Humility	1,075	4.266	0.621	14.567	1.000	5.000	-0.890	0.981
8. Good personalities	1,075	4.054	0.629	15.509	1.000	5.000	-0.505	0.423
9. Arts and sciences appreciation	1,075	3.771	0.707	18.742	1.000	5.000	-0.203	0.046
9SWU Student's Identities	1,075	3.904	0.526	13.484	2.110	5.000	-0.171	-0.256

it had a statistical difference from zero at the .01 level and was consistent with the results of the index analysis of Kaiser-Meyer-Olkin (KMO), approaching 1 (KMO = 0.935). This revealed that the correlation matrix of observed variables was not an identity matrix and there was enough relationship between the variables to be used for factor analysis to check construct validity, the details of the average standard deviation and the correlation of observed variables in the model for measuring the 9 identities of undergraduate students, Srinakharinwirot University. The results of the corroborative component analysis revealed that harmonization indexes with the empirical data of the 9 SWU student's identities measurement model of undergraduate students, Srinakharinwirot University were RMR = .040 and RMSEA = .045, with both conformity indexes meeting the criteria of Hair et al. (2010). The standard component weight coefficient (β) of the observed variables or the indicators revealed that Identity 1, Lifelong learning, had the standard weight component (β) coefficient of the observed variables or the indicators ranging from 0.533 to 0.691. Identity 2, Creation and doing, had the standard weight component (β) coefficient of the observed variables or the indicators ranging from 0.576–0.722. Identity 3, Diligence, had the standard weight component (β) coefficient of the observed variables or the indicators ranging from 0.573 to 0.729. Identity 4, Good manners, had the standard weight component (β) coefficient of the observed variables or the indicators ranging from 0.694 to 0.787. Identity 5, Public-mindedness, had the standard weight component (β) coefficient of the observed variables or the indicators ranging from 0.617 to 0.823. Identity 6, Communication skills, had the standard weight component (β) coefficient of the observed variables or the indicators ranging from 0.572 to 0.753. Identity 7, Humility, had the standard weight component (β)

coefficient of the observed variables or the indicators ranging from 0.601 to 0.781. Identity 8, Good personalities, had the standard weight component (β) coefficient of the observed variables or the indicators ranging from 0.617 to 0.813. And, Identity 9, Arts and science appreciation, had the standard weight component (β) coefficient of the observed variables or the indicators ranging from 0.666 to 0.803. All Identities had a statistical significance at the .05 level (p = .000).

2. The Needs Assessment of Developing the 9 SWU Student's Identities of Undergraduate Students, Srinakharinwirot University

In the prioritization of current and supposed needs, the average of ideal conditions (I) and the mean of the true condition (D) were calculated (Table 2).

Firstly, comparing each of the 9 SWU student's identities, identity 2 (creation and doing) had the highest need ($PNI_{modified}$ = 0.117). Secondly, comparing all 112 items for the first 5, item 26, 'I do what I think immediately, without procrastinating', had the highest need ($PNI_{modified}$ = 0.269). Considering each item, the 1st identity question, lifelong learning, revealed that item 7, 'I like to read journals or academic articles related to my field of study', had the highest need ($PNI_{modified}$ = 0.191). The 2nd identity, creation and doing, revealed that item 26, 'I do what I think immediately, without procrastinating', had the highest need ($PNI_{modified}$ = 0.269). The 2nd identity, creation and doing, revealed that item 26, 'I acted on what I thought immediately without procrastinating', had the highest need ($PNI_{modified}$ = 0.269). The 3rd identity, diligence, revealed that item 41, 'I see a long-term vision of myself', had the highest need ($PNI_{modified}$ = 0.199). The 4th identity, (manners and etiquette), revealed that item 50, 'When an immediate situation occurs, I can act very well and appropriately', had the highest need ($PNI_{modified}$ = 0.122).

Table 2 Mean, standard deviation and correlation of observed variables in the 9 SWU Student's identities measurement model of undergraduate students, Srinakharinwirot University

Identities	LL	CD	DI	ME	PM	CS	HU	PE	SA
LL	1.000								
CD	.814**	1.000							
DI	.778**	.831**	1.000						
ME	.633**	.731**	.702**	1.000					
PM	.620**	.606**	.641**	.603**	1.000				
CS	.715**	.754**	.729**	.740**	.650**	1.000			
HU	.495**	.594**	.596**	.713**	.562**	.621**	1.000		
PE	.634**	.705**	.684**	.748**	.641**	.750**	.767**	1.000	
SA	.709**	.687**	.671**	.572**	.597**	.740**	.494**	.682**	1.000
M	3.727	3.827	3.880	4.034	3.855	3.872	4.266	4.054	3.771
SD	0.557	0.554	0.603	0.622	0.742	0.628	0.621	0.629	0.707
KMO: Measure of Sampling Adequacy = 0.935,									

Note: Bartlett's Test of Sphericity: Chi-Square = 8783.245, *df* = 36.
p = .000, ** *p* < .01.

The 5th identity, public-mindedness, revealed that item 59, 'I often invite my friends to participate in social service activities', had the highest need ($PNI_{modified}$ = 0.175). The 6th identity, communication skills, revealed that item 70, 'I am able to pass on the knowledge I learned to my friends very well', ($PNI_{modified}$ = 0.143), and item 71, 'I am able to communicate with others to understand the subject matter', had the highest need ($PNI_{modified}$ = 0.143). The 7th identity, humility, revealed that item 83, 'I am polite to others at all levels', had the highest need ($PNI_{modified}$ = 0.051). The 8th identity, good personalities, revealed that item 95, 'I am charming and always loved by my friends', had the highest need ($PNI_{modified}$ = 0.123). The 9th identity, arts and sciences appreciation, revealed that item 104, 'I am able to combine and connect information between science and art for self-improvement', had the highest need ($PNI_{modified}$ = 0.142).

3. Exploration of guidelines of 9 SWU student's identities of undergraduate students, Srinakharinwirot University

The in-depth interview was used to collect data with 9 key informants. Also, a summary of opinions and data obtained from the key informants revealed that the opinions of the informants referring to the 9 SWU student's identities were very important at present. The university is a source of knowledge and prepares students to be skilled in both academic life and the real environment. The SWU student's identities comprised of lifelong learning, creation and doing, diligence, good manners, public-mindedness, communication skills, humility, good personalities, and arts and sciences appreciation. They were all essential skills for the 21st century, important for the development of students to be individuals with attitudes, personalities, concepts in the adaptation to the changes of the world and qualified individuals of the nation. The 1st identity, lifelong learning, could be used by most SWU students for their studies and lives because the teaching and learning system of SWU is mainly focused on encouraging learners to be aware of the importance of education and learning for self-development, imposing themselves in learning, seeking knowledge and continuing to love learning throughout their lives. In addition, they had positive attitudes, accepted other people's opinions, applied what they had learned to improve and develop themselves, ready to learn various things, explored methods of acquiring knowledge continuously, got interests in joining and participating in learning activities and shared knowledge with others regularly. And, the 2nd identity, creation and doing, was a necessary and very important identity for the development of the students currently because it was an era of rapid technological change to perceive various types of information; therefore, thinking and performing processes required practice until it became proficient, created a systematic thinking process leading to appropriate practice and authentic knowledge, provided students the opportunity to try, make mistakes and find solutions with their own experiences. Techniques used in the development of skills in learning, including the lives of SWU students, could contribute to enhancement by inserting teaching and learning

management in each subject with a variety of techniques such as Lecture Method, Demonstration Method, Trip Method, Project-based Method, Role Playing, Constructionism Method, Self-Study Method, Problem Solving Method and Scientific Method. Providing activities focused on inspiring the students such as organizing a volunteer camp, organizing activities allowing them with participation to gain hours of public practice and creating video clips of influential groups for them to create interests by inserting the required characteristics of each identity. However, regardless of whether it was carried out in any form or technique, it took time for the students to learn and change their behaviors, requiring support and cooperation from many parties including university-level departments, faculties, faculty members, associations or clubs, parents, and students themselves.

Interview Results for the Development of 9 SWU Student's identities Guidelines for Undergraduate Students, Srinakharinwirot University were as follows:

Approach 1

Teaching methods are used to enhance the 9 SWU student's identities because they are not typical skills that can be built in a short time but have to be cultivated from experience over a long time. Therefore, in order to be able to develop the student's all 9 SWU identities, they must be inserted into the teaching process, especially the ones that allow the students to have an opportunity to face problems and find solutions by themselves. For example, the good manner identity is an identity that cannot be taught straightforwardly, but the students will be able to learn how they express themselves physically and verbally using reflective thinking. This would help them avoid trouble or bring some benefits at the same time. For example, in some subjects, the instructors may allow their students to try selling products at the market organized by the course or department so that the students should learn to communicate appropriately or use some other characteristics, such as humility, communication skills along with arts and sciences appreciation to attract customers or service users as much as possible. Otherwise, when they have to ask for questionnaire information from the public, they will have to use many other skills in gaining good cooperation. The more complex the questionnaires are, the more necessary it is that they continue to learn by trial and error. The more complicated the inquiries are, the more necessary it is that they continue until effective learning is made. This will allow them to experience and cultivate such into habits.

Finally, this will encourage the students to automatically show many aspects of the 9SWU identities. (Associate Professor Dr. in Psychology, interviewed on April 15, 2022).

Whether any activity will be participated in or complied by the students or not, likely depends on how much is their commitment. If the students realize that they are the main hosts with direct responsibilities, without having the feelings of "must do", "involuntarily" or "fear of not getting points", this should lead to conformity and compliance voluntarily. Probably, the best technique for enhancing a person's identities is to give them an opportunity to try in real situations and try out new roles that they have never experienced before. Projects may be used, for example, personality development and good manners projects to promote the students as the initiators to present and create activities, and evaluate their success. They must be aware of owning the projects supported by a teacher or an advisor with easy accessibility. In such a case, a group of students will get ready to adapt their identities to host the projects. Moreover, they may be a role model for other groups of friends or younger students. However, completing university projects is already a regular thing, but it is partly inconsistent or necessary, not related to grades and self-motivation. Giving the students a problem and the opportunity to try answering the questions in their own way will allow them to learn that the results of participation create self-esteem, (emphasizing the learning that the results of good deeds foster a sense of self-esteem, not gaining for grades or money), and may be helpful to intrinsically motivate some groups of students and extensive effects to others in the form of peer support characteristics (Associate Professor Dr. in Psychology, interviewed on April 17, 2022).

The 9 SWU student's identities are inserted into the teaching process (Associate Professor Dr. in Psychology, interviewed on March 19, 2022).

The training of the 9 SWU student's identities should be provided (Associate Professor Dr. in Psychology, interview on March 19, 2022).

Various useful media should be applied by bringing on-going actors as role models through Infographic or You Tube. If anything is reasonable, it will definitely not be opposed by the current students, only with clear reasons and objectives (Deputy Dean for Student Potential Development, SWU, interviewed on April 18, 2022).

Currently, the university has organized various central projects of activities. The nature of some activities may be adjusted by allowing student representatives to participate in creating or practicing so that they will feel

as the owners to participate in or comply with the activities more (Deputy Dean for Student Potential Development, SWU, interviewed on April 29, 2022).

Identity development through the student potential development should be put into courses that can encourage the students to think, act or repeat the actions until becoming behaviors or habits, such as free elective courses related to behavior development mentioned in item 4 (Deputy Dean for Student Potential Development, SWU, interviewed on May 2, 2022).

Characteristics of doing activities together in society of the same age have a high chance of getting attention or compliance because they may realize and access the ideas and understandings among one another better. The activities may be organized in teams of student clubs by each faculty. The essence should be inserted into various activities. For example, initiation activity for freshman students may demonstrate the value of good manners identity. This is not merely an effort to make the younger generation respect their seniors or teachers as only being transformed from the past (An undergraduate student, SWU, interviewed on March 19, 2022).

Development guidelines from student's motivation towards realizing and appreciating the importance of the 9SWU student's identities may be training activities to achieve real knowledge or group counseling activities and group discussion activities to see the students' perspectives towards the 9SWU student's identities. The guidelines also encourage the students to realize the cultivating guidelines for that group of students because the nature of individuals has differences in learning. In order to develop the 9SWU student's identities for maximum efficiency, appropriate methods should be used according to individual learning differentiation. I think undergraduate students will participate in and comply with the development. Accordingly, interactive activities are more stimulating and likely organized by the university to arrange the project of providing the ones with full knowledge and abilities in activity performance (An undergraduate student, SWU, interviewed on March 28, 2022).

Student's identities should be inserted into general education subjects so that they can be absorbed through teaching and learning process, such as injecting contents through project work, research, or learning activities. It is expected that the students will comply with the activities because they have to do assignments in class. The students' participation should be mainly concerned together with the operation of the ILC and such course instructors (An undergraduate student, SWU, interviewed on March 30, 2022).

Approach 2

The encouragement of activities on campus will help develop the 9SWU student's identities similar to approach 1, but it can be supplemented with teaching and learning. However, departments, faculties or universities may design activities that encourage the students' participation in greater use of discussion, criticism, and problem solving because the students have thought about guidelines for solutions or work. This will further develop the 9SWU student's identities as well. For example, a chatting activity is organized by the students on what they are interested in. It may or may not be an academic event, only related to their interests and participation motivation. They will gain various experiences from working process because it requires humility, communication skills, arts, and sciences appreciation, diligence and creation and doing to create such an effective event. The activities will help motivate the students to show their potential and accumulate experiences until becoming an identity in consistence with the 9SWU student's identities. In other words, in developing such identities, it is necessary to accumulate experiences that correspond to each identity (Associate Professor Dr. in Psychology, interviewed on April 15, 2022).

Self-image-building techniques used hereby mean defining what kind of person they are in advance. They have an opportunity to develop themselves in that guideline. For example, SWU students are equipped with arts and sciences appreciation, good manners, and full of public-mindedness by creating those identities as a logo of SWU students, similar to creating a business branding. It may be another technique that helps strengthen their identities as well (Associate Professor Dr. in Psychology, interviewed on April 17, 2022).

The 9SWU student's identities are inserted into the activities in the teaching process (Associate Professor Dr. in Psychology, interviewed on March 19, 2022).

The students propose their own guidelines on what they really want to be and use public hearings (Deputy Dean for Student Potential Development, SWU, interviewed on April 18, 2022).

Additional activities and projects organized by each faculty or department may allow the faculty and department together with the student clubs of each faculty to jointly create and set activities. Or, perhaps the students may propose projects to their faculty and department for consideration and implementation in the future. This would be a stimulus for more participation and compliance (Deputy Dean for Student Potential Development, SWU, interviewed on April 29, 2022).

With the preparation of a training project or Boot Camp, the students can exchange, and build relationships with their classmates from the same and different years, different majors or faculties to practice or learn together by using community problems as a base to create change in mind or "Explosion from within the student's mind" (Deputy Dean for Student Potential Development, SWU, interviewed on May 2, 2022).

The nature of teaching and learning in the course with a chance that a minority of student's access or attention is still considered effective because it is a part of the learning. Therefore, it is a guideline with a clear learning activity. The students may feel that they just attend classes and do assignments. They do not pay attention or study the contents. The only persons who can motivate them are teachers. They may have the students do group activities or projects to clarify the 9SWUidentities and present them in the class to exchange views and ideas as well (An undergraduate student, SWU, interviewed on March 19, 2022).

Guidelines should be inserted clearly and obviously in the learning contents of the subjects. For example, there may be reflections at the end of semester in order to realize the 9SWU student's identities. What knowledge have they gained consistent with the 9 SWU student's identities? What are the student's opinions and feelings? And, how can students apply the 9 SWU student's identities for their daily life? I think that undergraduate students will participate in and comply the 9 SWU student's identities because originally, they have to assess the subjects and the instructors at the end of semester. If this part is added, the students will complete the student assessment provided by the instructors to stimulate the students and the sectors responsible for the assessment (An undergraduate student, SWU, interviewed on March 28, 2022).

The activities to enhance the 9SWU student's identities through extracurricular activities should be organized with incentives for the students to collect hours for the selected activities of the university. For example, the students are allowed to participate in training various skills, communication skills, technological skills, or student development camps, etc. It is expected that the students will mostly comply with those activities because they have motives for participation. Diverse and suitable activities should be considered for the students by the main operator, the SWU Student Organization (An undergraduate student, SWU, interviewed on March 30, 2022).

Approach 3

In addition to the learning process and activities that require the necessary skills to formulate the 9 SWU identities, the department, the faculty, and the university can encourage the students to visit the community or take part in helping solve rural problems. This will allow them to expand their perspectives on their own experience to see lifestyles, cultures and working that are different from the experiences they have encountered throughout their lives. Also, they can be assigned certain tasks or duties to develop, enhance or solve problems in the community. For example, to solve dirty water problems in remote communities, sanitation problems, or unorganized environmental problems, the students can help design methods to eliminate these problems in order to improve the others' life quality. This process will inspire the students to do meaningful things with public mindedness (Associate Professor Dr. in Psychology, interviewed on April 15, 2022).

The guidelines for the students to develop their 9SWU student's identities through project writing. Undergraduate students will comply with the activities if the instructors have set conditions. For example, all of the 9 SWU identities are assessed through teaching and learning in each subject. If the students practice, they will get points, etc.

The instructors of each subject and the Student Affairs Department should construct the format as follows: The essence of teaching in each subject and the assessment related to all of the 9SWU student's identities. Furthermore, the Student Affairs Department has organized projects so as to help enhance the 9 SWU student's identities (Associate Professor Dr. in Psychology, interviewed on March 19, 2022).

Integrated with various subjects, the identities have been cultivated with student's unconscious involvement. This will prevent the students from resisting or refusing development or participation (Deputy Dean for Student Potential Development, SWU, interviewed on April 29, 2022).

Various projects should be arranged for the students to do basic or optional activities that can attract their participation. For those projects, successful people, or idols can inspire the students to absorb, see an example and create a space to behave.

For the questions about whether the students will comply with the projects or not, I personally have an idea. If they realize the essence of the 9 SWU identities and explosion from within their mind, they will be aware of their identities and goals to develop themselves with better potential. They will not refuse to practice or

learn because the enhancement is for their participation, creation, and potential performance on their own. This makes them realize the value of thinking and practicing. In addition, what they should do to get accepted by society.

Those activities can be taken both inside and outside the classroom, and also, be organized as extra-curricular activities (Deputy Dean for Student Potential Development, SWU, interviewed on May 2, 2022).

Characteristics of training and cultivation: this approach will require cooperation from parents of students from the moment they were born because the family is considered the basic institution for upbringing; whether to follow or not depends on the guidelines and teaching of each family. The person who can do this is every member of the student's family or guardian. This can be done if teachers truly know and understand the meaning and importance of the 9 identities, which they train and instill in the consciousness and daily lives of their children and will continue to develop in the future.

Guidelines for applying volunteer activities such as university clubs and the 9 SWU student's identities club can stimulate the development of the 9 SWU student's identities by the students themselves. It is another form for them to take part in the development. Not only are they developed, but they can also develop themselves effectively because the clubs are easily accessible. And for all of the SWU courses, the students must have at least 100 hours of volunteering or 5 hours of volunteer activities in order to complete their graduation. Therefore, I think that undergraduate students will participate in and comply with the volunteer activities because they will fully benefit from the development of the 9SWU student's identities. The accumulation of volunteer activities can be done by the students and advisors (An undergraduate students, SWU, interviewed on March 28, 2022).

Community service activities should be organized for the students to apply for such as volunteer camps and community service activities on behalf of the university, etc. so as to encourage them to become aware of social responsibilities. Hopefully, the students will participate in the activities if there is an incentive for participation, such as granting public service hours and participating in the project, etc. (An undergraduate student, SWU, interviewed on March 30, 2022).

Supporting factors that played an important role in the development of the 9 SWU student's identities were: (1) the university had clear policies and guidelines that could be the stimulus for cooperation and participation with strong willingness and determination; (2) groups of people involved in the enhancement were university administrators, faculty members, parents and students; and they cooperated and participated with strong willingness and determination; and (3) the students emphasized and got interested in the development of their own identities. The hindrance factors were: (1) the external environment and media that distorted or raised awareness; (2) the lack of cooperation from the people involved in the enhancement; and (3) the focus on the success of the activities rather than the outcomes of the activities on the enhancement.

Discussion

1. Development of the Measure Model for 9-SWU Identities of Undergraduate Students, Srinakharinwirot University

Classified by overall identities, the results of the 9 SWU student's identities measurement model of undergraduate students, Srinakharinwirot University, revealed the construct validity of the 9 SWU student's identities scale by analyzing corroborative component analysis classified by the overall components, revealing that the average was at a high level. There was a small distribution, which was consistent with the concept of Chadcham (2004). The Confirmatory Factor Analysis (CFA) supported in applying of theory as a guideline for the study of construct validity. It verified whether each item in the measuring tool corresponded to the components of the expected theory. Each question might be assigned more than one identity and then statistically measure the conformity of the model, or whether the designed model was consistent with the collected data, or whether the collected data were based on the specified components, or the Confirmatory Factor Analysis suggested whether they were consistent with the empirical data.

2. Needs assessment of Development of 9 SWU student's Identity of Undergraduate Students, Srinakharinwirot University

The 2nd identity, creation and doing, had the highest need. ($PNI_{modified}$ = 0.117) Maybe, the reason for creation and doing reflected the cognition and practice correctly both ideas and rational thinking, self-control, life goals, life plans, earnestness, ability to remember things for application, flexible thought, and ability to prioritize life,

in accordance with Pasri et al. (2021). They said that having a life goal would help adolescents grow into qualified and well-being adults because they were motivated by a desire for achievement and guidelines for the right way of life. Adolescents who understood the meaning of life and set life goals would be those with good physical, mental, social, and spiritual health and able to explore their own identities, gained confidence, and desire to achieve their goals and a commitment to achieve success. The study revealed that the students did what they thought immediately without procrastinating. They could anticipate a long-term picture of themselves when the immediate situation occurred, behave appropriately, often invite their friends to do social service activities, convey their knowledge to their friends very well, be able to communicate with others to understand various stories, have polite manners with others at all levels, and be charming and always be loved by their friends, had the highest need. ($PNI_{modified}$ = 0.123) The students mixed and linked information between sciences and arts for self-improvement, had the highest need, corresponding to Stryker and Berk (Stryker, 1968; Stryker & Burke, 2000), Choomsai Na Ayutthaya (2008), and Srinakharinwirot University (2021). Identity referred to the idea of the individual's role in a particular expression of social behaviors in order to interact with others according to the social and cultural structure of which self-concept was important to improve the student's behaviors. It was said that thinking about oneself determined their behaviors because humans acted according to their thoughts.

3. Exploring Guidelines for Developing 9 SWU Student's Identities of Undergraduate Students, Srinakharinwirot University

The university was regarded as a source of knowledge to educate the students filled with both academic and life skills and knowledge of actual environment. The 9 SWU student's identities consisted of lifelong learning, creation and doing, diligence, good manners, public-mindedness, communication skills, humility, good personalities, and arts and sciences appreciation. These were all necessary skills for the 21st century that were important for the development of the students to be individuals with good attitudes, personalities and concepts by adapting to the changing world and to be qualified individuals of the nation. The 1st identity, lifelong learning, was useful for the learning and living life of the undergraduate students,

Srinakharinwirot University because the SWU teaching and learning systems were mainly focused on educating the students to be aware of the importance of education and learning for self-development and self-learning. Knowledge acquisition and continuous lifelong learning, a positive attitude, open-mindedness, accepting other's opinions, using what they had learned to improve and develop themselves and learning about stories, methods of knowledge acquisition, an interest in participating in learning activities and sharing knowledge with others on a regular basis were in accordance with Panich (2017). He regarded lifelong learning as a learning characteristic that was necessary for education in the 21st century because of newer knowledge than in the past. Then the knowledge was put into practice and development in a comprehensive manner, focusing on learning through authentic experience by doing not just from textbooks. The most important modern place to study was working. Sungsri (2013) mentioned that the principle of lifelong learning management was education or learning the essentials for life because education or learning helped people with basic knowledge of life, knowledge for profession, professional development, ability to coexist with others and adapt to ever-changing environments appropriately, by organizing activities appropriate to their development according to ages and needs, continuously acquired new knowledge not limited to formal education, non-formal education and informal education with flexibility, independence and reduction of inequality in educational opportunities and learning motivation, starting with the education with correct understanding pointing out the necessity of education for individuals at all stages of life, giving examples of the benefits of education through the integration of families, schools and communities as well as the participation of all parties because there were many sources in the community to educate people, such as establishments, government agency, private agency, local organizations, etc.

Conclusion and Recommendation

1. Activities should be provided for the students to enhance all identities to stimulate the exchange of information and to use techniques of reinforcement to reward the students who can carry out activities until achieving the goal of motivating change at the individual level.

2. Activities should be provided in cooperation with the communities to benefit the students and develop their identities. For example, the 2nd identity, creation and doing, had the highest need, to enable learning through direct experience and complement activities by enhancing the development of other identities by inserting the identities that can be adapted to suit the context of the students in each faculty.

3. Researches on exploring a model of cultivating the values of each student's identity measurement model for personal development should be enhanced and supported until it results in social changes leading to further prosperity at the national level.

Recommendations for Further Study

1. The components and the indicators of essential life skills or soft skills for undergraduate students should be studied including other indicators of development which are additional factors (family contributor/social contributor) for models to measure components and indicators of essential life skills or soft skills from this study.

2. The data obtained from the critiques by a group of experts should be studied in order to expand the research and development of student's identities measurements for other-year students or for further in-depth study and then improved for more standardized measures.

3. The results of the parents' perspectives, educational personnel and community leaders should be further studied for the components and indicators of student's identities to develop the SWU student's identities measurement model.

Policy Recommendations

National, regional, and local policy makers, such as several ministries, the Ministry of Higher Education, Science, Research and Innovation, or universities, can use this measurement model to design the student's identity measurement model to enhance a more concrete quality of society.

Conflict of Interest

The authors declare that there is no conflict of interest.

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