THE DEVELOPMENT OF GOOD CITIZEN'S CHARACTERISTICS PROGRAM FOR SECONDARY SCHOOL STUDENTS IN THAILAND

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Abstract: The objectives of this research were 1) to develop a good citizen's characteristics program for secondary school students 2) to implement and evaluate of the program, and 3) to disseminate the program through the cyber network. The research sample for program implementation was 35 volunteer students from Mahavajiravudh Songkhla School under the school network of Somdet-Phra-Maha-Theeraratchao. While the data was analyzed by Mean, Frequency, Standard Deviation (SD), and t-test. The research results showed; 1) the development of good citizen's characters' program for secondary school students consisted of a) rationale and principle, b) objectives, c) the training contents comprise of three modules as Discipline, Honesty, and Social Service Mind, d) activities and instructional media, and e) evaluation. 2) The result of the program implementation on the desirable characteristics showed that an increasing of the average score in all indicators; Discipline (Mean =1.19), Honesty (Mean = 1.36); and Social Service Mind (Mean = 1.21) where the statistics of t-test for pretest and posttest showed the significance different at .05, and 3) the results of program dissemination via the cyber networks entitled "Smart Thai Teen" leaded the members to a) understanding of being good citizens and having self-developments, b) inspiriting and believing in good deeds, c) valuing of good people and being aware of social problems.

Keywords: Good Citizen's Characteristics, Development Program, Secondary School Students, Thailand

Introduction

Developing a good citizen for the country always started from the smallest unit and move to the bigger and biggest units in society, family, school, community, and global society respectively. The good citizen is the best human resources for the country development and growth. Good citizens help society in creating of social peaceful. At the same time, good citizens can

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move forward the country to become the forefront country among the neighboring countries. Lastly, good citizen will not create problem but provide solutions to lead the right way for society. Nowadays, Thai society especially in the big cities were struggling with the social problems such as deception, sexual violation, human trafficking, corruption, bribe, crime, steal, and cheating (Yamchim, 2016). All these problems provoke us to thinking and designing of solutions for the better situation, otherwise people will stay with low quality of life, felt unsafety, and fear of social outside. In the past years, there were the news and research reports presented the social situation in Thailand, such as Moral Center & Nida Poll (2016) reported the urgent needs of change for Thai youth in training them the desirable characteristics of discipline (76.9%), honesty (75.35%), and kindness & be generous (57.94%) for the readiness of being good citizen of Thailand in the future. Thus, the best solutions in making more numbers of good citizens into Thai society must be considered and all sectors of Thai society must realize the need of change in the social situation.

Aside from the social problem and solutions above, there is no doubt to refer to the development of world economy, globalization, 21st Century skills, and disruptive technology that bring all changes to the way of living. It is true that those mentioned bring the great opportunities to improve education and other areas. Simulteaounusly, this huge change leaves the consequential social problems from unethical people who take advantage from the use of technology, Big data, and social networking. In responding to the situation, the Ministry of Education of Thailand has concentrated very much on educating young Thai people as in the National Education Act, Section 6 mentioned "Education shall aim at the full development of the Thai people at all aspects: Physical and mental health; intellect; knowledge; morality; integrity; and desirable way of life to be able to live in harmony with other people" (Office of National Education Commission, 1999; P.7). The education in Thailand for Thai citizen started from the beginning at Kindergarten to Mattayom 6 (K-12), the education system is administered directly by the Ministry of Education under the Thai government. As it aims of the National Education Act, the concentrations are very much focus on the quality of education as the high budgeting subsidies directly to the schools and organization that provide education for Thai citizens in order to promote an equality of education in Thailand. Along with the budget allocation, many creative projects apply for the purpose to leverage the quality of Thai students. The important point of the National Education Act mentioned the outcomes of desirable students, including three characteristics 1) to be smart 2) to be good and 3) to be happy. Moreover, the government applied the sufficiency economy policy of the King Rama IX into practice as shown on the 20th Years

National Strategic Plan (2017 – 2036) which focus on the prosperity, stability and sustainability of Thai people. Likewise, the global idea to shape the global citizenship and 21st century learning skills Oxfam (2006) & UNESCO (2014, 2015) showed the key elements focus on knowledge, skills, values and attitudes in helping to protect the world to be more peaceful, tolerant, secure and sustainable in the future. It is expected that the practical training program for the ethics and values in shaping the desirable characteristics of Thai citizen will create peaceful in Thailand.

Objectives
This study intended to develop the good citizenship for Thailand. The focus objectives are (1) to develop a good citizen's characteristics program for secondary school students, 2) to implement and evaluate of the program, and 3) to disseminate the program through the cyber network. By the beginning of the study, the researcher believed that the good citizen's characteristics program is one of other ways to form the young learners to become the good citizenship in order to generate the conformity and peaceful environment for the country. As the journey of the person's education started from the family, school, and university respectively, alongside of the journey that full of knowledge and experience helped shaping a person from unknown to become known and wise person based on the objectives and aims of curriculum or program. Thus, the good citizen's characteristics program can be inserted and applied into the curriculum and classroom teaching or make it as special project outside classroom as the extracurricular in strengthening the formal curriculum.

Methods
First and foremost, this study was done on the contents synthesizing of theories and concepts related to the good citizen. In order to find out the desirable characteristics of Thai good citizen, the researcher decided to first synthesized the Royal policy of The King Rama VI and the policy of the schools under the school network of Somdet-Phra-Maha-Theeraratchao. Besides, the Basic Education Core Curriculum B.E. 2551 (A.D.2008), the twelve Thai Values, the 21st Century Skills, Global Citizenship Characteristics, and Character of Responsible Citizen were synthesized for the desirable characteristics of good citizen in Thailand (Leesavan, 2012; The Ministry of Education, 2008, 2014; Trilling & Fadel, 2009; Oxfam, 2006, UNESCO, 2014, UNESCO, 2015; U.S. Department of Education, 2005). In addition, the theories of human development and training process as Bloom's Taxonomy of Learning theory, Kohlberg's Moral Development theory, Bandura's Social Learning theory, and The Training Wheel theory were

analyzed for the development of good citizen training program (Bloom & Krathwohl, 1956; Kohlberg, 1963; Bandura 1971,1986,1997; Rogoff, 1987).

Participants:

This study focused on the development of good citizen's characteristics program for secondary school students in Thailand. As adolescence, they are in the developing process of both cognitive development and moral development, as Piaget's Formal Operational Stages and Conscience or Principle Orientation of Kohlberg's stages (Breger, 1974). Therefore, this program fit to the adolescences because they are able to develop the reasons in thinking, judging, and criticizing on what is right? or what is wrong? toward the situations and cases. This regards, the research design aimed to respond to the research objectives accordingly; firstly, the good citizen's characteristics development program for secondary school students was conducted by the researcher and validated by the experts from focus group. Secondly, the program was implemented and evaluated for two-day program in Songkhla province, Thailand. There were 35 secondary school students from Mahavajiravudh Songkhla School under the school network of Somdet-Phra-Maha-Theeraratchao volunteered as the experimental group, together with the students, seven teachers attended the whole program as evaluators and observers. Lastly, the program was disseminated via the social networking on Facebook Page, Instagram, and Website 'Smart Thai Teen' in order to gather the feedback of those who have passed the training program and exchange ideas through those digital platforms.

Statistics:

The Mixed methods was applied in this study as the qualitative method was run by the content analysis on the theories and concepts for the good citizen. Then, the quantitative method was applied to t-test for pretest and posttest of student self-evaluation, while, Frequency, Mean, and Standard Deviation (SD) were the statistical used for the evaluation forms of the training program. Lastly, the content analysis was applied to the comments and suggestions of the students who have passed the training program.

Results
Part 1 The development of good citizen's characteristics development program for secondary school students in Thailand
The two-day program for good citizen's characteristics development consisted of the following details:
1) *Rationale and Principle.* This program is developed for the secondary school students to promote the learning outcomes of good citizen's characteristics of Thai citizen. The principle of the program was set for

the students to learn, play, and do by individual, pair, and team under the supervision of the teachers and experts.

2) ***Objectives.*** Three objectives for the program was set to develop the senses of Thai citizen and global citizen within Thai youths. They are 1) to understand the concept and knowledge of good citizen's characteristics, 2) to master the critical thinking skills, 3) to develop good characteristics into students' practice as discipline, honest, and social service mind.

3) ***The Contents.*** The contents of training program comprise of three modules as Discipline, Honesty, and Social Service Mind.

4) ***Activities and Instructional media.*** The program was provided with the activities that allowed students to develop the desirable learning outcomes as good citizen's characteristics. The module objectives, learning outcomes, and activities are presented in the following details.

   - *module 1 discipline.* - aware of the important of being the discipline person who respect to the social agreement, rules and regulations, and responsible for oneself and society. This module included with activities for creating relationship and encouraging the discipline. The activities are good friend good company, celebrating and labeling of friend's values and reputations, and learning together (share clip-dee-dee).

   - *module 2 honesty.* - being righteousness to the truth, feeling ashamed of wrong doings, corruptions, and dishonest manners. The activities are what's good citizen and releasing doubtful questions.

   - *module 3 social service mind.* - holding senses of giving, sharing, and sacrificing with no expecting in returned. The activities are chit-chat-play, show-plearn-plearn, and teen-talk.

5) ***Evaluation.*** The researcher designed the self-evaluation for students as pretest and posttest, including other evaluation forms for teachers as the supervisors & evaluators and the program evaluation for all participants.

All providing for the program are basically to bring out the best on students' moral & ethics, values & thoughts, and actions toward situations that allowed students to develop the desirable learning outcomes as good citizen's characteristics. Concurrently, the activities fit to its module's outcomes and aimed to train them for critical thinking, logical thinking, creative thinking, analyzing the situation, and problem solving by the experiential learning and teamworking methodology.

Part 2. The results of the good citizen's characteristics development program implementation

The good citizen's characteristics development program was one of other way to shape and form young adult to develop good senses of global citizen and Thai good citizen. It was surprisingly that all the changes happened to all desirable characteristics. Moreover, all participants both teachers and students' reflection turned positively. A comparison of pretest and posttest from the program implementation process, the one group pretest – posttest design showed the significance different at .05 while the average scores between before training and after training revealed higher at all sets of desirable characteristics as showed on table 1 and table 2 respectively.

Table 1 *One group pretest – posttest on the program implementation*

	N	Mean	SD	t	p
Before training	35	3.6710	.24323	-33.738	.00
After training	35	4.89281	.07872		

Table 2 *The comparison of scores between before and after training of the program implementation*

	Set of Desirable characteristics	Average Mean Before training	Average Mean After training	Average Mean Different
1	Discipline	3.74	4.93	1.19
2	Honesty	3.58	4.94	1.36
3	Social Service Mind	3.70	4.91	1.21

Part 3. The dissemination of the good citizen's characteristics program through the cyber network

The final step in harvesting the successful of the good citizen's characteristics program for secondary school students w

as to disseminate the three modules of discipline, honesty, and social service mind including the activities and outputs of the program via the digital platforms that open to public as Website, Facebook Page, and Instagram under the name "Smart Thai Teen". Through the access of cyber network users, they can visit and learn the contents by themselves and interact with the program by leaving the comments and suggestions. Moreover, this channel provides the researcher to complete the four levels of Kirkpatrick's evaluating of training program: reaction, learning, behavior, and results (Kirkpatrick, 1998). Hence, all participants who have passed the training program were asked to input the program reflections that show the results in terms of the knowledge

learned and behavior changed after the training. The following themes were the results collected from participant as mentioned that the program has made.
1. an awareness of being good citizen, an appraise of doing good, and self-development.
2. an inspiration, confident in doing good, and believe in consequence of actions.
3. an understanding of value & ethics, ways of good characteristics development, and duties of good citizenship.
4. courage to act differently as good citizen and aware of social problems and citizenship practices.

In conclusion, the good citizen's characteristics development program for secondary school students can help produce good citizens to Thai society. This program can apply to co-curricular or extra-curricular for students in other schools in basic education level. Therefore, the contents modules and activities are understandable and applicable for other ages of students, so this program can be extended to other group of students. One important notice focuses on the number of students in the training group should less than or equal to 35 participants each time otherwise the program might not well arrange. For those individuals who tends to practice as self- development, all ideas, knowledge, and updated information from the digital platforms can beneficially bring the good thought, good attitude, and good behavior with no doubt.

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