

The Strengthening Guideline of the Youth's Democratic Citizenship of the Youth in Surin Province

Poorit Poomipratate¹ / Trichada Sukkasem² / Sarapee Wantrong³

^{1,2}Public Administration Program, Faculty of Humanities and Social Sciences,
Surindra Rajabhat University

³Faculty of Humanities and Social Sciences, Surindra Rajabhat University

Received: November 25, 2019 Revised: April 19, 2020 Accepted: April 25, 2020

Abstract

The purposes of this research were 1) to study the democratic citizenship of youth in Surin province 2) to compare the democratic citizenship of youth in Surin province classified by gender, age, educational level, school size, and participation in activities promoting the democratic citizenship 3) to examine the guidelines for strengthening the democratic citizenship of youth in Surin province. The samples were 395 upper secondary school students from 19 district schools in Surin province under the Office of Secondary Educational Service Area 33. This was the mixed methodology research the investigation by questionnaire as a quantitative instrument for collecting data, a group interviewing was as a qualitative method instrument. And statistics for analysis were t-test (Independent) and F-test (One Way ANOVA). The research results revealed that:

1. The overall democratic citizenship of the youth in Surin province was at a high level. When each aspect was considered, all aspects were arranged in order from the highest to the lowest mean as follows: the respect for the rights of others, the social responsibility and the respect for rules respectively.

2. The comparison of democratic citizenship of the youth in Surin province classified by gender, age, educational level, and participation in school activities showed no statistically significant difference while the school size displayed statistically significant difference at the 0.05 level.

3. The guidelines for strengthening the democratic citizenship of the youth in Surin province included: 1) trainings and activities to strengthen the nature of citizenship in democracy for youth to gain knowledge and understanding for applying their daily life, family, school and community, 2) teachings and learnings in social studies, religion and culture to emphasize students to perform democratic citizenship activities. 3) rising awareness about the role of youth cultivating and creating in family, school, community and nation, 4) having a parents, teachers, community and country leaders as a good role model of good citizen for youth in democratic ways and, 5) promoting a campaign through social media.

Keywords: strengthen guideline, democratic, citizenship, youth

Introduction

Democracy is especially important for all Thai people because democratic live is suitable for Thailand. It is a form of government that allows all citizens to participate in the administration of the country. Thailand has been ruled with democracy with the king as head of state for 87 years. Democracy in Thailand has developed merely to a certain level because there is inadequate understanding in the principle of democracy among Thais, and that could lead to lack of faith in democracy. Democratic development to achieve sustainability requires indoctrination of knowledge, understanding and truthful democratic values for the young generation

who are the country's major force (Secretariat of the House of Representatives, 2016). To strengthen politics and government in a democracy, it must primarily begin with educating students and citizenship. This is for encouraging and rising awareness of citizenship that plays an important role in assembling a democratic foundation of the country towards progress and stability. It was in accordance with the version of strategic plan retrieved from Secretariat of the House of Representatives 2014-2017 (2015) as displayed in strategy 3 that Thai people should be promoted and supported to gain democratic citizenship and contribute to sustainable reform of Thailand.

Democratic citizenship development is necessary for Thai society at present plus academic progress effects economic and social changes. Therefore, the development of democratic citizenship should start at educational institutions since they are social organizations that help instill the youth to follow the path of democracy and seize equality and human equality. This process requires a long period of time through the political persuasion which results in conceptions, attitudes and attributes of citizenship in a democracy. In 2010, the Ministry of Education composed the proposals regarding policies and strategies for educational development to foster citizenship with the objectives to develop a new generation of Thai citizens to become enthusiastic citizens, and have awareness of their own power to change society to be peaceful and stable (Office of the Education Council, 2011). The proposals consisted of respecting the rules, other people's rights and having social responsibility which were the basic principles of democratic citizenship.

For such importance, the researcher then has an interest in studying democratic citizenship of the youth in Surin province. The samples of this research were the youth that were studying in upper secondary schools in district schools in Surin province. For the reason that upper secondary school education is considered

an important period as the youths are growing up as adults in political associations with the right to vote in election and to participate in political expression. As research results application, the youth can bring knowledge to use in practice as attributes of citizenship in a democracy. Schools and related organizations can apply as a guideline for transferring knowledge and organizing activities to promote democratic citizenship among the youth in Surin province.

Research Objectives

Three objectives were examined in this research:

1. To study the democratic citizenship of the youth in Surin province.
2. To compare the democratic citizenship of the youth in Surin province classified by gender, age, educational level, school size, and participation in activities promoting democratic citizenship.
3. To examine the guidelines for strengthening the democratic citizenship of the youth in Surin province.

Research Hypothesis

The youths in Surin province with different gender, age, class level, school size, and participation in activities promoting democratic citizenship hold different opinions about democratic citizenship features.

Research Methodology

The quantitative and qualitative research methodologies were implemented in this study:

1. The population were 31,908 students between the ages of 15-25 in upper secondary district schools in Surin province under the Office of Secondary Educational Service Area 33 (Information Group, Secondary Educational Service, Area Office 33, 2018). The samples were 395 upper secondary school students between the ages of 15-18 selected by purposive sampling who was at young age should be nurtured on the ideal roles, rights and responsibilities to strengthen democratic citizenship. This period is crucial as the youth will soon have the right to vote for local administrators and representatives of the nation. The key informants were 5 teachers and 15 students for a group interview.

2. The scope of content was the democratic citizenship means the basic features including respect for rules, respect for other people's rights and social responsibility (Burikul & Sangmahamud, 2000).

3. A questionnaire used as a research instrument consisted of 3 parts: 1) general information of respondents including gender, age, class, school size, and open-ended questions about participation in activities promoting democratic citizenship 2) the 5 level-rating scale questionnaire on democratic citizenship of the youth in Surin province in the aspect of respect for rules, respect for the rights of others and social responsibility, and 3) recommendations to strengthen the democratic citizenship of the youth in Surin province, in addition the qualitative was a group interview.

4. Related researches and questionnaire were collected for data collection by using scoring criteria of Likert's rating scale. While 395 questionnaires were distributed, 395 questionnaires were returned (100 %).

5. The data analysis was carried out by testing the questionnaire for Index of Item Objective Congruence (IOC) with the value of 0.96, and Cronbach's Alpha Coefficient with the value of 0.93.

6. Quantitative and qualitative data analysis was investigated as follows:

6.1 Frequency and percentage used for general information of respondents

6.2 Mean (\bar{x}) and standard deviation (S.D.) used for opinions about democratic citizenship of the youth in Surin province

6.3 Independent Sample t-test used for comparison of the democratic citizenship of youth in Surin classified by gender and participation in activities promoting democratic citizenship

6.4 F-test (One Way ANOVA) used for comparison of democratic citizenship of youth in Surin classified by age, educational level, and school size

6.5 A group interview used for recommendations to strengthen guideline democratic citizenship of young people in Surin province.

Research Results

Research results were presented according to research objectives as follows:

1. The research results of the overall democratic citizenship of the youth in Surin province showed as in the table 1

Table 1

Mean and standard deviation of the overall democratic citizenship of the youth in Surin province

No	Democratic citizenship	\bar{X}	SD	Interpret
1	Respect for the rules	4.30	0.41	High
2	Respect for the rights of others	4.33	0.41	High
3	Social responsibility	4.32	0.44	High
Total		4.32	0.37	High

From Table 1, it was found that the overall democratic citizenship of the youth in Surin province was at a high level ($\bar{X}=4.32$). When each aspect was considered, all aspects were arranged in order from the highest to the lowest mean as follows: the respect for the rights of others ($\bar{X}=4.33$), the social responsibility ($\bar{X}=4.32$), and the respect for rules ($\bar{X}=4.30$) respectively

2. The research results of the comparison of democratic citizenship of the youth in Surin province classified by gender, age, educational level, and participation in activities promoting democratic citizenship showed as in the table 2-7

Table 2

Mean, standard deviation and the t-score of the overall democratic citizenship of the youth in Surin province classified by gender

No	Democratic citizenship	Gender				t	sig.
		Male		Female			
		\bar{X}	SD.	\bar{X}	SD.		
1	Respect for the rules	4.28	0.43	4.30	0.41	0.51	0.61
2	Respect for the rights of others	4.29	0.45	4.34	0.40	1.11	0.27
3	Social responsibility	4.27	0.51	4.33	0.41	1.35	0.18
	total	4.28	0.42	4.33	0.35	1.14	0.26

From Table 2, it was found that different gender of samplers had the overall opinions concerning democratic citizenship of the youth in Surin province, respect for rules, respect for the rights of others and the social responsibility were not different significantly at the statistical level of 0.05.

Table 3

One-way analysis of variance between age and the overall opinion on democratic citizenship of the youth in Surin province

Source of variation	SS	df	MS	F	sig.
Between the age groups	1.036	3	.345	2.535	0.06
Within the age groups	53.254	391	.136		
Total	54.290	394			

From Table 3, it is found that the different age of samplers had the overall opinions concerning democratic citizenship of the youth in Surin province were not different significantly at the statistical level of 0.05.

Table 4

One-way analysis of variance between educational level and the overall opinion on democratic citizenship of the youth in Surin province

Source of variation	SS	df	MS	F	sig.
Between the educational levels groups	.315	2	.158	1.145	0.32
Within the educational level groups	53.974	392	.138		
Total	54.290	394			

From Table 4, it is found that the different educational level of samples had the overall opinions concerning democratic citizenship of the youth in Surin province were not different significantly at the statistical level of 0.05.

Table 5

One-way analysis of variance between school size and the overall on democratic citizenship of youth in Surin province

Source of variation	SS	df	MS	F sig.
Between the school size groups	2.139	3	.713	5.346
Within the school size groups	52.151	391	.133	0.01
total	54.290	394		

From Table 5, it is found that the different school size of samples had their opinions concerning democratic citizenship of the youth in Surin province showed no statistical difference significantly at the level of 0.05., therefore, testing the differences between the pairs by LSD method showed as in the table 6.

Table 6

Test results of dual differences of the overall average score of democratic citizenship of the youth in Surin province classified by school size , small, medium, large, extra large

School size		Small	medium	Large	Extra Large
	\bar{X}	4.13	4.29	4.30	4.47
Small	4.13		.16	.17	.34*
Medium	4.29			.01	.18*
Large	4.30				.17*
Extra Large	4.47				

With statistical significance at the level of .05

From Table 6, it was found that the extra large schools samples had the overall opinions on democratic citizenship of the youth in Surin province had higher than large, medium and small schools with statistical significance at the level of .05 and small schools had lower than special large, medium, and large schools with statistical significance at the level of .05. Other pairs were not significantly different.

Table 7

Mean and standard deviation of the overall democratic citizenship among the youth in Surin province classified by participation in democratic citizenship promotion activities

No	Democratic citizenship	participation activities				t	sig.
		participation		No Participation			
		\bar{X}	SD.	\bar{X}	SD.		
1	Respect for the rules	4.54	0.67	4.48	0.68	0.81	0.42
2	Respect for the rights of others	4.37	0.71	4.32	0.72	0.66	0.51
3	Social responsibility	4.32	0.45	4.32	0.44	0.03	0.98
	Total	4.33	0.37	4.31	0.38	0.64	0.52

From Table 7, it was found that the different in activities promoting democratic citizenship of samples had the opinions concerning democratic citizenship of the youth in Surin province respect for rules , respect for the rights of overall social responsibility were not different significantly at the statistical level of 0.05 others and the

3. The guidelines for strengthening the democratic citizenship of the youth in Surin province included: 1) trainings and activities to strengthen the nature of citizenship in democracy for youth to gain knowledge and understanding for applying their daily life, family, school and community, 2) teachings and learnings in social studies, religion and culture to emphasize students to perform democratic citizenship activities, 3) rising awareness about the role of youth cultivating and creating in

family, school, community and nation, 4) having a parents, teachers, community and country leaders as a good role model of good citizen for youth in democratic ways, and 5) promoting a campaign through social media such as video, television, Facebook, or YouTube showed as in the diagram 1

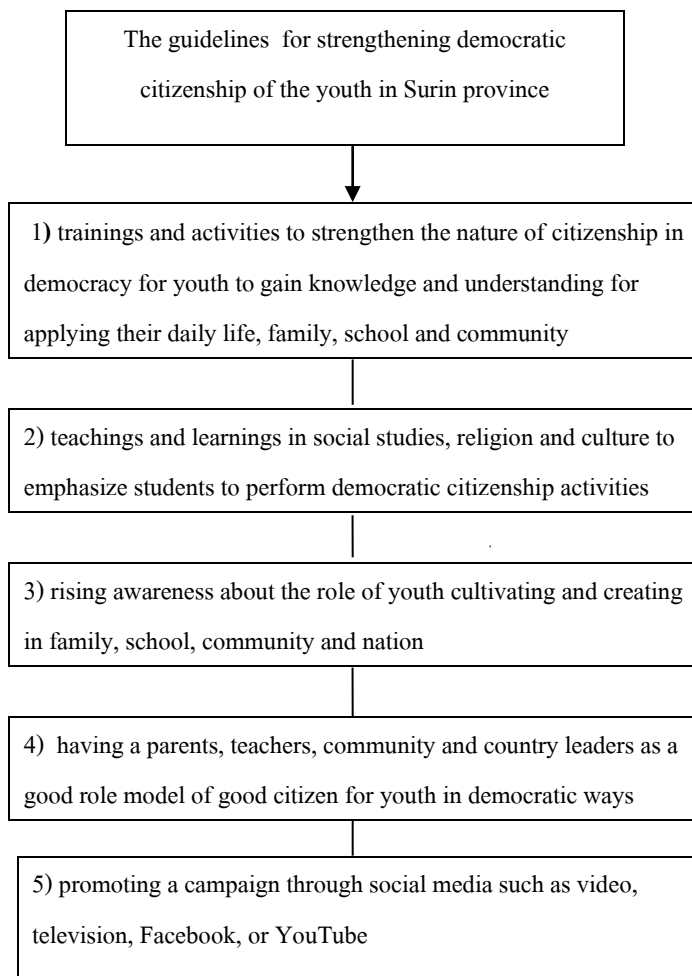


Diagram 1: Guidelines for strengthening democratic citizenship of the youth in Surin province

Discussion

The three following points based on the research objectives were discussed as follows:

1. The overall democratic citizenship of the youth in Surin province was at a high level in accordance with the research results of Wipatpoomiprathat (2013) according to the results of Chanthawan' research (2016), bachelor degree students at Ramkhamhaeng University held democratic citizenship at a relatively high level. It was also consistent with Wiset (2017) who reported that students of the Department of Public Administration, Faculty of Arts and Science at Nakhon Phanom University occupied a high level of democratic citizenship.

The overall democratic citizenship of the youth in Surin province was at a high level. When each aspect was considered, all aspects were arranged in order from the highest to the lowest mean as follows: respect for the rights of others, social responsibility, and respect for rules respectively. As the results, it was consistent with the research results of Burikul et al. (2012) who reported top 5 citizenship qualifications included 1) work with honesty 2) be proud of being Thai 3) vote for election 4) cooperate to pay taxes and 5) compliance with laws. However, it was incoherent with the results asserted by Wipatpoomiprathat (2013) and Wiset (2017) that the aspect contained highest mean was respect for rules, followed by respect for the rights of others and social responsibility respectively.

As discovered in this research, the mean level of each aspect was at a high level for the reasons that the youths who are at the age between 15-18 are in upper secondary school and they study such issues in social studies, religion and culture subjects. The courses cover the details of civic duties, culture, political system, democracy with the king as head of state and cultivating its perspective,

characteristics and importance of being a good citizen, differences and cultural diversity, values, beliefs, rights, duties, freedom, and peaceful living in Thai society. The courses, however, exclude the respect for rules. Additionally, students may not follow their legal rights nor participate in local and national political activities which gives them no real understanding of respect for the rules. Therefore, training and activities should be organized to enhance knowledge and understanding as well as rising awareness for them to realize the importance of respecting rules primarily from the family level, school, community and nation. The youth need to be aware of the importance of respecting the rules along with the rights of others and social responsibility which are the basic leading principle to complete democratic citizenship (Burikul & Saengmahmad. 2014).

2. The youths with different gender, age, educational level, and participation in school activities promoting democratic citizenship held no statistically significant difference in democratic citizenship. That was not in accordance with the research hypothesis. Conversely, this was in line with the research of Magamamee and Sittilerd (2011) who revealed that female and male youth have no differences in citizenship behaviors. Wiset (2017) also claimed that students of the Department of Public Administration, Faculty of Arts and Science at Nakhon Phanom University with different gender, educational level and participation in school activities promoting democratic citizenship displayed no statistically significant difference in democratic citizenship.

The reason for such results was that the policy of the Basic Education Office requires upper secondary school students to study social studies, religion and culture courses including the details of civic duties, culture and lifestyle in society. Furthermore, a student council committee in school organizes activities promoting a

democratic way of the student council. This practice is in line with the principles of deference, fellowship and wisdom, including the school statute.

The comparison of democratic citizenship of the youth with different school size presented statistically significant difference. This may depends on the policy of school director, budget, premises and equipment which are conducive to teaching and various activities. In addition, the factors such as teaching relating to the characteristics of citizenship, a student affair organizing democratic promoting activities, and student conditions in terms of financial condition of the parents also affect students understanding and knowledge of democratic citizenship. This result was in relation to Paiboonthitipornchai (2010) who conveyed that democratic child-rearing was positively correlated with citizenship of students. Hua and Wan (2011) also stated that parents with high education have high political knowledge and citizenship would pass on such knowledge to their children. Besides, parents who participated in community volunteer activities would have an influence on their children to participate in such activity and foster the feelings of citizenship to their children at young age. Smart et al. (2000) asserted that the environment was an important key to developing youth citizenship awareness. Family members, especially with high social and economic status would behave as a role model for teenagers to participate in political activities.

3. The guidelines for strengthening the democratic citizenship of the youth in Surin province included: 1) trainings and activities to strengthen the nature of citizenship in democracy for youth to gain knowledge and understanding for applying their daily life, family, school and community, 2) teachings and learnings in social studies, religion and culture to emphasize students to perform democratic citizenship activities. 3) rising awareness about the role of youth cultivating and

creating in family, school, community and nation, 4) having a parents, teachers, community and country leaders as a good role model of good citizen for youth in democratic ways and 5) promoting a campaign through social media. The results were corresponding to Chantawan (2016) who confirmed that democratic citizenship could be achieved by enhancing through various mediums such as training through innovation on smartphones and personal computers. Learning outside the classroom could importantly affect the attitude change and eventually lead to democratic citizenship behavior.

Recommendations

Two areas of recommendations are as follows:

1. Recommendations for application

1.1 According to the results, democratic citizenship of the youth in terms of the aspect of respect for rules held the lowest level. Hence, teaching and learning democratic citizenship in terms of respect for rules should be more improvised.

1.2 When each aspect and each item was considered, the item contained the lowest level of aspect of respect for rules was conflicts of opinion in society are common if not involving violence, the item comprised the lowest level of aspect of respect for the rights of others was the youth listens to others whose opinions are conflicting to theirs, and the item exhibited the lowest level of aspect of social responsibility was dependence on adults, especially seniors or politicians is indeed a major obstacle that makes people not self-reliant. Therefore, the youth should be encouraged to accept human equality under the rules, respect for rules or laws, consequences of violating rules or laws, solving problems using democratic

methods, the rules of having no violence, and the youth should solve problems without demanding others' assistance.

1.3 The results revealed that the youth with different gender, age, educational level, and participation in in school activities promoting democratic citizenship exhibited indifferent democratic citizenship while the youth who differed in school size showed different perspectives. Therefore, school director must have policies and support in the areas of curriculum, budget, facilities, material and equipment, develop teachers to have knowledge to transfer to students, as well as build a school network to exchange knowledge and help create democratic citizenship.

1.4 While investigating this research, the researcher organized two trainings entitled “The Attention of Thai Youth towards the Rights of Others”. After the trainings, the participants gained knowledge and understanding and shared it to their friends and families indicated by a high level mean of evaluation using questionnaire. Then the leaders of the participants applied the knowledge gained from the trainings in school activities such as creating a video, signs, organizing a school radio program, school Facebook, and organizing morning activities.

2. Recommendations for further studies

2.1 For further researches, more studies should be carried out in terms of independent variables such as economic conditions and parents' education, and dependent variables such as self-responsibility, self-reliance, respect for the principle of equality, and respect the differences for the reason that these variables can affect citizenship of youth in Surin province.

2.2 Further studies could be examined to compare democratic citizenship among students studying in various educational systems such as district school, sub-district school, education system, non-formal education and informal education.

2.3 Further studies could be investigated for guidelines for the development of citizenship indicators of secondary school students in Surin Province.

References

- Burikul, T. et al. (2012). *Citizenship in Thailand*. Retrieved on 2 October 2018 from <http://www.thaiciviceducation.org/images/resources/articles> [in Thai]
- Burikul, T. & Saengmahmad, R. (2017). *Citizenship in Thailand*. Retrieved on 20 February 2017 from <http://www.kpi.ac.th> [in Thai]
- Chantawan, N. (2016). *Democratic citizenship: a case study of undergraduates at the main campus of Ramkhamhaeng University*. Ramkhamhaeng University. [in Thai]
- Hua, C.W. & Wan, K.E. (2011). *Civic mindedness components correlates implications for the public service*. Retrieved on 1 October 2012 from: [http:// www.cscollege.gov.knowledge/Pages/](http://www.cscollege.gov.knowledge/Pages/)
- Information Group, Secondary Educational Service, Area Office 33. (2018). *Education management information system*. Surin: Secondary Educational Service, Area Office 33. [in Thai]
- Magamamee, R & Sittilerd, S. (2011). *Citizenship behaviors of youth in Suan Sunandha Rajabhat University*. Suan Sunandha Rajabhat University. [in Thai]

- Office of the Education Council (2011). *Learner-centered learning management*. Ministry of Education. [in Thai]
- Paiboonthitipornchai, P. (2010). *The study of good citizenship of students of Bang Bua Thong commercial school, Nonthaburi* (Master's thesis). Silpakorn University. [in Thai]
- Secretariat of the House of Representatives (2016). *Youth and participation in democratic development*. Bangkok: Secretariat of the House of Representatives. [in Thai]
- Smart et al. (2000). *The development mindedness*. Retrieved on 4 October 2012 from: <http://www.aif.gov.au/institute/pubs/>
- Wipatpoomiprathat, T. (2013). *Research report entitled democratic citizenship of Dhurakij Pundit University students*. Dhurakij Pundit University. [in Thai]
- Wiset, S. (2017). *Democratic citizenship of students of department of public administration faculty of liberal arts and science, Nakhon Phanom University*. Nakhon Phanom University. [in Thai]

Authors

Assistant Professor Dr.Poorit Poomipratate

Mrs.Trichada Sukkasem

Public Administration Program, Faculty of Humanities and Social Sciences,

Surindra Rajabhat University

286 Surin-Prasart Road, Muang District, Surin 32000

Fax: 044531369 Tel.: 0880430873 Email: sud_rit@hotmail.com,

Trichada05@gmail.com

Associate Professor Dr. Sarapee Wantrong

Faculty of Humanities and Social Sciences, Surindra Rajabhat University

286 Surin-Prasart Road, Muang District, Surin 32000

Tel.: 0817259538 Email: Sarapeewantrong@gmail.com

