

Study of factors and student activities affecting the enhancement of good citizenship characteristics of undergraduate students at Phuket Rajabhat University

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Abstract

The objectives of this pilot study were as followings: 1) to study the level of availability of the facilities for students' activities, level of environmental factors, level of student activities, and level of good citizenship characteristics of students and 2) to study the effect of environmental factors and student activities on the enhancement of good citizenship characteristics of the students. The respondents were 293 undergraduate students at the Faculty of Management Science, Phuket Rajabhat University. Sampling was done by purposive sampling of the third and fourth-year undergraduate students that have experienced various student activities fully. The instrument for the research was a questionnaire. The data was analyzed by using statistical methods; including descriptive analysis, Pearson correlation coefficient, and Multiple regression. The results could be concluded as follows: firstly, the level of facilities available for students' activities was at a medium level. Secondly, the level of environmental factors and students' activities was at a high level. Thirdly, the level of good citizenship was at a high level. Multiple regression analysis was used to analyze the collected data to test the hypothesis. The results showed that two independent variables could predict statistically significant the good citizenship characteristics including primary

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social group factors and activities in promoting art and culture activities with a 59.5% forecast power and a sum of squared predicted error of 0.40788.

Keyword: Citizenship; University; Student activities

Introduction

Good citizenship has been long given importance by Thailand's Ministry of Education since elementary school and via life-long learning. Good citizenship characteristic must be enhanced during citizens' education period (Phonphichai, 2018). Recently, the government has established one important principle of national development during the National Economic and Social Plan, Issue No. 12 (2017 - 2021), based on "people as the center of development" and the concept of the National Education Plan 2017 - 2036. These were followed by creating the Education Development Plan of the Ministry of Education, 12th edition 2017 - 2021) (Office of the Permanent Secretary for Education, 2016). The benefit of good citizenship enhancement is important to society and nation.

Teenagers or youth are undergoing a transition from close supervision by parents to living in the university. Students must take more responsibility for themselves under the conditions, rules, and social order. Social expectation sees students as the future of the country. Students are responsible for rules, regulations, and social responsibility (Pornphutipong, Sukijchakorn, and Thongaram, 2015). From the above reasons, it can be seen that the life of students in universities are therefore important because they spend most of their time on campus far away from parental supervision. Students are required to be self-regulated with various challenges and stimuli, such as learning in an academic environment, socialization and hobbies as well as learning to live and work together in society through participation in student activities. These would encourage students to develop their potential to become qualified graduates, according to family and social expectations (Somasri, 2013). Therefore, the universities' continuous student activities and learning in class are something that helps to enhance good citizenship for students.

Universities, which are the part of the learning system prior to citizens' working lives, have been organizing courses and student activities to enhance good citizenship characteristics from orientation to the graduation. Higher education institutions play an important role in the continuous process of shaping good citizenship characteristics. In

general various types of activities are carefully planned and carried out by universities' student development divisions and organizations, such as student unions and clubs of each university in Thailand. Different types of student activities have different levels of participation and impact on enhancing good citizenship characteristics. Some activities are compulsory, others are optional.

The objectives of this pilot study were as followings: 1) to study the level of availability of the facilities for students' activities 2) to examine the level of environmental factor and level of student activities, and level of good citizenship characteristics of students 3) to investigate the effect of personal factors, environmental factors and student activities on the enhancement of good citizenship characteristics of students

Literature review

The concept of citizenship is characterized by focusing on the rights and benefits that society receives with in the framework of democracy. A society with members who value citizenship equates to stability. People in society can live together in an orderly way with generosity and kindness to each other. (Office of the Permanent Secretary for Education, 2017; Ayutthasirikul & Tosila, 2018)

Thai students understand the concept of good citizenship, such as respect of law and order, the respect of other rights, reasoning, and responsibility to self, community, country, and the world. These correspond to the study of (Chansilp, 2018) found that good citizenship requires respect other's rights, giving time to political activities for public benefits in mind, adhering to the rules of society, choosing to receive news that is suitable and useful and having social responsibility

These characteristics are the strong ground for students' basic citizenship characteristics that have been enhanced since the earlier stages of life. There are many different social roles, which students have not experienced. It will be awkward to determine too many citizenship characteristics for undergraduate students. According to Viphatphumiprathes (2013) and

Makonmanee (2019), students' citizenship characteristics be cultivated and properly demonstrated by students in 3 areas: respect for rules and regulations, respect for the rights of others, and social responsibility at various levels. The similar dependent variables were also used and confirmed with relevant results in researches, such as the study on citizenship by

1. Respect of the rules means; accepting that everyone in society is equal under the rules/regulations/laws, accepting the result of the violation of rules/regulations/laws, and having problem-solving without using force or violence to solve problems

2. Respect the rights of others means; not violating the rights of others, and taking into consideration the suffering of others from the exercise of their rights and liberties. Having acceptance and respect for the diversity of people in society in terms of lifestyle, beliefs, and thoughts. Conducting non-violence towards people with different opinions.

3. Social responsibility means; being responsible for oneself and being self-reliant, problem solving. Realizing that any action has its effect on society. Participating in problem-solving without causing problems.

However, the studies on citizenship behaviors have gone beyond their characteristics to the cause and effect of the concept. There have been several studies on independent variables, such as social influence, social support or socialization (Zaff, Malanchuk, Michelsen, Eccles 2003, Klaykaew, 2016), participation in student activities (Homhuan, 2017), volunteer work (Eley & Kirk, 2002), students' activity participation (Phonphichai & Philleang, 2013). and psychological characteristics or personality (Phonphichai, 2018). Therefore, independent variables affecting good citizenship characteristics, would be classified into two interested groups of factors that should be mentioned as followed. Firstly, environmental factors including various ways of nowadays social interaction involving students, can influence the level of performance on citizenship behavior as well as teaching civic duty in classes. Environmental factors which will be examined by the research should be classified as follows social media factors, mass media factors, primary social group factors, sport and recreation factor, and community activity factors.

Secondly, apart from learning civic duty and other relevant courses in schools and universities, student activities and university volunteer work are another method in enhancing citizenship characteristics. The office of the higher education commission (Student Potential Promotion, 2019) has determined the meaning and key standard measurement for student development activities for universities in Thailand as follows. Student development activity means the activities of students at University, organized either by the universities or the students organizations outside and inside the universities. Student development activities must be related to the development of intelligence, social skill, emotion, physical, and ethics. The key standard measurement can be classified in 5 types of student activities as follows 1) activities to promote desirable characteristics of graduates as specified by the Institute 2) sports activities or health promotion 3) service activities or protect the environment 4) Activities to promote morality and ethics 5) activities to promote arts and culture. (Division of Student Development, 2017).

Therefore, the hypotheses are as follows:

H₀ Personal factors, environmental factors and student activity factors altogether cannot predict good citizenship behavior

H₁ Personal factors, environmental factors and student activity factors altogether can predict good citizenship behavior

Research Method

Population and Sample:

This study was intended to be a quantitative study. The population of this study was roughly 1,100 third and fourth year students at the faculty of Management Science, Phuket Rajabhat University. The sample size of 293 was calculated by Yamane (1973) with a confidence level of 95% and an acceptable error of 5% . Students with full experience from student activities were selected from 3rd and 4th year students purposively at the Faculty of Management Science. This was to make sure that the questionnaires would be answered

by students who were involved in all types of the university's student activities. In case of mistakes and incomplete data, 300 questionnaires were distributed to make sure the desired number was reached. However, the spread of Covid - 19 caused an extension of the period of data collection. Finally, 293 questionnaires were completed and suitable for later analysis.

Measurement

Table 1 Operationalization of Environmental Variables

Variables	Indicator	Measurement	Cronbach's Alpha
Social media factors	1. Social media content that promotes good citizenship	Likert scale 1-5	0.801
	2. News of blame or resentment for examples of bad behavior in online communities	three questions	
	3. Examples of compliments on social media		
Mass media factors	1. Content from advertising media promoting good citizenship	Likert scale 1-5	0.832
	2. Content from television programs that promote good citizenship	three questions	
	3. Examples of good content in acclaimed journalism		
Primary social group factors	1. Family members recommend good citizenship practices	Likert scale 1-5	0.819
	2. A friend suggested how to be a good citizen	three questions	
	3. Faculty members recommend good citizenship practices		
Sport and recreation factor	1. Sports and recreation activities in your free time help train your patience and long-suffering	Likert scale 1-5	0.794
	2. Sports and recreation activities in free time help to practice meditation. Sharing your time	three questions	
	3. Sports and recreation activities in free time help socializing in the digital age		
Community activity factor	1. Traditional activities such as eating vegetables	Likert scale 1-5	0.834
	2. Activities on various important occasions Organized by a local organization	three questions	
	3. Volunteer activities in society		

Regarding Table 1, all Cronbach's Alpha values for the six variables are higher than 0.6 for the reliability test, therefore, all statements of indicators are reliable measures of the variables.

Table 2 Operationalization of Student Activity Variables

Variables	Indicator	Measurement	Cronbach's Alpha
Good citizenship characteristics (Dependent variable, mc)	1. Respect for rules 2. Respect for the rights of others 3. Social responsibility	Likert scale 1–5 three questions	0.919
Activities for students' desired characteristics factor	1. Orientation activity 2. Activities related to courses 3. Activities related to student organizations	Likert scale 1–5 three questions	0.645
Activities for social service and environment factor	1. Volunteer activities requested by departments within the university 2. University' s environmental development activities 3. Service activities of the Office of Student Affairs, and clubs	Likert scale 1–5 three questions	0.851
Activities for promoting morality and ethics	1. Training activities and seminars organized by departments in the university. 2. Activities under the royal initiative Sufficiency Economy Theory at the Agricultural Center 3. Campaign to enhance student behavior regarding the university' philosophy	Likert scale 1–5 three questions	0.784
Activities for promoting art and culture factor	1. Activities on enhancing respect between teachers and students 2. Activities on important days of the university, such as the university's establishment day 3. Activities on the event of Thai traditions, such as children day,	Likert scale 1–5 three questions	0.821

Regarding Table 2, all Cronbach's Alpha values for the six variables are higher than 0.6 for the reliability test, therefore, all statements of indicators are reliable measures of the variables (Hulin, Netemeyer, and Cudeck, 2001).

Data analysis

The methodology called for both descriptive analyses and inferential analysis, as detailed below. The instrument for the research was a questionnaire which consisted of general/ demographic data, including gender, year of study, hobbies, and availability of facilities and 30 variables divided into ten independent factors as shown and a dependent factor with 12 variables (Students' good citizenship characteristics). Analyses involved descriptive statistics, which include frequencies, percentages, means, and standard deviations.

For the interpretation of descriptive statistics, we will divide into 5 class interval, with equally interval (Bunnag, 1994)

Below is the interpretation of each class interval, from highest to be Lowest as below:

Range: 4.21 - 5.00 indicated the highest level

Range: 3.41 - 4.20 indicated a high level

Range: 2.61 - 3.40 indicated a medium level

Range: 1.81 - 2.60 indicated a low level

Range: 1.00 - 1.80 indicated the lowest level

Inferential statistical analysis will involve the Pearson product moment correlation coefficient before entering Multiple regression analysis. MRA will be run and reported with the enter method.

Finding

Data collection provided 293 completed questionnaires. The findings of the data analysis will be reported descriptively first. Then the inferential analysis will be reported to test hypothesis later.

Table 3 Personal information of respondents

Category	Characteristic	Sample	Percentage	Cumulative Percent	
Gender of Respondents	Male	65	22.2	22.2	
	Female	228	77.8	100	
level (Year of study)	Third-year	153	52.2	52.2	
	Fourth-year	140	47.8	100	
Students' Hobby in free time	Playing Sports	Yes	124	42.3	42.3
		No	168	57.7	100
	Playing Online Games	Yes	91	31.1	31.1
		No	202	68.9	100
	Playing Music	Yes	33	11.3	11.3
		No	260	68.9	100
	Student organization activities	Yes	37	12.6	12.6
		No	256	87.4	100
	Using Social network	Yes	220	75.1	75.1
		No	73	24.9	100
	Shopping	Yes	154	52.6	52.6
		No	139	47.4	100
	Other	Yes	32	10.9	10.9
		No	261	89.1	100

Table 4 Level of availability of facilities for student activities

Type of facilities	\bar{X}	S.D.	Availability level
Sport facilities	3.17	.734	Medium level
Venue of activities	3.31	.693	Medium level
Equipment	3.31	.732	Medium level
Leader of activities	3.36	.706	Medium level
Supporting Budget	3.24	.776	Medium level

From table 3 the research found that most of the sampled students were female (77.8 percent). All of were in the Faculty of Management Science. Most of them were third-year students (52.2 percent). Most of them prefer social networks, shopping, sports, online games, student organization activities, music, and others respectively, when they have free time. From table 4, the result shows that the level of availability of facilities at the university in students' opinion was at a medium level in every aspect.

Table 5 The means and standard deviations of personal factors, environmental factors and student activity regarding good citizenship

Variable	Mean	S.D.	Importance level
Social media factor (ma)	3.736	.62553	high
Mass media factor (mec)	3.793	.66580	high
Primary social group factor (mpr)	4.005	.70655	high
Sport, E-Sport and recreation factor (mte)	3.842	.67038	high
Social activity factor (map)	3.892	.70608	high
Activities for students' desired characteristics factor (msa)	3.752	.74121	high
Activities for sport factor (msb)	3.764	.73527	high
Activities for social service and environment factor (msc)	3.772	.72922	high
Activities for promoting morality and ethics (msd)	3.822	.69433	high
Activities for promoting art and culture factor (mse)	3.848	.74349	high
Gender of respondents (Dgender, dummy variable)	.7782	.41620	-
Year of study, (Dyear, dummy variable)	.4846	.50062	-
Students' good citizenship characteristics (mcall, Y)	3.976	.64076	high

Regarding the descriptive statistics presented in table 5, the primary social group factor has the highest average score from all environmental factors and was rated at a high level. The activities for promoting art and culture factor has the highest average score from all student activities and are rated at a high level to the Students' good citizenship characteristics. The rest of the independent variables are rated at the high level for the sampled students' opinions. There were two personal factors, such as gender and year of

study, that would be tested in Multiple regression analysis. Students' good citizenship characteristics are dependent factors, and also rated at the high level.

Table 6 Correlations coefficients between the independent and the dependent variables

	mcall	dgender	dyear	ma	mec	mpr	mte	map	msa	msb	msc	msd	mse
mcall	1.000	-.036	.064	.533**	.555**	.675**	.610**	.619**	.583**	.546**	.601**	.593**	.647**
dgender		1.000	.090	-.033	-.030	-.132*	-.106	.042	-.061	-.048	-.035	-.022	-.069
dyear			1.000	-.035	.038	.016	.062	.103	.128*	.082	.087	.101	.104
ma				1.000	.685**	.551**	.543**	.575**	.547**	.499**	.542**	.544**	.447**
mec					1.000	.639**	.566**	.585**	.574**	.569**	.569**	.603**	.506**
mpr						1.000	.622**	.612**	.461**	.482**	.512**	.546**	.527**
mte							1.000	.635**	.542**	.597**	.539**	.552**	.600**
map								1.000	.628**	.536**	.642**	.586**	.566**
msa									1.000	.736**	.739**	.696**	.702**
msb										1.000	.734**	.756**	.691**
msc											1.000	.770**	.691**
msd												1.000	.714**
mse													1.000

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

mcall, Y: Students' good citizenship characteristics, Dgender: Gender of respondents, Dyear: Year of study, ma: Social media factor, mec: Mass media factor, mpr: Primary social group factor, mte: Sport, E-Sport and recreation factor, map: Social activity factor, msa: Activities for students' desired characteristics factor, msb: Activities for sport factor, msc: Activities for social service and environment factor, msd: Activities for promoting morality and ethics, mse: Activities for promoting art and culture factor

Correlation coefficients between the independent and the dependent variables were tested by using the Person's Correlation Coefficient in table 6. These correlations were used to analyze personal factors, environmental factors and students' activity factors in relation to the Students' good citizenship characteristics. From the table, it is found that the correlation

coefficient of basic variables, environmental factors, and student activity factors affecting Y. Altogether there are 10 variables with a positive correlation coefficient with Y at a significant level of .01. Five variables with the highest correlation coefficients are mpr, mse, map, mte, and msc respectively with adequate correlation coefficient equal to .675, .647, .619, .610 and .601 respectively. The result showed that the relationship among independent variables was also not too high and could avoid the multicollinearity problem among independent variables.

Table 7 Model Summary of personal factors, environmental factors and the Students' Activity factors Affecting Students' Good Citizenship Characteristics.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.782	.611	.595	.40788

a Predictors: (Constant), mse, dgender, dyear, ma, mpr, mte, msb, map, mec, msc, msa, msd

b Dependent Variable: mcall

From Table 7, the model summary of Multiple regression analysis with enter method show that the model of twelve independent variables can predict the students' good citizenship characteristics with a 59.5% forecast power, having a sum of squared predicted error of 0.40788.

Table 8 Result of Multiple Regression Analysis

Model	Unstandardized Coefficients		Standardized Coefficients		t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta				Tolerance	VIF
1 (Constant)	.554	.181			3.067	.002		
dgender	.064	.060	.041		1.070	.285	.928	1.077
dyear	.002	.049	.001		.039	.969	.950	1.053
ma	.071	.057	.069		1.241	.216	.447	2.237
mec	-.018	.058	-.018		-.308	.758	.386	2.590
mpr	.311	.051	.343		6.043	.000**	.431	2.321
mte	.102	.055	.107		1.859	.064	.419	2.385
map	.077	.055	.084		1.402	.162	.383	2.609
msa	.073	.058	.084		1.252	.212	.306	3.268
msb	-.049	.059	-.057		-.830	.407	.299	3.346
msc	.078	.061	.088		1.271	.205	.288	3.473
msd	.013	.064	.014		.194	.846	.285	3.513
mse	.211	.054	.244		3.903	.000**	.354	2.823

a. Dependent Variable: mcall $F = 36.720$; $p\text{-value} = 0.000 < 0.01$

The results of Multiple regression analysis with Enter method on table 8 showed that the coefficient value of each aspect of independent variables affecting the students' good characters in raw score (b), it ranges from -.018 to .311, and in standardized (β), it ranges from -.018 to .343. The significant value of the equation was found to be at .000 within the statistically significant level at .01. It was also found on the model that not all personal factors, environmental factors and students' activity factors had the effect at the significant level of .05 (Sig = .05). The best predictor variable is the environmental factors on the primary social group (mpr) which affects the Students' good citizenship characteristics with a coefficient of regression at 0.311. This is followed by the student's activities on promoting art and culture factor (mse) with a regression coefficient of .211. The rest of the factors on personal factors, environmental factors, and students' activity factors had the effect without statistical significance.

Multicollinearity checks were carried out by examining the Variance Inflation Factor (VIF) or Tolerance or Eigen Value. The criteria of the examination were as follows: If the Eigen Value or Tolerance <0.2 or Tolerance < 0 (Pedhazur, 1997), a multicollinearity problem is indicated. The Variance Inflation Factor or appropriate VIF should not exceed 4. If so, the independent variables are correlated (Miles & Shevlin, 2001). From the results of Table 6, it is found that the lowest tolerance value is 0.285, which is not lower than 0.2, and the highest VIF is 3.513, which is less than 4. Therefore, the independent variables are unrelated or do not encounter the multicollinearity problem.

Based on Table 7 and 8, it can be concluded that the hypothesis H_1 is accepted and H_0 is rejected. Multiple regression equations can be created to predict factors affecting to the Students' good citizenship characteristics (mc, Y) by using the coefficient values from table 8 for both the raw score equation and the standard score equation.

Forecast equation in raw score form:

$$Y = 0.554 + .311(\text{mpr}) + .211(\text{mse}) + .102(\text{mte}) + .078(\text{msc}) + .077(\text{map}) + .073(\text{msa}) + .071(\text{ma}) + .064(\text{dgender}) - .049(\text{msb}) - .018(\text{mec}) + .013(\text{msd}) + .002(\text{dyear})$$

Equation of Forecast in Standard Score:

$$Z = .343(\text{mpr}) + .244(\text{mse}) + .107(\text{mte}) + .088(\text{msc}) + .084(\text{map}) + .084(\text{msa}) + .069(\text{ma}) + .041(\text{dgender}) - .057(\text{msb}) - .018(\text{mec}) + .014(\text{msd}) + .001(\text{dyear})$$

Conclusion and discussion

The personal information of the respondents studying in the Faculty of Management Science, Phuket Rajabhat University shows that they were mostly female, studying in the third and fourth years that have experienced well with most of the student activities organized during the time of their study. The social network, shopping, and sports were highlighted as their favorite hobbies per the study of Booncher (2010). They gave their opinion on the availability of student activity facilities provided by Phuket Rajabhat University at

a medium level per Wongthong' study, (2008). All factors on environmental factors and various student activities were considered important at a high level similar to the participation level of student activities at King Mongkut's Institute of Technology Ladkrabang (Sarak, 2013). For the dependent factors on student citizenship characteristics, they received a "high" level on the importance level similar to the study of Booncher (2010), Viphatphumiprathes (2013), and Makonmanee (2019). Furthermore, the research results show that not all factors significantly influence students' good citizenship characteristics. The significant influence were found on one type of environmental factors and one type of students' activity factors on the good citizenship characteristic, which was focused on the respect of students to social rule, other people's rights, and social responsibility. All variables can explain the overall effect on the Students' good citizenship characteristics with a 59.5% forecast power. For the environmental factor, the result was found that primary social group have a strong influence with citizenship characteristics consistency with several studies on social support. In accordance with the study of Phonphichai (2018) and Klaykaew (2016) also supported that the process of socialization around students could forecast the attitude toward democratic citizenship behavior.

For student activities, the results were found per participation in student activities by the study of Homhuan (2017) and the study of Sarak (2013) on Student's Opinions on student activity participation at King Mongkut's Institute of Technology Ladkrabang. The study found that opinions on the benefits of participation in student activities was at a high level regarding participation in overall activities. Some items of benefit were related to student citizenship characteristics. The result also supported that the participation in student activities and volunteering in activities were crucial to develop students' citizenship characteristics in accordance with the study of Eley & Kirk (2002). The reason behind this could relate to Thai university's policy that had often emphasized the type of volunteering for student activities promoting Thai art and culture factor (mse) which are normally related to Thai custom and the principle of religious. The majority of university students should be involved

in compulsorily. The type of activities could send a strong verbal message to participants and shape their behavior in relation to good citizenship characteristics for general students who were not keen on the other types of student activities.

The rest of the factors do have influence but are not statistically significant at the level of 0.05. They do not have a significant impact on students' good citizenship characteristics of the sample group. The reasons for this are various as follows. Firstly, the emphasis on good citizenship characteristics verbally and the summary of learning outcomes during the events could be at a low level or difficult to be noticed by students. Secondly, the proportion of students' activities among five types was different in the number of occasions and involvement. Thirdly, the sample represents a group of general students who were not keen on or do not have a particular interest in volunteering, sports, and social services. Finally, the university's policies has focused on activities promoting art and culture factor led by the government policies during the previous decade.

Recommendation

The significant relationships between two environmental factors and two students' activity factors and the good citizenship characteristic show four important factors influencing the development of good citizenship characteristics for management students at Phuket Rajabhat University. In accordance with the study on the good citizenship characteristics of the Students of Rajamangala University of Technology Phra Nakhon by Wichiranon (2013), the research suggested that the balance between theory and practice of university curriculum is important. The participation and involvement of student activities or volunteering were crucial to good citizenship characteristics. The arrangement of participation during the academic year should be determined in terms of hours, activity units, and attendance. Therefore, this study will lead to the recommendation of future research in particular to the criteria of choosing sample groups, such as students interested in sports and student activities, and the adjustment to some of the research questions that suit various groups of students with

different interests. However, the result could represent the opinion and behavior of the majority of PKRU students who do not have a particular interest in sports, volunteering, and social services. Thus, the university's student development division could adjust strategies for communication during the event of student activities with emphasis on students' good citizenship characteristics verbally or by using visuals during the activities. Extra sessions could be made to conclude the benefit of activities and learnt lesson. This will help to increase their understanding and the efficiency of enhancing students' good citizenship learning.

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