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An Analysis of Active Citizen Characteristics Among Secondary School Students in Bangkok Metropolis

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Abstract

This research aims to analyze the level of active citizen characteristics among secondary school students in the city of Bangkok. A quantitative research method was used, with the sample comprising 92 secondary schools under the Offices of the jurisdiction of the Bangkok Secondary Educational Service Area 1 and 2, governed by the Office of the Basic Education Commission. The research instrument was a questionnaire. Statistical tools included mean, standard deviation, and independent T-tests.

The findings revealed that: 1. The highest average score for active citizen characteristics was observed in *responsible citizenship*, with personal responsibility scoring higher than social responsibility. The lowest-scoring item was "having the knowledge and skills necessary for living." The second-highest score was for *justice-oriented citizenship*, and personal responsibility also scored higher than social responsibility. The lowest scoring item in this dimension was "having awareness and pride in being Thai." The lowest overall score was observed in *participatory citizenship*, where societal participation scored lower than personal participation. The lowest-scoring item in this category was "participating in creating innovations for sustainable economic, social, and environmental development."; 2. Analysis of differences in perceptions between teachers and students revealed that, for *responsible citizenship*at the social level, teachers and students had different opinions, while no differences were found at the personal level. For *participatory citizenship*, both the personal and social levels showed different opinions between teachers and students. However, for *justice-oriented citizenship*, no significant differences were found between teachers and students at either level. The findings highlight the need for educational agencies to prioritize the development of responsible citizenship and participatory citizenship, as these are essential attributes that enable young people to become self-reliant and strong.
This aligns with the objectives of national education standards and contributes to a sustainable national development on a global scale.

Introduction

The 20-Year National Strategy, Strategy 4: Development and Strengthening of Human Resource Capacity emphasizes that human resources are a crucial factor in increasing national development in all dimensions to achieve established country status. Children and youth are essential to establish the foundation for systematic development in all age groups, ensuring readiness for physical, mental, and intellectual aspects, as well as general development and well-being. They must also have public interest, social responsibility, and care for others (National Strategy Secretariat Office, 2018). However, current trends and challenges reveal that adolescents aged 13–17 face family and school conflicts due to political expression and the use of online media (Faculty of Social Sciences, Kasetsart University, 2021). In addition, they face risks stemming from social, economic, and environmental factors, including exposure to violence, pornography, substance abuse, premature sexual activity, and inappropriate social behaviors.

In the context of Bangkok, the urban environment poses unique challenges and challenges due to its diversity, migration for employment, cultural diversity, and widespread poverty. Students often exhibit low academic performance, lack parental supervision, drop out of school, and experience temptations from vices and social distractions (Sompong Chitradub and Kamolwan Plubjeen, 2023). These issues highlight a lack of responsibility, awareness, and appropriate citizenship behavior among young people, which requires immediate assistance (Faculty of Social Sciences, Kasetsart University, 2021).

The National Education Standards have articulated three desired outcomes of education: learners as knowledge seekers, innovators, and active citizens (Office of the Education Council, 2019). To address these challenges, this study investigates the level of active citizen characteristics among students in Bangkok, providing data for planning and improving educational quality. Economically and technologically advanced nations, such as Singapore and Japan, emphasize the promotion of active citizenship in youth to ensure national stability. Singapore achieves this through a nationally designed curriculum that accommodates ethnic diversity while strengthening strong national identity (Office of the Education Council, 2021). Similarly, Japan promotes active citizenship through civic education integrated into the national curriculum (Course of Study) from primary to secondary levels (Suriyanon Pholsim, 2020).

These examples demonstrate that developed countries prioritize citizenship development through education. This research focuses on analyzing active citizen characteristics among secondary school students in Bangkok, a city with complex economic, political, social, and cultural dimensions. Adolescents in this age group face numerous challenges, yet they are a key demographic to promote sustainable national and global development. Understanding these characteristics is essential to design effective educational strategies.

Objectives

Analyze the level of active citizen characteristics among secondary school students in Bangkok Metropolis.

Literature Review

1. Personally Responsible Citizen

In a democratic society, citizens must be responsible and self-reliant, as they hold the ultimate power and possess rights, freedoms, and independence, refusing to remain under patronage systems. Children become true citizens or members of society when they can take responsibility for themselves (Parinya Thewanarumitkul, 2012). However, personal responsibility alone is insufficient; citizens must also assume social responsibility. They must manage their own lives, remain in safe environments, and be willing to share and contribute. Such individuals exhibit honesty, diligence, respect for social regulations, adherence to laws, and volunteer during national crises, such as natural disasters (Westheimer & Kahne, 2004).

Studies on the characteristics of personally responsible citizens, based on the ideas of scholars and related documents such as Fry et al. (2008), Westheimer and Kahne (2004), the Office of the Education Council (2005), and the Ministry of Education (2021), conclude that responsible citizens are individuals who maintain good physical and mental health, live with integrity in thought, speech, and action, reach their full learning potential, possess the necessary knowledge and skills for living, respect social rules, and work effectively with others.

2. Participatory Citizen

A participatory citizen actively engages in political processes, starting with political participation, such as electing qualified representatives and providing constructive critiques on political matters. National development requires promoting citizen participation across political, economic, and social dimensions to achieve sustainable development (Sumpum Rodpuengkrut et al., 2021). Participatory citizens demonstrate a desire to contribute, such as forming volunteer groups during disasters to promote collective responsibility in society (Westheimer & Kahne, 2004). Desired characteristics of Thai citizens, both as members of Thai society and the global community, include the ability to work effectively, the skills to learn and apply knowledge to create value and benefit for society, the capacity to collaborate with others, and the willingness to be good members and volunteers for their community and society (Office of the Education Council, 2005). According to the National Education Standards, strong secondary-level citizens must possess a volunteer spirit, actively participate in the building of a sustainable Thai and global society, and maintain honesty in working for the common good (Office of the Education Council, 2019).

Studies on the characteristics of participatory citizens, based on the concepts of scholars and related documents including Fry et al. (2008), Joel Westheimer and Joseph Kahne (2004), the Office of the Education Council (2005, 2017), and the Ministry of Education of Singapore (2021), conclude that participatory citizens actively exercise their rights and responsibilities, consistently respect and honor the rights of others, possess a public-minded spirit, and contribute to the creation of innovations for the sustainable development of the economy, society, politics, and the environment.

3. Justice-Oriented Citizen

A key characteristic of active citizen is to be a justice-oriented citizen, as described by Westheimer and Kahne (2004). The Ministry of Education Singapore (2021) also emphasizes the development of learners as *active contributors* and *Concerned Citizens*, individuals who exhibit moral integrity, appreciate differing perspectives, and communicate effectively. In Thailand, the desired characteristics of justice-oriented citizens at the secondary level include a belief in equality and social justice, moral courage, confidence in righteousness and fairness, and a democratic mindset (Office of the Education Council, 2019).

National stability and progress require fostering democratic citizenship, adherence to moral and ethical values, prioritization of the public interest over personal gain, and meaningful political participation (Sumpun Rodpuengkrut et al., 2021).

Studies on the characteristics of justice-oriented citizens, based on the works of scholars and related documents, such as Joel Westheimer and Joseph Kahne (2004), the Office of the Education Council (2005, 2018), and the Ministry of Education Singapore (2021), conclude that justice-oriented citizens demonstrate empathy and understanding for others, possess a sense of national pride and global citizenship, respect economic, social, political and cultural diversity, and advocate for equitable and just resource distribution within society.

Methods

This study employed survey research using quantitative data collection to examine the level of active citizen characteristics among secondary school students in the Metropolis of Bangkok. Furthermore, it analyzed the differences in opinions regarding the level of active citizen characteristics between teachers and students

1. Population, Sample, and Respondents

The population included 119 secondary schools under the jurisdiction of the Bangkok Secondary Educational Service Area Office 1 and 2, which operate under the Office of the Basic Education Commission, Ministry of Education. These schools were classified into four sizes: small, medium, large, and extra-large. The sample size was determined on proportional allocation, as shown in Table 1.

The sample consisted of 92 secondary schools that offer lower and upper secondary education in Bangkok under the Bangkok Secondary Educational Service Area Offices 1 and 2. The sampling was carried out using multistage random sampling. Schools were first grouped by size, and then simple random sampling was applied within each group. The sample size was calculated using Yamane's formula with a 95% confidence level.

Table 1: Population and Sample Sizes Used in the Study

No.	Educational Service Area Office	Population (Schools)	Sample (Schools)	School Sizes			
				Small	Medium	Large	Extra-Large
1	Secondary Educational Service Area Office Bangkok, Area 1	67	51	15	12	11	13
2	Secondary Educational Service Area Office Bangkok, Area 2	52	41	2	4	17	18
Total		**119**	**92**	**17**	**16**	**28**	**31**

Source: Bureau of Secondary Education Administration, Office of the Basic Education Commission, Academic Year 2023.

Respondents

The respondents included students from Grades 7 to 12 (Mathayom 1–6), with two students per grade level, totaling 12 students per school. In total, there were 1,104 student respondents. Teachers from Grades 7 to 12 (Mathayom 1–6), with one teacher per grade level, were also included, totaling 6 teachers per school and 552 teacher respondents overall. Therefore, the total number of respondents was 1,656.

Note: For schools that only offered upper secondary education (Grades 10–12 or Mathayom 4–6), students from the available grade levels were selected to complete the total of 12 respondents per school.

2. Research Instruments

The research used a questionnaire to measure the level of active citizen characteristics among secondary school students in Bangkok. The questionnaire was divided into three parts:

1. **General Information**: A checklist format to collect demographic and background data.
2. **Level of active citizen characteristics:** A 5-point Likert scale designed to evaluate the students' active citizen characteristics.
3. **Additional suggestions:** Open-ended questions for respondents to provide additional input.

The process of developing and validating the research instrument was as follows:

2.1 Review of the literature

Relevant documents and research on active citizen characteristics were reviewed to identify the main themes and develop the questionnaire.

2.2 Draft Development and Content Validation

A draft questionnaire was created and revised with input from the research advisors. Then, five experts will ensure content validity. The item-objective congruence (IOC) index was calculated for each item, with all items achieving an IOC value between 0.60 and 1.00, exceeding the acceptable threshold of 0.50. Adjustments were made based on experts' suggestions.

2.3 Pilot Testing

The questionnaire was tested with a group outside the sample, consisting of six advisory teachers and 24 students, totaling 30 participants. Data collected from the pilot study were analyzed for reliability using the Cronbach's Alpha coefficient. The reliability coefficients were as follows:

- Questionnaire for teachers: 0.929
- Questionnaire for students: 0.928
- Overall questionnaire: 0.928
- These reliability values are above the acceptable threshold of 0.60

2.4 Ethical approval

The research received ethical approval from the Human Research Ethics Committee of Chulalongkorn University (Project No. 660417, Certification No. COA No.014/67). The certification was valid from January 3, 2024, to January 3, 2025.

3. Data Collection

Data collection involved sending the questionnaires along with a formal request for cooperation and a copy of the ethical approval letter issued by the Human Research Ethics Committee of Chulalongkorn University. The distribution and collection of questionnaires were conducted via mail between January and February 2024. A total of 92 schools responded, with 1,656 participants completing the questionnaires, representing 100% of the sample. All questionnaires returned were complete and usable for data analysis.

4. Data Analysis

Data analysis was conducted using the Statistical Package for Social Sciences (SPSS). The first section, which included general information about the respondents, was analyzed using frequency and percentage. The second section, which measured the level of active citizen characteristics of the students, was analyzed using the arithmetic mean and standard deviation. Comparisons between teachers' and students' perceptions of active citizen characteristics were conducted using an independent T-test. The third section, which included open-ended questions, was analyzed using content analysis.

Results

1. Level of Active Citizen Characteristics Among Secondary School Students in Bangkok Metropolis

The study on the level of active citizen characteristics among secondary school students in Bangkok Metropolis was conducted using a questionnaire. The respondents consisted of teachers and students from Grades 7 to 12 (Mathayom 1–6). The results of the measurement of active citizen characteristics are presented in Table 2.

Table 2: Levels of Active Citizen Characteristics Among Secondary School Students in Bangkok Metropolis by Dimension, Component, and Item

Active Citizen Characteristics	Teacher (N=552)			Student (N=1,104)			Overall (N=1,656)		
	$(\bar{x})$	(S.D)	Level	$(\bar{x})$	(S.D)	Level	$(\bar{x})$	(S.D)	Level
1. Personally responsible citizen	**4.079**	**.776**	High	**4.227**	**.790**	High	**4.176**	**.567**	High
1.1 Level: Individual	**4.139**	**.767**	High	**4.191**	**.807**	High	**4.174**	**.586**	High
1) Maintains good physical health	4.440	.632	High	4.279	.761	High	4.333	.724	High
2) Maintains good mental health	4.165	.781	High	4.172	.890	High	4.170	.855	High
3) Lives with integrity in actions, speech, and thoughts	4.051	.789	High	4.238	.774	High	4.176	.783	High
4) Learns to their full potential	4.065	.834	High	4.161	.811	High	4.129	.820	High
5) Possesses essential knowledge and skills for living	3.976	.800	High	4.102	.801	High	4.060	.803	High
1.2 Level: Social	**4.019**	**.785**	High	**4.264**	**.773**	High	**4.182**	**.696**	High
1) Is a good member and respects social rules	3.909	.766	High	4.327	0.747	High	4.188	0.778	High
2) Works well with others	4.129	.804	High	4.200	.799	High	4.176	.801	High
2. Participatory Citizen	**3.803**	**.898**	High	**4.137**	**.829**	High	**4.025**	**.676**	High
2.1 Level: Individual	**3.928**	**.820**	High	**4.348**	**.744**	High	**4.208**	**.697**	High
1) Performs duties with enthusiasm	3.822	.809	High	4.182	.835	High	4.062	.843	High
2) Always respects the rights of oneself and others	4.034	.831	High	4.514	.654	Very high	4.354	.752	High
2.2 Level: Social	**3.677**	**.976**	High	**3.927**	**.915**	High	**3.843**	**.823**	High
1) Has a public-minded spirit	3.810	.895	High	4.178	.828	High	4.056	.868	High
2) Participates in creating innovations for sustainable development	3.543	1.056	High	3.675	1.001	High	3.631	1.022	High
3. Justice-Oriented Citizen	**4.028**	**.769**	High	**4.252**	**.822**	High	**4.172**	**.616**	High
3.1 Level: Individual	**4.018**	**.738**	High	**4.215**	**.838**	High	**4.149**	**.664**	High
1) Understands and empathizes with others	3.960	.761	High	4.429	.705	High	4.273	.757	High
2) Has awareness and pride in being Thai	4.103	.823	High	4.052	1.031	High	4.069	.967	High
3) Possesses a global citizenship mindset	3.991	.766	High	4.164	.779	High	4.106	.779	High
3.2 Level: Social	**4.037**	**.755**	High	**4.289**	**.806**	High	**4.205**	**.709**	High
1) Respects economic, social, political, and environmental differences	4.000	.769	High	4.284	.774	High	4.189	.783	High
2) Believes in equitable and fair resource distribution	4.074	.740	High	4.294	.837	High	4.221	.813	High
Overall	**3.970**	**.814**	High	**4.206**	**.814**	High	**4.124**	**.627**	High

From Table 2, it was found that the overall level of active citizen characteristics among secondary school students in Bangkok was rated as **High** ($\bar{x}$ = 4.124, S.D. = 0.627). When considering the dimensions, components, and items in descending order of their mean scores:

1. **Personally Responsible Citizen** was rated as **High** ($\bar{x}$ = 4.176, S.D. = 0.567), with the individual level scoring slightly lower than the social level (Individual: $\bar{x}$ = 4.174, S.D. = 0.586; Social: $\bar{x}$ = 4.182, S.D. = 0.696). The item with the lowest mean score in this dimension was *"Possesses essential knowledge and skills for living"*, which was still rated as **High** ($\bar{x}$ = 4.060, S.D. = 0.803).
2. **Justice-Oriented Citizen** was also rated as **High** ($\bar{x}$ = 4.172, S.D. = 0.616), with the individual level scoring lower than the social level (Individual: $\bar{x}$ = 4.149, S.D. = 0.664; Social: $\bar{x}$ = 4.205, S.D. = 0.709). The item with the lowest mean score in this dimension was *"Has awareness and pride in being Thai"*, which was rated as **High** ($\bar{x}$ = 4.069, S.D. = 0.967).
3. **Participatory Citizen** was rated as **High** ($\bar{x}$ = 4.025, S.D. = 0.676), with the social level scoring lower than the individual level (Individual: $\bar{x}$ = 4.208, S.D. = 0.697; Social: $\bar{x}$ = 3.843, S.D. = 0.823). The item with the lowest mean score in this dimension was *"Participates in creating innovations for the sustainable development of the economy, society, politics, and the environment"*, which was rated as **High** ($\bar{x}$ = 3.631, S.D. = 1.022).

These results are summarized in Figure 1.

2. Comparison of Differences in Opinions on the Levels of Active Citizen Characteristics by Dimensions and Components Between Teachers and Students

The researcher compared the dimensions and components of active citizen characteristics using the independent T-test. A statistically significant difference at the 0.05 level ($p \leq 0.05$) indicates that the opinions of teachers and students differ.
The results of the comparison are presented in the following table.

Table 3: Comparison of Differences in Opinions on the Levels of Active Citizen Characteristics by Dimensions and Components Between Teachers and Students in Secondary Schools in Bangkok

Dimensions and Components of Active Citizen Characteristics	Respondents	$(\bar{x})$	S.D.	Sig.	T	P	Comparison of Differences
1. Personally responsible citizen	Students	4.153	.577	0.034	-2.309*	0.21	Found Differences
	Teachers	4.220	.543				
1.1 Individual Level	Students	4.173	.589	0.528	-0.36	.972	No Differences Found
	Teachers	4.174	.578				
1.2 Social Level	Students	4.105	.708	0.022	-6.654*	<.001	Found Differences
	Teachers	4.336	.644				
2. Participatory citizen	Students	3.935	.696	<0.001	-8.340*	<.001	Found Differences
	Teachers	4.203	.594				
2.1 Individual Level	Students	4.102	.720	<0.001	-8.920*	<.001	Found Differences
	Teachers	4.419	.594				
2.2 Social Level	Students	3.766	.830	0.004	-5.429*	<.001	Found Differences
	Teachers	3.997	.788				
3. Justice-oriented citizen	Students	4.123	.626	0.737	-4.709	<.001	No Differences Found
	Teachers	4.270	.584				
3.1 Individual Level	Students	4.120	.660	0.320	-2.535	.011	No Differences Found
	Teachers	4.208	.676				
3.2 Social Level	Students	4.127	.706	0.368	-6.480	<.001	No Differences Found
	Teachers	4.341	.688				

Note: Confidence level set at 95% indicates statistical significance at the 0.05 level.

- **P-value ≤ 0.05**: Statistically significant difference (*Sig*).
- **P-value > 0.05**: No statistically significant difference (*Not Sig*).

From Table 3, when comparing the dimensions and components of active citizen characteristics using the independent T-test, dimensions with statistically significant differences at the 0.05 level (P-value ≤ 0.05) indicate differing opinions between teachers and students. The findings are as follows:

1. **Personally Responsible Citizen**: Teachers and students had differing opinions.

1.1 Individual Level: No significant difference in opinions was found.

1.2 Social Level: Significant differences in opinions were found.

2. **Participatory Citizen**: Teachers and students had differing opinions.

2.1 Individual Level: Significant differences in opinions were found.

2.2 Social Level: Significant differences in opinions were found.

3. **Justice-Oriented Citizen**: Teachers and students had no significant differences in opinions.

3.1 Individual Level: No significant difference in opinions was found.

3.2 Social Level: No significant difference in opinions was found.

Discussion and Implications

1. Level of Active Citizen Characteristics Among Secondary School Students in Bangkok Metropolis

The findings revealed that, in general, teachers and students in Bangkok Metropolis rated *Personally Responsible Citizen* as the highest scoring dimension, while *Participatory Citizen* scored the lowest. When considering components and individual items, the results can be discussed as follows.

Personally Responsible Citizen is the highest scoring dimension of active citizen characteristics among secondary school students in Bangkok Metropolis. This reflects its recognition as a core value emphasized by families, schools, society, and the nation. According to the National Education Standards (2018), learners are expected to develop a love of learning and responsibility, as well as basic knowledge, skills, and competencies, starting at the primary education level (Office of the Education Council, 2019). Additionally, the initial stages of strong citizenship involve being responsible citizens who adhere to rules, maintain personal safety, work diligently, follow laws, and volunteer during national crises (Westheimer & Kahne, 2004).

When considering components and elements, at the social level, element no. 1, *Being a good member and respecting social rules,* received the lowest score. This corresponds to the survey findings that indicate a decline in integrity, responsibility, mindfulness, and discipline among Thais (National Child and Youth Development, 2018). When analyzing the context of Bangkok, one reason for this issue is structural problems such as poverty. Parents often focus on earning income and lack the time to supervise their children, resulting in some students dropping out of school, frequently migrating with their families, or living in slum communities prone to risky behaviors (Sompong Chitradub & Kamolwan Plubjeen, 2023).

These structural challenges impact the quality of the student. To address these issues, the Bangkok Secondary Educational Service Area Office 1 has implemented urgent policies to create opportunities and reduce educational disparities, allowing students to access equality, develop competencies for further education, and focus on aligning vocational skills with labor market demands and national development. These measures also include tracking and addressing school dropouts to reintegrate them into the education system, thus reducing risky behaviors (Bangkok Secondary Educational Service Area Office 1, 2023).

Participatory citizen is the lowest-scoring dimension of active citizen characteristics among secondary school students in Bangkok Metropolis, yet it is a crucial characteristic of strong citizenship. If schools fail to genuinely value knowledge and active citizenship of students, focusing primarily on academic learning rather than encouraging active youth participation in their communities, it will lead to negative behaviors (Doecke & Huo, 2024). Developing active citizens with a sense of public interest over self-interest must start by instilling ideas and ideologies at the family, community, religious, media, and local governance levels. This foundation will help foster active participation among citizens in sustainable national development (Winij Phacharern, 2020). Participation in cultural and environmental activities, at the local, regional, national, and international levels, as well as participating in community life, is also essential (Hoskins et al., 2006).

Furthermore, at the social level, item no. 2, *Participating in the creation of innovations for the sustainable development of the economy, society, and environment,* received the lowest score. This aligns with the goals of Thailand's 13th National Economic and Social Development Plan, which focuses on the development of human resources to support economic restructuring towards innovation-driven growth and sustainable development. This includes creating innovations for national development in other dimensions (Office of the National Economic and Social Development Council, 2022). The National Education Standards (2018) also identify *Innovation creators* as one of the Desired Outcomes of education (DOE). In response to these policies, the Bangkok Secondary Educational Service Area Office has begun to position itself as an innovative educational organization. It focuses on providing students with full potential development according to multiple intelligences, fostering innovative thinkers with essential skills of the 21st century, improving competitiveness, and adopting educational innovations and digital technologies in education management systems (Bangkok Secondary Educational Service Area Office 1, 2023).

The findings reflect the alignment between the research results and national policies aimed at developing students into citizens who contribute to innovations for sustainable economic, social, and environmental development. Such efforts equip students with essential skills to drive innovation, supporting the country's progression on the global stage.

2. Comparison of Differences in Opinions on the Levels of Active Citizen Characteristics by Dimensions and Components Between Teachers and Students

The research findings revealed that differences in opinions between teachers and students in *Personally Responsible Citizen were observed* at the social level, specifically in *being a good member and respecting social rules* and *working well with others*. Furthermore, differences were noted in *Participatory Citizen* at both the individual and social levels, including *performing duties with enthusiasm*, *always respecting one's own rights and the rights of others*, *having a public spirit*, and *participating in creating innovations for sustainable development in the economy, society, politics, and the environment*. In all cases, teachers rated students higher than the students themselves.

From an educational policy perspective, the 20-year national strategy has outlined goals to develop people into good, skilled, and quality citizens with public interest and responsibility to themselves and society, as well as innovators (Office of the Secretariat of the National Strategy Committee, 2018). The National Education Plan (2017-2026) focuses on advancing education to drive the economic and social development of Thailand 4.0, using the evaluations of the previous education plan (1979–2016) as a foundation for improvement (Office of the Education Council, 2017).

The Bangkok Secondary Educational Service Area Office has set goals to transform schools into innovative organizations, developing the full potential through multiple intelligences. This includes fostering lifelong learners, creative thinkers, innovators, life skills, and essential skills while promoting stakeholder participation in education (Bangkok Secondary Educational Service Area Office 1, 2023). At the institutional level, civic education courses and social and community service activities are implemented (Office of the Education Council, 2016).

At the institutional level, curriculum have been designed to incorporate civic education courses and social and community service activities (Office of the Education Council, 2016). However, the research findings reflect that these efforts have not yet achieved their intended goals. The students rated themselves as having low levels of social responsibility and participation, both on the individual and social levels. This is consistent with the case study of Wat Song Tham School, which found that students currently exhibit moderate levels of knowledge, skills, attitudes, responsibility, and participatory behaviors as citizens (Sittichok Eiamboon & Apiradee Jariyarangsiroge, 2024). Similarly, a case study in Australia revealed that Australian schools and curricula, particularly at the senior secondary level, focus heavily on academic learning, which limits students' ability to become active and participatory citizens (Doecke & Huo, 2024). There is an urgent need to concretely develop these characteristics in students. Institutions must reform curricula, improve teaching practices, and improve assessment and evaluation methods to nurture students as socially responsible and participatory citizens at both individual and social levels. The following measures should be considered.

In teaching, active learning should be promoted as a foundation for lifelong learning through involvement in local governance (Annette, 2009). Integrating local wisdom into teaching can enhance students' participatory behaviors and deepen their understanding of citizenship values through social interaction (Mulyana, 2024). Extracurricular activities should also focus on developing students' decision-making and problem-solving skills while benefiting communities (Percy-Smith, 2015).

In evaluation, Japan focuses on evaluating the knowledge and skills necessary to build a democratic and peaceful society (Suriyanon Pholsim, 2020). Finland emphasizes progress assessment, including behavior, learning, and skills, reported annually at a minimum. Teachers provide feedback on students overall academic achievement and progress, with final assessments overseen by headteachers (Office of the Education Council, 2016). In Singapore, global citizenship assessments include portfolios, reflective journals, role-playing, projects, and service learning. These assessments involve self-assessment, peer evaluation, teacher evaluation, formative assessment, and summative assessment (Fuangarun Preedidilok & Chanita Rukspollmuang, 2019).

Conclusion

1. **Overall Level of Active Citizen Characteristics Among Secondary School Students in Bangkok Metropolis**

The highest mean score was observed in the dimension of *Personally Responsible Citizen*, followed by *Justice-Oriented Citizen*. The lowest mean score was found in the dimension of *Participatory Citizen*. The findings can be summarized by dimensions, components, and items as follows:

In the dimension of *Personally Responsible Citizen*, the individual level scored lower than the social level. The lowest-scoring item was Item 5: Possesses essential knowledge and skills for living.

In the dimension of *Justice-Oriented Citizen*, the individual level scored lower than the social level. The lowest-scoring item was Item 2: Has awareness and pride in being Thai.

In the dimension of *Participatory Citizen*, the social level scored lower than the individual level. The lowest-scoring item was Item 2: Participates in creating innovations for the sustainable development of the economy, society, and environment.

2. **Comparison of Differences in Opinions on Active Citizen Characteristics by Dimensions and Components Between Teachers and Students**

2.1 Personally Responsible Citizen: Teachers and students had differing opinions at the social level, while no differences were found at the individual level.

2.2 Participatory Citizen: Teachers and students had differing opinions at both the individual and social levels.

2.3 Justice-Oriented Citizen: No significant differences were found between teachers and students at both the individual and social levels.

Declarations

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Data Availability

All data underlying the results are available as part of the article and no additional source data are required.

Ethical Approval:

The study was approved by IRB Chulalongkorn University COA No. 014/67.

Consent to participate:

Statements confirming that informed written consent was obtained were used as follows: The IRB approved the collection of data from student respondents without requiring parental or guardian consent because the survey does not collect personally identifiable information and participation is entirely voluntary. A consent statement will be presented to respondents before they begin the survey. For students and parents, this research aims to explore the opinions of teachers and students and to contribute to curriculum development, learning design, and assessment of student learning to cultivate active citizens. The researchers conducted this research using questionnaires. The primary objective was to improve teaching and learning to develop active citizens. Supervising agencies can utilize some of the data to inform educational policy decisions. Additionally, some anonymized data may be used for instructional research and academic publication, strictly for educational and scholarly purposes. Participants may withdraw at any time during the study without any consequences.

Consent to publish

Not applicable. No individual participant data that could identify persons are presented in this manuscript.

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Figures

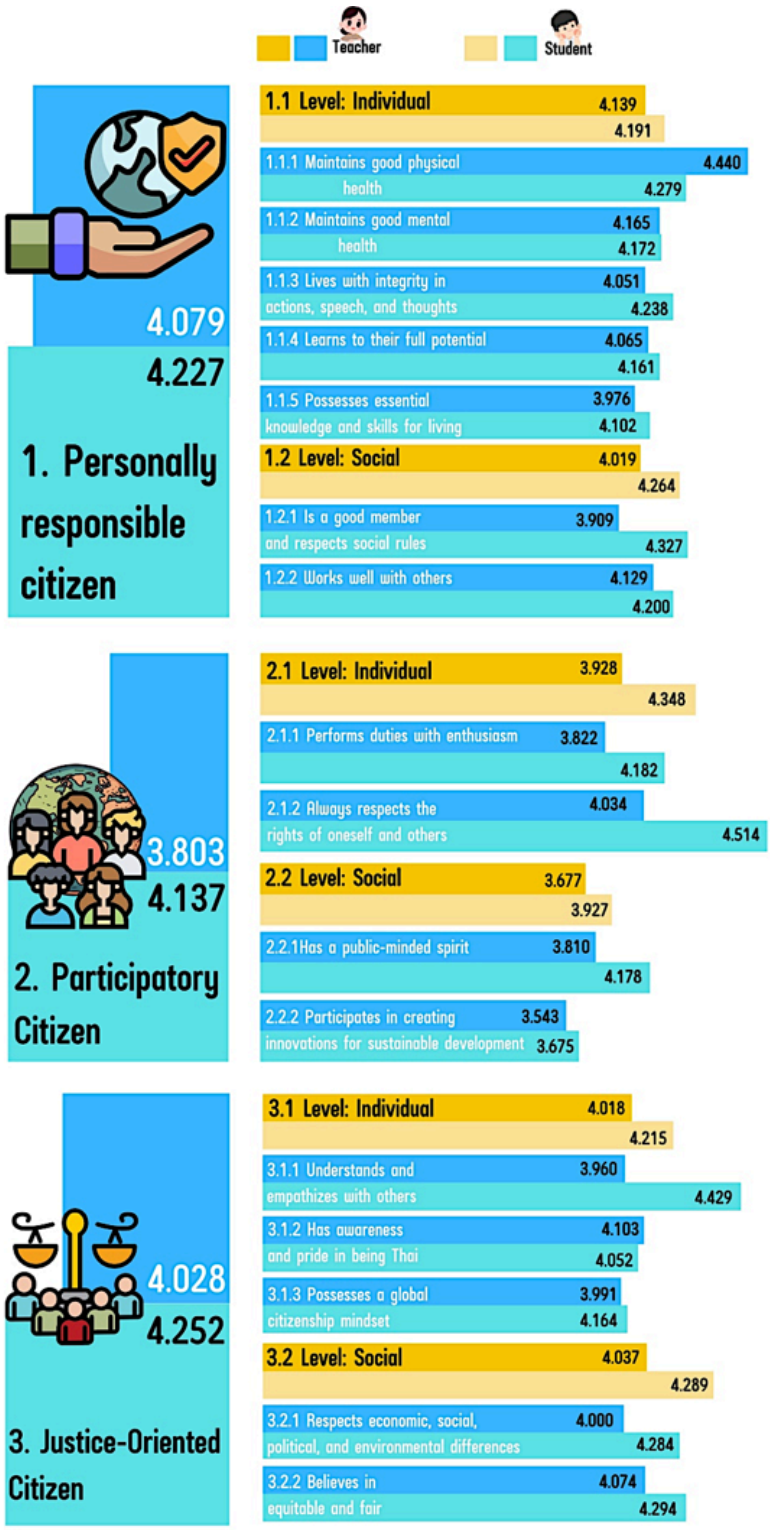


Figure 1

Levels of Active Citizen Characteristics Among Secondary School Students in Bangkok Based on the Opinions of Teachers and Students