

การจัดการเรียนรู้ทางสังคมที่ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็ง
(Active Citizen) ของนักเรียนในโรงเรียนมัธยมศึกษาเอกชนในจังหวัดนครปฐม
The Effect of Social Learning Management on Enhancing Active
Citizenship Among Students in Private Secondary Schools in
Nakhon Pathom Province, Thailand

ดร. พนิดา คล้อสวัสดิ์

*คณะศึกษาศาสตร์ มหาวิทยาลัยนานาชาติเซนต์เทเรซา

รศ. ดร. สุพัทธ์ พิบูลย์

*คณะศึกษาศาสตร์ มหาวิทยาลัยนานาชาติเซนต์เทเรซา

ดร. นงนุช สุวรรณะรุจิ

*คณะศึกษาศาสตร์ มหาวิทยาลัยนานาชาติเซนต์เทเรซา

Dario Mando

*คณะศึกษาศาสตร์ มหาวิทยาลัยนานาชาติเซนต์เทเรซา

Dr. Teresita R. Doctor

*คณะศึกษาศาสตร์ มหาวิทยาลัยนานาชาติเซนต์เทเรซา

Dr. Panida Klosawasdi

*Faculty of Education, St. Teresa International University

Assoc. Prof. Dr. Suphak Pibool

*Faculty of Education, St. Teresa International University

Dr. Nongnuch Suwanruji

*Faculty of Education, St. Teresa International University

Dario Mando

*Faculty of Education, St. Teresa International University

Dr. Teresita R. Doctor

*Faculty of Education, St. Teresa International University

ข้อมูลบทความ

รับบทความ 14 มีนาคม 2568

แจ้งแก้ไข 18 เมษายน 2568

ตอบรับบทความ 24 เมษายน 2568

การจัดการเรียนรู้ทางสังคมที่ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็ง (Active Citizen) ของนักเรียนใน
โรงเรียนมัธยมศึกษาเอกชนในจังหวัดนครปฐม

บทคัดย่อ

งานวิจัยนี้มีวัตถุประสงค์เพื่อ ศึกษาการจัดการเรียนรู้ทางสังคมที่ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็ง (Active Citizen) ของนักเรียนในโรงเรียนมัธยมศึกษาเอกชน ในจังหวัดนครปฐม การวิจัยนี้เป็นการวิจัยเชิงปริมาณทำการศึกษากับคือ ผู้บริหาร และครูที่สอนนักเรียนระดับมัธยมศึกษาตอนปลาย โรงเรียนมัธยมศึกษาเอกชน ในจังหวัดนครปฐม จำนวนกลุ่มตัวอย่าง 167 คน โดยการใช้ตามตารางเครจซี่และมอร์แกน เครื่องมือที่ใช้คือแบบสอบถาม สถิติที่ใช้ในการวิจัยคือ Mean, Pearson Product Moment Correlation, VIF, และ Multiple Regression Analysis ผลการศึกษา พบว่า 1) นักเรียนมีการเรียนรู้ทางสังคมที่เสริมสร้างความเป็นพลเมืองในภาพรวม อยู่ในระดับสูง 2) นักเรียนมีความเป็นพลเมืองที่เข้มแข็งในภาพรวม อยู่ในระดับสูง 3) การจัดการเรียนรู้ทางสังคมด้วยตัวแบบที่มีชีวิต (Live Model) ของครู และการจัดการเรียนรู้ทางสังคมด้วยกิจกรรมตัวแบบในรูปคำสอน (Verbal Description or Instruction Model) ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็งของนักเรียนในภาพรวม 4) สมการเชิงเส้นตรงที่ได้จากการวิเคราะห์การถดถอยเชิงพหุ เพื่อทำนายความเป็นพลเมืองที่เข้มแข็งของนักเรียนในภาพรวม หรือ $Y_{total} = .946 + .364$ (Live Model ของครู) + $.368$ (Instruction Model) โดยประสิทธิภาพการพยากรณ์คิดเป็น ร้อยละ 43 ($R^2 = 0.430$)

คำสำคัญ : การจัดการเรียนรู้ทางสังคม; การเสริมสร้างความเป็นพลเมือง; Active Citizen

Abstract

The main objective of this research project was to analyze the effect of social learning management on enhancing active citizenship among students in private secondary schools in Nakhon Pathom province, Thailand. This quantitative study involved administrators and teachers of high school students in private secondary schools in Nakhon Pathom province, with a sample size of 167 participants using the Krejcie and Morgan Tables. The research instrument used was a questionnaire, and the statistical methods employed included Mean, Pearson Product Moment Correlation, VIF, and Multiple Regression Analysis. The study's findings revealed that: 1) Overall, students' social learning for enhancing

active citizenship was at a high level. 2) Overall, students' active citizenship was at a high level. 3) Social learning through teachers live modeling and verbal description or instruction models had an impact on students' active citizenship enhancement. 4) Multiple Regression Analysis provided a linear equation to predict students' overall active citizenship: $Y_{\text{total}} = 0.946 + 0.364 \text{ (Teacher's Live Modeling)} + 0.368 \text{ (Instruction Model)}$, with a predictive efficiency of 43 percent ($R^2 = 0.430$).

Keywords : Social learning management; Active citizenship enhancement; Active citizen

Background

Social learning management is central to a country's development and serves as a critical foundation for the comprehensive development of human resources. Consequently, it is the primary duty of teachers to help students develop the abilities to thrive both as individuals and in their interactions within society (Phinla, 2016; Puncreobutr, 2016). Teachers can achieve this by encouraging students to develop critical thinking skills and exposing them to diverse perspectives, from foundational knowledge to the creation of new concepts that strengthen their intellectual capabilities (Hoskins & Mascherini, 2009)

Bandura's Social Learning Theory posits that most human learning occurs through observation or imitation. This process involves sharing information, using models, and applying reinforcement to stimulate the development of attitudes and motivation. Key elements include attention, memory, and replicating behaviors according to models, enabling individuals to care for themselves throughout their lives (Bandura, 1977; Phengwan et al., 2022). This approach enhances active citizenship by equipping learners with the knowledge, skills, and attitudes necessary to conduct themselves as responsible citizens who live

harmoniously with others in society (Phinla, 2016; Wattanasan & Puncreobutr, 2021).

Westheimer and Kahne (2004) proposed three levels of citizenship. This includes Personally Responsible Citizens: who fulfill their roles and responsibilities as specified by the state or according to social customs and traditions, Participatory Citizens: who join organizations or agencies that carry out social activities, and Justice-Oriented Citizens: who focus on solving social problems, identifying root causes, and offering solutions. This progression represents a path toward developing active citizenship (Siripongnapat, 2023). However, in today's world, being merely a personally responsible citizen or a participatory citizen is insufficient. It is essential to cultivate individuals who focus on social justice, or justice-oriented citizens, whose primary goal is to become active citizens (Hoskins & Mascherini, 2009; Akomkong & Puncreobutr, 2016).

An active citizen is an engaged and proactive member of society who is determined and committed to performing their duties in accordance with the law and societal rules. They prioritize volunteerism, help others, share opinions, and ask critical questions related to public issues. This involvement creates momentum for change, addresses social problems, and fosters community and societal development for the better (Ross, 2007; Hoskins & Mascherini, 2009).

Thailand has consistently emphasized the development of citizenship through the educational process to cultivate citizens who are good, talented, and able to live harmoniously with others. To promote active citizenship, Thailand has established significant goals for educational institutions at various levels, as outlined in the Thai Education Standards 2018. These standards aim to develop youth into active citizens who love their country and community, discern right from wrong, possess a strong conscience, embody a spirit of volunteerism, and actively participate in national development. These citizens are expected to coexist peacefully with others in both the Thai society and the international

community (Office of the Education Council, 2019; Tangwanchaoen and Rungwachira, 2021). Private secondary schools in Nakhon Pathom Province have organized their education in accordance with the National Education Standards 2018. Social learning management is continuously implemented through four activity groups: Administrator's live model, teacher's live model, symbolic model, and verbal description or instruction model. These activities aim to enhance the active citizenship of students across various aspects as outlined in the 2018 National Education Standards. Education plays a crucial role in developing citizens to become responsible and active members of society. As a fundamental institution, it serves as a foundation for cultivating desirable civic characteristics among learners. The rapid advancement of academic knowledge and technology has significantly impacted economic and social changes, thereby creating an urgent need to develop Thai citizens to be knowledgeable, morally grounded, ethical, and to possess democratic values—core principles under Thailand's current system of governance (Kanjaneer Moolnee, 2018). Furthermore, when civic education programs are implemented, studies have shown that students' behaviors tend to change in a positive direction. Learners demonstrate greater social responsibility through learning processes that promote good citizenship (Suwan Julamang, 2021).

To assess the development efforts of private secondary schools in Nakhon Pathom province, Thailand, the researcher believes it is crucial to study the impact of social learning management on enhancing active citizenship among students in these private secondary schools. The research findings would benefit all parties involved, including subject teachers, homeroom teachers, school administrators, educational supervisors, education area administrators, and affiliated organizations. This information can be used to foster cooperation with parents, communities, societies, and relevant agencies to develop a social learning management process that aligns with societal needs and the national educational standards of Thailand.

การจัดการเรียนรู้ทางสังคมที่ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็ง (Active Citizen) ของนักเรียนใน
โรงเรียนมัธยมศึกษาเอกชนในจังหวัดนครปฐม

Research Objectives

To analyze the effect of social learning management on enhancing active citizenship among students in private secondary schools in Nakhon Pathom Province, Thailand.

Research Methodology

This research is a quantitative study.

The population consisted of 290 administrators and teachers who taught high school students in 14 private secondary schools in Nakhon Pathom province, Thailand. The sample size was determined using the Krejcie and Morgan Tables, resulting in 167 participants selected through stratified random sampling, with the respondents' status as the stratification criterion.

The variables studied are as follows:

1. Independent variable

The independent variable was social learning management, which comprised four activity groups: Live Model of Administrators (X_1), Live Model of Teachers (X_2), Symbolic Model (X_3), and Verbal Description or Instruction Model (X_4).

2. Dependent variable

The dependent variable was the active citizenship of private secondary school students in Nakhon Pathom province, Thailand.

Active citizenship consisted of 10 aspects: Confidence in righteousness and justice (Y_1), democratic spirit (Y_2), consciousness and pride in being Thai (Y_3), consciousness and pride in being an ASEAN citizen (Y_4), belief in equality and social justice (Y_5), volunteering (Y_6), ethical courage (Y_7), enthusiasm for building a sustainable Thai society (Y_8), enthusiasm for building a sustainable global society (Y_9), and integrity in working for the common good (Y_{10}).

The instrument used was a questionnaire created by the researcher, with a discriminant index between .372-.941, and a reliability index of .90. The

statistical methods used in the research included Mean, S.D., Pearson Product Moment Correlation, Variance Inflation Factor (VIF), and Multiple Regression Analysis. The research period spanned from May 2022 to December 2023.

Research Results

The results of the study on the effect of social learning management on promoting active citizenship among students in private secondary schools in Nakhon Pathom province are presented in four sections:

1. Basic information of the respondents

Information about the administrators and teachers who taught high school students in private secondary schools in Nakhon Pathom province, categorized by position and work experience, is shown in Table 1.

Table 1. The sample group, categorized by position and work experience (N=167)

| Position | Work experience | | | Total | |
|--------------------|-------------------|------------|--------------------|--------|------------|
| | Less than 3 years | 3-10 years | More than 10 years | Number | Percentage |
| Administrator | - | 4 | 19 | 23 | 13.77 |
| Teacher | 23 | 45 | 76 | 144 | 86.23 |
| Total (absolute) | 23 | 49 | 95 | 167 | 100.00 |
| Total (percentage) | 13.77 | 29.34 | 56.89 | 100.00 | |

Data in Table 1 shows that 13.77% of the respondents in the sample group were administrators, while 86.23% were teachers. Additionally, 56.89% of the sample group had more than 10 years of work experience, 29.34% had 3-10 years of work experience, and 13.77% had less than 3 years of experience.

2. Social learning management

The effect of social learning management activities on the enhancement of active citizenship among students in private secondary schools in Nakhon Pathom province is detailed in Table 2.

Table 2. Effect of social learning management activities on the enhancement of students' active citizenship (N=167)

| Activity | Mean | S.D. | Level of social learning | Ranking |
|---|------|------|--------------------------|---------|
| Administrators' Live Model (X ₁) | 4.62 | .442 | Very high | 1 |
| Teachers' Live Model (X ₂) | 4.55 | .445 | Very high | 2 |
| Symbolic Model (X ₃) | 4.34 | .499 | High | 4 |
| Verbal Description or Instruction Model (X ₄) | 4.48 | .491 | High | 3 |
| Overall social learning management | 4.48 | .408 | High | |

Table 2, the study on the effect of social learning management activities on the enhancement of students' active citizenship, reveals that the overall effect of social learning was at a high level, with a mean score of 4.48. When examining each aspect individually, two activity groups had a very high level of learning: the live model of administrators (mean 4.62) and the teacher's live model (mean 4.55). The other two activity groups also demonstrated a high level of social learning: the verbal description or instruction model (mean 4.48) and the symbolic model (mean 4.62). Each activity group comprised notable sub-activities, as detailed below.

Regarding the activities of the live model of administrators, the three highest levels of learning were observed in the following areas: administrators

who work with equality and social justice (mean 4.68), administrators who demonstrate honesty in working for the public (mean 4.66), and administrators who show enthusiasm in creating a sustainable Thai society (mean 4.64), respectively.

The top three categories with high learning in the teacher's live model activities are: teachers acting as role models with pride in being Thai (mean 4.63), teachers demonstrating a democratic spirit (mean 4.60), and teachers exemplifying ethical courage (mean 4.58), respectively.

The three highest levels of learning in the verbal description or instruction model activities were: the dissemination of volunteering to society via various school media (mean 4.49), followed by the dissemination of principles of righteousness and justice through school media (mean 4.40), and both the dissemination of democratic issues (mean 4.40) and the promotion of Thai identity through various school media (mean 4.40), respectively.

The three highest ranking symbolic model activities were: regularly informing verbally or discussing righteousness and justice with students (mean 4.66), followed by regularly informing verbally or discussing honesty in work with students (mean 4.63), and regularly communicating about volunteering for society (mean 4.60), respectively.

3. Active citizenship

The results of active citizenship among students in private secondary schools in Nakhon Pathom Province after participating in social learning activities are presented in Table 3.

การจัดการเรียนรู้ทางสังคมที่ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็ง (Active Citizen) ของนักเรียนใน
โรงเรียนมัธยมศึกษาเอกชนในจังหวัดนครปฐม

Table 3. Level of students' active citizenship (N=167)

| Aspects | Mean | S.D. | Level of Active Citizenship | Ranking |
|--|------|------|--------------------------------|---------|
| Confidence in righteousness and justice (Y ₁) | 4.08 | .598 | High | 10 |
| Democratic spirit (Y ₂) | 4.23 | .579 | High | 7 |
| Consciousness and pride in being Thai (Y ₃) | 4.34 | .610 | High | 2 |
| Consciousness and pride in being an ASEAN citizen (Y ₄) | 4.11 | .611 | High | 9 |
| Belief in equality and social justice (Y ₅) | 4.17 | .621 | High | 8 |
| Volunteering (Y ₆) | 4.35 | .593 | High | 1 |
| Ethical courage (Y ₇) | 4.24 | .598 | High | 6 |
| Enthusiasm for creating a sustainable Thai society (Y ₈) | 4.32 | .559 | High | 3 |
| Enthusiasm for building a sustainable global society (Y ₉) | 4.29 | .572 | High | 5 |
| Integrity in working for the common good (Y ₁₀) | 4.32 | .564 | High | 4 |
| Overall active citizenship | 4.25 | .483 | High | |

Table 3 shows that the overall level of active citizenship among students was high, with a mean score of 4.25. Similarly, each individual aspect of active citizenship was also rated at a high level. The top three aspects were volunteering (mean 4.35), awareness and pride in being Thai (mean 4.34), and enthusiasm in helping to build a sustainable Thai society (mean 4.32), respectively. The bottom

three aspects were confidence in equality and social justice (mean 4.17), consciousness and pride in being an ASEAN citizen (mean 4.11), and confidence in righteousness and justice (mean 4.08), respectively.

4 . Effect of social learning management on active citizenship enhancement

4.1 Relationship between social learning management and active citizenship of students

The relationship between social learning management and active citizenship among students in private secondary schools in Nakhon Pathom province, as analyzed through Pearson correlation coefficients, is presented in Table 4.

Table 4 . The correlation between social learning management and active citizenship of private secondary school students in Nakhon Pathom province (N=167)

| Variable | Y ₁ | Y ₂ | Y ₃ | Y ₄ | Y ₅ | Y ₆ | Y ₇ | Y ₈ | Y ₉ | Y ₁₀ | VIF |
|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|-----------------|-------|
| X ₁ | .349** | .500** | .390** | .346** | .399** | .462** | .443** | .437** | .445** | .339** | 1.511 |
| X ₂ | .449** | .559** | .498** | .488** | .450** | .542** | .486** | .480** | .554** | .419** | 2.039 |
| X ₃ | .455** | .427** | .474** | .501** | .399** | .487** | .444** | .384** | .440** | .428** | 1.944 |
| X ₄ | .552** | .474** | .525** | .624** | .475** | .541** | .436** | .414** | .504** | .470** | 1.000 |

** p< .01

Data in Table 4 shows a moderate relationship between social learning management and active citizenship, with Pearson correlation coefficients ranging from 0.339 to 0.624, statistically significant at the 0.01 level. The test for multicollinearity revealed VIF values between 1.000 and 2.039, which are well

การจัดการเรียนรู้ทางสังคมที่ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็ง (Active Citizen) ของนักเรียนใน
โรงเรียนมัธยมศึกษาเอกชนในจังหวัดนครปฐม

below the threshold of 10, indicating that the relationship between the variables does not pose a multicollinearity problem, making them suitable for multiple regression analysis.

4.2 Factors affecting the enhancement of active citizenship

The results of the hypothesis testing, which examined the effect of social learning management on the enhancement of students' active citizenship using multiple regression analysis, are presented in Table 5.

Table 5. Results of the effect of social learning management on the enhancement of students' active citizenship (N=167)

| Activity | Active Citizenship | | | | | | | | | | |
|-------------------------|-----------------------|------------------|------------------|------------------|------------------|------------------|------------------|-------------------|------------------|------------------|--------------------|
| | Y ₁ | Y ₂ | Y ₃ | Y ₄ | Y ₅ | Y ₆ | Y ₇ | Y ₈ | Y ₉ | Y ₁₀ | Y _{total} |
| | Eq.1 | Eq.2 | Eq.3 | Eq.4 | Eq.5 | Eq.6 | Eq.7 | Eq.8 | Eq.9 | Eq.10 | Eq.11 |
| Constant | 1.076 ** (.357) | .954* (.386) | .872* (.422) | .634 (.342) | .950* (.445) | .722 (.398) | .925* (.426) | 1.603** (.393) | .818* (.387) | 1.648* (.374) | .946** (.302) |
| X ₁ | | | | | | | | | | | |
| X ₂ | | .722** (.084) | .322* (.128) | | .326* (.135) | .423** (.121) | .466** (.114) | .599** (.086) | .531** (.117) | | .364** (.091) |
| X ₃ | .671** (.079) | | | | | | .277** (.101) | | | .221* (.107) | |
| X ₄ | | | .438** (.116) | .776** (.076) | .388** (.122) | .379** (.109) | | | .236* (.106) | .383** (.109) | .368** (.083) |
| R | .551 | .555 | .552 | .624 | .501 | .585 | .522 | .477 | .576 | .491 | .656 |
| R ² | .304 | .308 | .305 | .389 | .251 | .342 | .273 | .227 | .332 | .241 | .430 |
| Adjusted R ² | .300 | .304 | .296 | .386 | .242 | .334 | .264 | .223 | .324 | .232 | .423 |
| Max VIF | 2.039 | 2.509 | 2519 | 2.039 | 2.519 | 2.519 | 2.601 | 2.509 | 2.519 | 2.162 | 2.039 |

*P<.05 **P<.01

Table 5 shows the effect of social learning management on the enhancement of students' active citizenship. The details are as follows:

Social learning management activities involving the live model of administrators (X_1) did not have an effect on enhancing students' active citizenship in any of the 10 aspects.

Social learning management activities involving the live model of teachers (X_2) had a significant effect on strengthening students' active citizenship in 7 aspects: Democratic spirit or Y_2 ($b = 0.722$, $p < 0.01$), consciousness and pride in being Thai or Y_3 ($b = 0.322$, $p < 0.05$), confidence in equality and social justice or Y_5 ($b = 0.326$, $p < 0.05$), volunteering spirit or Y_6 ($b = 0.423$, $p < 0.01$), ethical courage Y_7 ($b = 0.466$, $p < 0.01$), enthusiasm in helping to build a sustainable Thai society or Y_8 ($b = 0.599$, $p < 0.01$), and enthusiasm in helping to create a sustainable global society or Y_9 ($b = 0.531$, $p < 0.01$). Overall, the live model of teachers had a significant effect on the enhancement of students' active citizenship ($b = 0.364$, $p < 0.01$).

Social learning management involving symbolic model activities (X_3) had a significant effect on enhancing students' active citizenship in 3 aspects: Confidence in righteousness and justice or Y_1 ($b = 0.671$, $p < 0.01$), ethical courage or Y_7 ($b = 0.277$, $p < 0.01$), and integrity in working for the public good or Y_{10} ($b = 0.221$, $p < 0.05$).

Social learning management involving verbal description or instruction model activities (X_4) had a significant effect on students' active citizenship in 6 aspects: Consciousness and pride in being Thai or Y_3 ($b = 0.438$, $p < 0.01$), consciousness and pride in being an ASEAN citizen or Y_4 ($b = 0.776$, $p < 0.01$), confidence in equality and social justice or Y_5 ($b = 0.388$, $p < 0.01$), volunteering spirit or Y_6 ($b = 0.379$, $p < 0.01$), enthusiasm in helping to create a sustainable global society or Y_9 ($b = 0.236$, $p < 0.05$), and integrity in working for the public good or Y_{10} ($b = 0.383$, $p < 0.01$). Overall, the verbal description or instruction model had a significant effect on the enhancement of students' active citizenship ($b = 0.368$, $p < 0.01$).

การจัดการเรียนรู้ทางสังคมที่ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็ง (Active Citizen) ของนักเรียนใน
โรงเรียนมัธยมศึกษาเอกชนในจังหวัดนครปฐม

The results of examining the coefficients of the four independent variables can be expressed in the form of linear equations obtained from multiple regression analysis to predict students' active citizenship in each aspect as well as overall. The equations are as follows:

Equation 1: Confidence in righteousness and justice or $Y_1 = 1.076 + 0.671$ (Symbolic model) The predictive efficiency was 30.4 percent ($R^2 = 0.304$), with the remaining 69.6 percent due to other variables not included in the study.

Equation 2: Democratic spirit or $Y_2 = 0.954 + 0.722$ (Teacher's live model) The predictive efficiency was 30.8 percent ($R^2 = 0.308$), with the remaining 69.2 percent due to other variables not included in the study.

Equation 3: Consciousness and pride in being Thai or $Y_3 = 0.872 + 0.722$ (Teacher's live model) + 0.722 (Instruction model) The predictive efficiency was 30.5 percent ($R^2 = 0.305$), with the remaining 69.5 percent due to other variables not included in the study.

Equation 4: Consciousness and pride in being an ASEAN citizen or $Y_4 = 0.634 + 0.776$ (Instruction model) The predictive efficiency was 38.9 percent ($R^2 = 0.389$), with the remaining 61.1 percent due to other variables not included in the study.

Equation 5: Confidence in equality and social justice or $Y_5 = 0.950 + 0.326$ (Teacher's live model) + 0.388 (Instruction model) The predictive efficiency was 25.1 percent ($R^2 = 0.251$), with the remaining 74.9 percent due to other variables not included in the study.

Equation 6: Volunteering spirit or $Y_6 = 0.722 + 0.423$ (Teacher's live model) + 0.379 (Instruction model) The predictive efficiency was 34.2 percent ($R^2 = 0.342$), with the remaining 65.8 percent due to other variables not included in the study.

Equation 7: Ethical courage or $Y_7 = 0.925 + 0.433$ (Teacher's live model) + 0.277 (Symbolic model) The predictive efficiency was 27.3 percent ($R^2 = 0.273$), with the remaining 72.7 percent due to other variables not included in the study.

Equation 8: Enthusiasm in helping to create a sustainable Thai society or $Y_8 = 1.603 + 0.599$ (Teacher's live model) The predictive efficiency was 22.7 percent ($R^2 = 0.227$), with the remaining 77.3 percent due to other variables not included in the study.

Equation 9: Enthusiasm in helping to create a sustainable global society or $Y_9 = 0.811 + 0.531$ (Teacher's live model) + 0.236 (Instruction model) The predictive efficiency was 33.2 percent ($R^2 = 0.332$), with the remaining 66.8 percent due to other variables not included in the study.

Equation 10: Integrity in working for the public good or $Y_{10} = 1.648 + 0.221$ (Symbolic model) + 0.383 (Instruction model) The predictive efficiency was 24.1 percent ($R^2 = 0.241$), with the remaining 75.9 percent due to other variables not included in the study.

Equation 11: Overall active citizenship of students or $Y_{total} = 0.946 + 0.364$ (Teacher's live model) + 0.368 (Instruction model) The predictive efficiency was 43 percent ($R^2 = 0.430$), with the remaining 57 percent due to other variables not included in the study.

Conclusion

Research Findings on Social Learning Management Affecting the Promotion of Active Citizenship Among Students in Private Secondary Schools in Nakhon Pathom Province. The study focused on social learning management, which consisted of four groups of activities, and its impact on fostering Active Citizenship among students. The sample group included school administrators (13.77%) and teachers (86.23%). The majority of the participants had more than 10 years of work experience, followed by those with 3–10 years of experience, and lastly, those with less than 3 years of experience.

1. Regarding social learning that enhanced students' overall active citizenship, it was found that students exhibited a high level of social learning. When considering each individual aspect, it was found that students had a very

high level of social learning with the live model of administrators (mean = 4.62) and the live model of teachers. Whereas students demonstrated a high level of social learning with verbal description or instruction model activities and symbolic model activities. These findings indicate that students developed social learning through engagement with educational personnel and fostered meaningful relationships with their teachers.

2. Overall, students exhibited a high level of active citizenship. When considering each individual aspect, they demonstrated a high level of active citizenship in every aspect, with volunteering spirit (mean = 4.35) ranking highest and confidence in righteousness and justice (mean = 4.08) ranking lowest. This reflects that students possess a strong sense of social responsibility, as demonstrated by their continuous participation in volunteer activities and community service initiatives. Furthermore, the students exhibit characteristics of active and engaged citizenship.

3. Two social learning activities, namely the live model of teachers and the verbal description or instruction model, significantly affected the enhancement of students' overall active citizenship.

The linear equation to predict the overall active citizenship of students is:

$$Y_{\text{total}} = 0.946 + 0.364(\text{Teacher's live model}) + 0.368(\text{Instruction model})$$

The predictive efficiency was 43 percent ($R^2 = 0.430$), with the remaining 57 percent due to other variables not included in the present study. Therefore, teachers' social learning management and communication through instructional discourse play a vital role in enhancing students' civic attributes and fostering the development of active citizenship.

4. The social learning activity – live model of administrators did not significantly impact the enhancement of students' active citizenship, both overall and in each individual aspect.

Recommendations

Recommendations for applying the research results

According to the study, it was found that social learning management through the live model of teachers and activities in the form of verbal description or instruction model significantly impacted the enhancement of students' overall active citizenship. Therefore, school administrators should focus on improving communication and understanding among subject teachers and homeroom teachers. Additionally, they should work on developing the efficiency of learning management to ensure teachers consistently perform effectively both as live models and in conducting instructional activities.

From the study, the aspect of volunteering ranked first, indicating that private secondary schools in Nakhon Pathom province achieved significant success in enhancing active citizenship among students. Therefore, school administrators should report these positive results to educational supervisors, education area administrators, and higher affiliations. Additionally, they should expedite collaboration with communities and the society to organize joint activities aimed at further raising the level of active citizenship among students.

The study revealed that confidence in righteousness and justice ranked last, indicating that some students still struggle to behave righteously according to societal rules, still violate social norms, or still treat their peers and others unjustly. Therefore, school administrators should assign student activities teachers, subject teachers, and homeroom teachers to collaboratively organize activities focused on righteousness and justice. This will help students gain a better understanding and appreciation of this aspect.

Recommendations for further research

According to the study, it was found that the live model of administrators did not significantly impact the enhancement of students' active citizenship. This may be due to the role model activities of school administrators not being

effective enough to facilitate learning. Therefore, those involved at various levels should further investigate the details of role model activities for school administrators to enhance their effectiveness for future social learning development.

The study revealed that the predictive efficiency was 43 percent, which is not particularly high. Since the research was conducted with only one sample group from Nakhon Pathom province, further research should be conducted with larger samples from different regions to obtain a clearer picture and confirm the results of this study.

To study the results of the development of private secondary schools in Nakhon Pathom province, Thailand, the researcher deemed that it is important to investigate how social learning management affects the enhancement of active citizenship among students. The research findings will benefit all parties involved, including subject teachers, classroom teachers, school administrators, educational supervisors, education area administrators, and affiliations. These stakeholders can use the information to foster cooperation with parents, communities, society, and related agencies. This collaboration will help develop the social learning management process to align with societal needs and the national educational standards of Thailand.

References

- Akomkong, S., & Puncreobutr, V. (2016). Transformational leadership and organizational culture of institutions along Thai Lao borders. *Rupkatha Journal on Interdisciplinary Studies in Humanities*, 8(2), 111–116.
- Bandura, A. (1977). *Social learning theory* (3rd ed.). Prentice-Hall.
- Hoskins, B. L., & Mascherini, M. (2009). Measuring active citizenship through the development of a composite indicator. *Social Indicators Research*, 90(3), 459–488.

- Julamang, S. (2021). *The development of guidelines for promoting good citizenship among upper secondary school students under the Office of the Private Education Commission (OPEC) in the Educational Service Area 17*. <https://reo17.moe.go.th/wp-content/uploads/2022/08/พลเมืองดี.pdf>
- Moolnee, K. (2018). *A model for developing citizenship among lower secondary school students under the Secondary Educational Service Area Office 26* [Doctoral dissertation, Rajabhat Mahasarakham University]. RMU Library Catalog. <https://opac.rmu.ac.th>
- Office of the Education Council. (2019). *Thailand's national education standards 2018*. Phrikwan Graphics Co., Ltd.
- Phengwan, S., Prasertsang, P., & Kalam, S. (2022). The development of healthy behaviors by learning management according to the social learning theory in health education and physical education for Grade 7 students. *Journal of MCU Ubon Review*, 7(2), 469–482.
- Phinla, W. (2016). Learning activities in social studies for the development of good citizenship through democratic approach among the 21st century learners. *Journal of Education and Social Development*, 12(1), 20–34.
- Puncreobutr, V. (2016). Linking work integrated learning and competency of graduates pursuing graduate diploma in teaching profession. *Journal of Education and Practice*, 7(10), 121–127.
- Ross, A. (2007). Multiple identities and education for active citizenship. *British Journal of Educational Studies*, 55(3), 286–303.
- Siripongnapat, V. (2023). The enhancement of active citizenship for learners through Socratic questioning. *Journal of Education Studies, Chulalongkorn University*, 51(1), 1–13.
<https://doi.org/10.14456/educu.2023.8>

การจัดการเรียนรู้ทางสังคมที่ส่งผลต่อการเสริมสร้างความเป็นพลเมืองที่เข้มแข็ง (Active Citizen) ของนักเรียนใน
โรงเรียนมัธยมศึกษาเอกชนในจังหวัดนครปฐม

- Tangwancharoen, S., & Rungwachira, O. (2021). Guidelines for educational management towards the goals of Thailand's national education standards. *Journal of UBRU Educational Review*, 1(1), 77–96.
- Wattanasan, P., & Puncreobutr, V. (2021). Conceptual framework for transferring lessons learned from work for the development of best practice. *Turkish Online Journal of Qualitative Inquiry*, 12(7), 4848–4856.
- Westheimer, J., & Kahne, J. (2004). What kind of citizen: The politics of educating for democracy. *American Educational Research Journal*, 41(2), 237–269.