



Guidelines for Academic Administration to Promote Digital Citizenship for Teachers in Bangkok

Promphak Bungbua, Viroj Jedsadadilok, Jurirat Wanying, Amnuay Thaotrakul,
Thavorn Watanakul, and Anuwat Eiamsan

Rattana Bundit University
E-mail: prompakk@gmail.com

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Abstract

The purposes of this research were 1) study the current conditions and desired conditions of academic administration 2) Guidelines for academic administration to promote digital citizenship among teachers in Bangkok. The samples were 364 secondary school teachers in Bangkok which was obtained from simple random sampling. The tools used in the research include academic administration guidelines to promote digital citizenship among teachers in Bangkok, a 5-level rating scale questionnaire to inquire about desired conditions. The research data analyzed by frequencies, percentages, means, standard deviations, and PNI Modified index values. The research results revealed that academic administration guidelines to promote digital citizenship among teachers in Bangkok that urgently need to be developed include: 1) In terms of curriculum development, it was found that the priority values of 0.1261, 0.1261, and 0.1253, respectively. 2) In terms of knowledge management, it was found that the priority values are 0.1267, 0.1267, and 0.1250, respectively. 3) In terms of measurement and evaluation, it was found that the priority values are 0.1253, 0.1250, and 0.1250, respectively, and 4) Regarding the environment that affects academic administration, it was found that the priority values are 0.1325, 0.1310, and 0.1303, respectively. Educational institution administrators as the highest leaders of the school and have the highest potential. To drive the school's academic policies and plans Teachers should be pushed and developed to have knowledge and understanding so that teachers will be aware. and recognizes the importance of developing students to be digital citizens. Students' digital citizenship skills should be developed. Toward digital citizenship competencies This is because in the future the educational curriculum in Thailand will change to a competency-based curriculum.

Keywords: Academic Administration, Digital Citizenship, Teachers, Bangkok

Introduction

The Constitution of the Kingdom of Thailand, 2017, Section 54 states that the state has a duty to provide education to every child for 12 years, from pre-school age until the completion of compulsory education, without charge. In addition, the state must provide education for the people. according to needs in various systems, including promoting lifelong learning Education requires cooperation between states. Local government organizations and the private sector, with the government's duty to supervise, promote and support the provision of quality education and meet international standards. It aims to develop students to be good people, disciplined, proud of their nation, and skilled in specific skills. and have responsibility for family, community, society, and nation (Office of the Secretariat of the Senate, 2017) Consistent with the National Education Act of 1999 and its amendments (No. 2) of 2002, which states that education must focus on developing Thai people to be complete



human beings in all aspects. Body, mind, intellect, knowledge and morality (Ministry of Education, 2002)

In addition, the Digital Development for Economy and Society Act 2016 also mentions promoting and supporting the production and development of manpower to be ready and knowledgeable in digital technology. and promoting the use of digital technology in government and private agencies for economic and social benefits. Including reducing inequality in access to services necessary for improving the quality of life of the people. (Ministry of Information and Communication Technology, 2016) including the National Economic and Social Development Plan No. 12 (2017 - 2021) and the National Education Plan 2017 - 2036 have emphasized the importance of development. Human capital It outlines the goals and direction of the country's education so that all Thai people have access to opportunities and equality in quality education. The development of human resources is an important goal in driving national development. If human resources are developed to their full potential It will result in the country progressing. (Office of the National Economic and Social Development Board, 2017)

Social change in the 21st century is characterized by the rapid advancement of information technology. Make the global society into a digital society. Survey of internet usage behavior mobile phone social media and various platforms of people around the world by We Are Social and Hootsuite, a global digital agency The report on the results of the survey of digital usage of the world's population from 2016 - 2020 found that the number of internet users is increasing every year. As of January 2020, the world's internet penetration rate was 59 percent of the world's population. While in Thailand the number of internet users is as high as 82 percent of the total Thai population. And in January 2020, it was found that Thailand's population is 69.71 million, with 52 million internet users, accounting for 75 percent of the total population. They spend an average of 9.01 hours per day on the internet. which is the fifth largest in the world (Kemp, 2020)

Ministry of Digital Economy and Society, 2017) A survey of internet user behavior in 2018 - 2019 found that problems from internet use can be divided into three main issues: (1) network access problems, such as delays in use the internet Inadequate service provision The cost of the service is quite high. and connecting to the network is quite difficult. (2) Problems with participating in the network, such as being disturbed by a large amount of advertisements. Lack of helpers when problems arise online Being bothered by spam emails pornography and the reliability of the information is relatively low. (3) Security problems in using the network, such as computer viruses. Being scammed on the internet and violation of personal information or privacy. (Electronic Transactions Development Agency (Public Organization) Ministry of Digital Economy and Society, 2018; Strategy Office Electronic Transactions Development Agency Ministry of Digital Economy and Society, 2019)

Educational development in the digital age Educational institution administrators need to set proactive strategies to manage their goals efficiently and effectively. This is consistent with Wisetsiri (2012) who said that in the midst of a competitive situation. Administrators must learn strategies that will lead their educational institutions to excellence. By relying on change management Management that is coordinated with other principles will lead the organization to success according to the objectives and main goal of the educational organization, which is "learner quality." Therefore, developing quality learners in the digital age requires strategy as a mechanism to drive the process. Manage academic work to develop the quality of Thai children Providing education for the development of children in this era is a challenge for quality student development. Able to live life together with digital technology creatively and appropriately Have morals and ethics in living life with technology. Be a



smart, good, and happy student in the digital age. The researcher is therefore interested in studying the current conditions and desired conditions of academic administration to promote digital citizenship among teachers in Bangkok. and guidelines for academic administration to promote digital citizenship among teachers in Bangkok To be a guideline for students to have quality Able to live in today's digital world intelligently, safely and appropriately.

Literature Review

Digital Citizenship refers to guidelines for using technology and the internet in a responsible, ethical and safe manner, which includes conduct online in accordance with social and legal values. Key elements of digital citizenship

1. Effective Use of Technology: Learners should have skills in using digital tools and platforms for learning, working, and communicating. Using technology to get the most benefit for personal and social development.

2. Digital Security: Protecting personal information and your own safety in the online world. Knowing about and preventing cyberbullying, fraud, and privacy violations

3. Having ethics and responsibility (Digital Ethics and Responsibility) Using technology and the internet in an ethical and responsible manner. Respecting the rights and opinions of others in the online world

4. Time Management in Digital Use: Managing time to use technology and the internet appropriately so as not to affect physical and mental health. Setting limits on the use of digital media and social media

5. Access to information and media literacy (Digital Literacy and Media Awareness), developing skills in searching, evaluating, and using information critically. Media and information literacy To prevent being deceived and spreading fake news.

6. Participation in online communities (Digital Participation and Collaboration) Participating in online communities and working with others. Using technology to create and foster a good society

Benefits of Digital Citizenship

1. Developing analytical thinking skills (Critical Thinking Skills), being aware of information and analyzing the information received logically.

2. Enhanced Online Safety: protecting yourself from cyber threats and preventing personal data breaches.

3. Promotion of Ethics and Responsibility: Respect for the rights of others and compliance with laws and policies in the use of technology.

4. Building a Strong Digital Community: Working together in online communities and creating networks that support and cooperate.

Developing digital citizenship is therefore an important matter that learners and educational personnel should focus on in order to prepare for living and working in the rapidly changing digital era.

Research Methodology

Population and sample

The population is 22,358 secondary school teachers under Bangkok. The sample group included secondary school teachers in Bangkok. which was obtained from simple random sampling where the researcher determined the sample size. It is calculated from the sample size formula of Yamane (1973) at a confidence level of 95% (Confidence Interval). The population size of secondary school teachers. Under Bangkok The sample size was calculated from the formula and the sample size was 364 people.



Research tools

The tools used in the research include academic administration guidelines to promote digital citizenship among teachers in Bangkok. It is a 5 -level rating scale questionnaire to inquire about desired conditions. And the factors affecting citizenship in the 21st century have 4 parts as follows:

Part 1 Basic information of the respondents Using a checklist (Checklist)

Part 2 Current conditions and desired conditions of secondary school academic administration according to the concept of digital citizenship is a 5 -level rating scale questionnaire (Rating Scale).

Part 3 The external environment of secondary school academic administration according to the concept of digital citizenship is a 5-level rating scale questionnaire.

Part 4 Additional comments or suggestions

Creating research tools

1. Create a questionnaire from analyzing data in research documents. Then present the created questionnaire to 5 experts to check and make recommendations regarding content validity and clarity of language so that the questionnaire is comprehensive. and appropriate to the research content

2. Use the results of questionnaire inspection from experts to calculate content validity. When considering the Index of Consistency (IOC) and selecting questions with an Index of Consistency between content and objectives of 0.50 and above, the results of the inspection found that every question had an IOC value of more than 0.50.

3. Take the questionnaire and improve it to make it more complete.

4. Take the questionnaire to try out with secondary school teachers. Under Bangkok that was not a sample group, the researcher selected 30 people purposively (Purposive Sampling) and then analyzed for reliability using Cronbach's Alpha Coefficient formula, which was equal to 0.89.

Data collection

Conducting this research, the researcher collected data from the following operations:

1. Request a letter requesting cooperation in collecting data from the university to the sample secondary schools. To request cooperation in answering questionnaires by post and electronically. to send the questionnaire back to the researcher

2. Follow up on telephone questionnaires. To request assistance in collecting data and compiling questionnaires to return to the researcher, it took 3 months.

Data analysis and related statistics

The researcher used the obtained questionnaire to analyze the current condition data. Desired condition Order of needs Strengths, weaknesses, opportunities, and threats of academic administration of secondary schools according to the concept of digital citizenship by finding frequencies, percentages, means, standard deviations, and PNIModified index values.

Research Results

Results of the current study Desired condition Order of needs of the academic administration of secondary schools according to the concept of Become a digital citizen Results of data analysis from the current and desired conditions of academic administration. of secondary schools according to the concept of digital citizenship The results of the data analysis revealed that academic administration guidelines to promote digital citizenship among teachers in Bangkok that urgently need to be developed include:



In terms of curriculum development, it was found that the top three rankings were: 1) being given the opportunity to interpret Understand information, distinguish it, and evaluate it critically. 2) Having a system to manage and protect personal information of yourself and others. and appropriate access and participation in the digital space. They have priority values of 0.1261, 0.1261, and 0.1253, respectively.

In terms of knowledge management, it was found that the top three rankings were: 1) having an online data protection system By creating a strong password. and set privacy settings. 2) Having a system to manage and protect personal information of yourself and others. and being given the opportunity to interpret Understand information, distinguish, and critically evaluate information. The priority values are 0.1267, 0.1267, and 0.1250, respectively.

In terms of measurement and evaluation, it was found that the top three rankings were: 1) having an online data protection system By creating a strong password. and set privacy settings. 2) Being creative and adapting digital content appropriately to your own context. and managing your identity in the online world effectively The priority values are 0.1253, 0.1250, and 0.1250, respectively.

Regarding the environment that affects academic administration, it was found that the top three rankings were: 1) social conditions conducive to measuring and evaluating students in digital citizenship; 2) social conditions conducive to organizing learning activities. digital citizen and government policies facilitate the organization of digital citizenship learning activities. The priority values are 0.1325, 0.1310, and 0.1303, respectively.

Discussion of Research Results

According to the results of the study, the digital citizenship framework consists of 4 main elements: Digital Literacy, Digital Safety, Digital Participation, and Digital Emotional Intelligence. Digital Emotional Intelligence) that is necessary to provide education according to the concept of digital citizenship is in line with the important competencies of students in the 2008 Basic Education Core Curriculum, item 5, which states that the ability to use technology is the ability to choose. and use various types of technology and have technological process skills for personal and social development in learning, communication, working, creative problem solving, correctness, appropriateness, and morality (Ministry of Education, 2008) by promoting computational thinking skills in analytical thinking and solving problems step by step and systematically Have the skills to search for information, evaluate, organize, analyze, synthesize, and apply information to solve problems. Apply knowledge of computer science, digital media, information and communication technology to solve real-life problems. Working together creatively for the benefit of oneself and society Use information and communication technology safely, knowledgeably, and responsibly. and have ethics (Ministry of Education, 2017)

Analysis of the internal environment found that the current and desired conditions of secondary school academic administration according to the digital citizenship concept had the highest average in terms of learning management. Lowest order of needs and is a strength of the academic administration of secondary schools. which shows that Basic secondary schools in Thailand have given importance to learning about digital citizenship. As specified as an indicator in the computational science course. Science and Technology learning group or integration in various learning subjects in accordance with the important competencies of students in the 2008 Basic Education Core Curriculum, which states that the ability to use technology is the ability to select and use different types of technology. and have technological process skills for personal and social development in learning, communication,



work, creative problem solving, correctness, appropriateness, and morality (Ministry of Education, 2008) by providing many manuals and online resources for Teachers and parents in teaching digital citizenship Consistent with the research of Liangcheepchob (2018) on strategies for academic administration of primary schools according to the Thai people 4.0 concept, it was found that the current conditions and desired conditions of primary school administration according to the Thai people 4.0 concept from The analysis of the external technological environment has the highest average. and the research of Sakonthawat (2017) that found that the external environment in technology has the highest average current and desired conditions in the administration of schools affiliated with the St. Gabriel Foundation of Thailand according to the concept of strengthening students to become digital citizens

technology, politics, and government policy It is a factor that affects the academic administration of secondary schools according to the concept of digital citizenship. It reflects that current government policy is conducive to the academic administration of secondary schools. Many sectors of Thailand's policy support the development of digital citizenship for Thai people, such as the National Education Plan 2017 - 2036, which sets out 6 strategies for educational development, with Strategy 4 creating equal opportunities and educational equality The goal is to provide all learners with equal opportunities and access to quality education. Increasing educational opportunities through digital technology for education for people of all ages. (Office of the Education Council Secretariat, 2017) with guidelines for developing a digital learning platform. Promote the use of appropriate information technology and creativity in open online teaching to promote self-learning according to interests and age appropriateness. As well as developing learning resources and learning parks for youth that connect technology with their way of life. and promote appropriate teaching and learning for those entering an aging society. This is in line with the digital development strategy for Thailand's economy and society, which aims to provide all citizens with knowledge, understanding, and skills in using digital technology. Including 21st century skills, long-term sustainable development in line with the 20-year national strategy and national policies and plans on digital development for the economy and society. (Office of the National Digital Economy and Society Commission, 2019)

Suggestions

Suggestions for applying research results

1. Educational institution administrators as the highest leaders of the school and have the highest potential. To drive the school's academic policies and plans Teachers should be pushed and developed to have knowledge and understanding so that teachers will be aware. and recognizes the importance of developing students to be digital citizens

2. Educational institution administrators should give importance to students' digital citizenship. By setting policies and plans to develop students to be digital citizens. Including being a leader in driving and implementing secondary school academic administration strategies based on the concept of digital citizenship into the school's annual action plan.

Suggestions for next research

1. Methods for academic administration of secondary schools should be designed according to the concept of digital citizenship. into practice by those involved, including administrators, teachers, and personnel in secondary schools Under the Office of the Basic Education Commission To see the results of putting strategies into practice

2. Students' digital citizenship skills should be developed. Toward digital citizenship competencies This is because in the future the educational curriculum in Thailand will change to a competency-based curriculum.



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