LEVEL OF CIVIC ENGAGEMENT ON FACEBOOK AND FACTORS AND MOTIVATIONS TO CREATE CIVIC NETIZENS : CASE STUDY OF ASSUMPTION UNIVERSITY STUDENTS

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ABSTRACT

Title of Thesis	LEVEL OF CIVIC ENGAGEMENT ON FACEBOOK AND FACTORS AND MOTIVATIONS TO CREATE CIVIC NETIZENS : CASE STUDY OF ASSUMPTION UNIVERSITY STUDENTS
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The research of Level of civic engagement on Facebook and factors and motivations to create civic netizens: case study of Assumption university students is a quantitative and qualitative research. The researcher uses an experiment on Facebook and in depth interview to find (1) level of engagement (2) factors facilitate university students to become civic netizens (3) motivations facilitating for youth to become civic netizens (4) approach to create civic netizens. The research result demonstrates that (1) Thai youth have low level of civic engagement, (2) multiples factors affecting their decisions in joining offline and online civic activities, which consist of responsibility, realization of existing problems, belief on self-ability, education, parenting, opportunity, friends and family participate in civic activity, award, and role model. These factors can create motivations for youth to participate in offline civic activities and online civic activities. (3) To create youth online civic engagement, ACTION Approach is recommended to be used by all parties who get involved in the creating youth civic netizens process, in which; A = Assistance by government (funding), C = Confidence by youth, T = Teach civic engagement by school/ university, I = Introduce civic engagement by parents, O = Organization's active promotion, and N = New way of communication by media

Keywords: Civic netizen, civic engagement, civic citizen, empowerment, social media, Internet

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CHAPTER 1 INTRODUCTION

1.1 State of the problem

Social movement is an important part in bringing and creating changes in society to be better in many ways such as education, health, work, equality, politics, government, religious, and etc. Social movement can be defined as a large group of people who gather together in order to bring about or obstruct social, political, economic or cultural change. The forms of social movement can be in various kinds of protest, including demonstrations, picket lines, sit-ins, and occasionally outright violence. However, social movement is not just about political anymore, so there are more opportunities for people to participate not only just adults but also youth.

According to the report by The Atlantic Magazine, many of the civil rights movements were demonstrated by high school students and college students even though many adults are unable to view young people as equal partners in decision-making. However, they are active agents of their own destiny in real life.

Andrew Brennen, the students Voice leader and co-founder of Student Voice, stated the critical role that youth serve in bridging education policy and practice that "Young people put their lives on the line for quality schools. Organizations working to improve education that aren't including student voice are doing it wrong. We're not presuming to be policy experts, but we are experts on how many policies play out at the classroom level. We're a reality checklist." Therefore, students should be able to be parts of making or developing policies that will be used in their lives.(Anderson 2015).

There was a famous social movement for female education started by an 11 year old girl in Pakistan, her name was Malala Yousafzai. Malala wrote a blog under a pseudonym for the BBC Urdu. She used the Internet to describe and tell about her life during Taliban occupation of Swat in the Northwest of Pakistan where they banned girls from attending school. Her name and her stories could bring awareness and also gain support from many people around the world.

People are more likely to participate in social movement activities when they are invited or asked by their friends, acquaintances, and family members. Many social movement participants tend to have many friends and most of them tend to belong to organizations and other kinds of social networks. Networks will help pull or recruit people into social movement. However, social movement will not be successful if people are not recruited or if there is small number of participants (Meyer 2014). The development of technologies in present such as social media including Facebook, and Twitter can be channels for recruiting people to take parts or participate in social movements due to the functions of social media, friends, acquaintances, and family

members can add friends (or follow) to see posts and updates of the social media users.

However, what many countries are facing nowadays is the decline of civic engagement. The expansion of the international evidence shows that citizens today's liberal democracies practice less political involvement, have less number of voters, have less loyalty toward particular party, and show low level of participation in civic society when comparing with the past (Dahlgren 2007).

In the discussion on sociology, a decline in civic engagement was expected to be caused by a fundamental generation shift (Putnam, 2000). According to a research, younger generation of Americans are less involved in social and politics matters when compares to the "longer civic generation" who were born between 1910 and 1940. To understand the different behaviors and attitudes between these two generations, social context is the key. Predecessors were raised during economic deprivation of wartime, great depression and coalition of people to reconstruct society (Davis 2005). While the youth of today are raised up in the period of time where they have economic prosperity and developed society. Consequently, they miss a chance to participate in civic activities (Hooghe 2003).

While, the current level of civic engagement is immeasurable in Thailand. Even though, the number of people who vote in an election could be one of the indicators to measure the level of Thai civic engagement. However, the latest election was last held in 2013 due to the political conflict. Therefore, Thai people have not had any election ever since. Moreover, other researches about civic engagement of Thai people did not mention any statistics that indicate the level of civic engagement. Therefore, the media or press, which are considered to be powerful and influential in the society, could be the starting point of civic engagement. If media presented more about social campaigns, volunteer jobs or any topic related to improving the well being of citizens, people could have higher awareness of the issues and consequently the level of civic engagement could increase as well.

According to Agenda-Setting theory developed by Max McCombs and Donald Shaw, News media is very important due to its ability to influence audiences. The theory describes news media as a powerful tool to make people aware of particular issues or see particular news important regard the frequency and prominence of news coverage. People would perceive news with high frequency as an important issue and also as a public opinion.

Figure 1 Freedom of the Press 2017
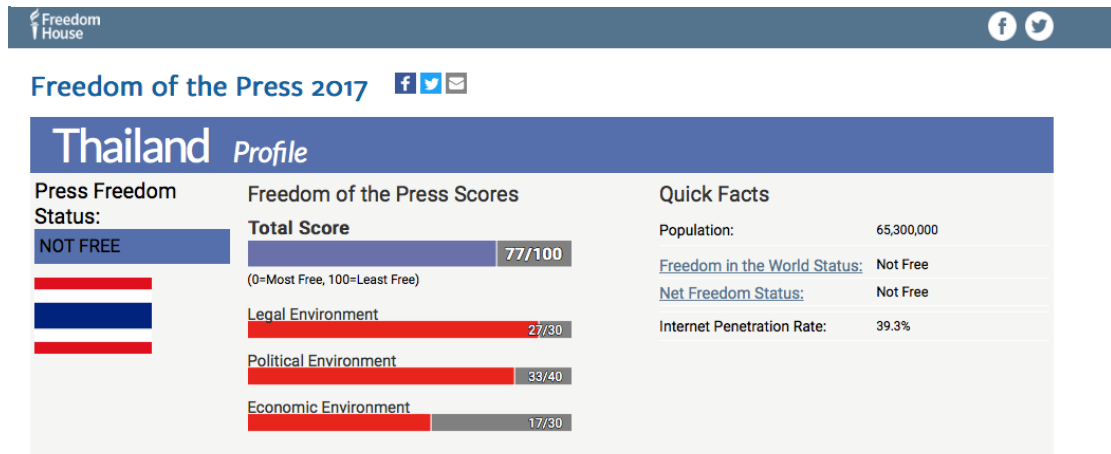
However, as the data presents above, it is the data that shows Freedom of Press in Thailand in 2017. Thailand is one of the countries that is listed to be Not free. Thailand got 77 out of 100 (0=Most Free, 100=Least Free). The score is divided into three parts, which are legal environment, political environment, and economic environment society (Soothill, Keith et al. 1991). Therefore, Thai press and Thai media do not have freedom. They are controlled and monitored by the Government. Moreover, contents and coverage that might put the monarchy in jeopardy, threaten national security, or impede law enforcement can be taken down or removed by Thai Government without court approval. Therefore, Thai media cannot present every issue to the public due to its limitation of freedom. As a result, the duty of raising awareness of public issues is not just the job of media anymore but also individuals. Hence, the Internet has become the tool for these individuals to voice their opinions and concerns to make people acknowledge and ultimately make some changes in society.

The rise of the Internet has created a large number of social media users globally. Social media has many features that allow people to spread information, create communities, learn news and information, express thoughts and opinions, and communicate to each other without the boundary of time and space. It did not take long for the Internet to be a global phenomenon and perhaps the Internet and social media could be the instruments for promoting civic engagement among the Internet users.

Figure 2 Thailand 's Key Digital Statistical Indicators 2017

The number of the Internet users is increasing every year. The statistic from Hootsuite shows the number of the Internet users in Thailand in 2017 is 46 million or approximately 67% from the whole population (Inc. 2017).

During the pre-digital age, the communication process was only one-way communication which media sent information and messages directly to receivers. In present, people are living in the digital age with the advancement of the technology and the invention of the Internet; they allow people to access to the pool of information and ongoing communication. People become more connected through the use of the Internet and social media such as, Facebook, Twitter, Instagram and, Youtube. Furthermore, people who are using social media are not just the receivers of the messages anymore but also the creators and editors of their own contents(Flew 2009). This user-generated content feature of social media makes it distinctive from traditional media. Moreover, this feature facilitates for more participation in the communication process. Consequently, the hierarchy of power is shifted and the power is diffused. The Internet users are not fully controlled unlike the traditional media which media was completely controlled by Thai government and gatekeepers.

Figure 3 Facebook Usage Analysis 2017
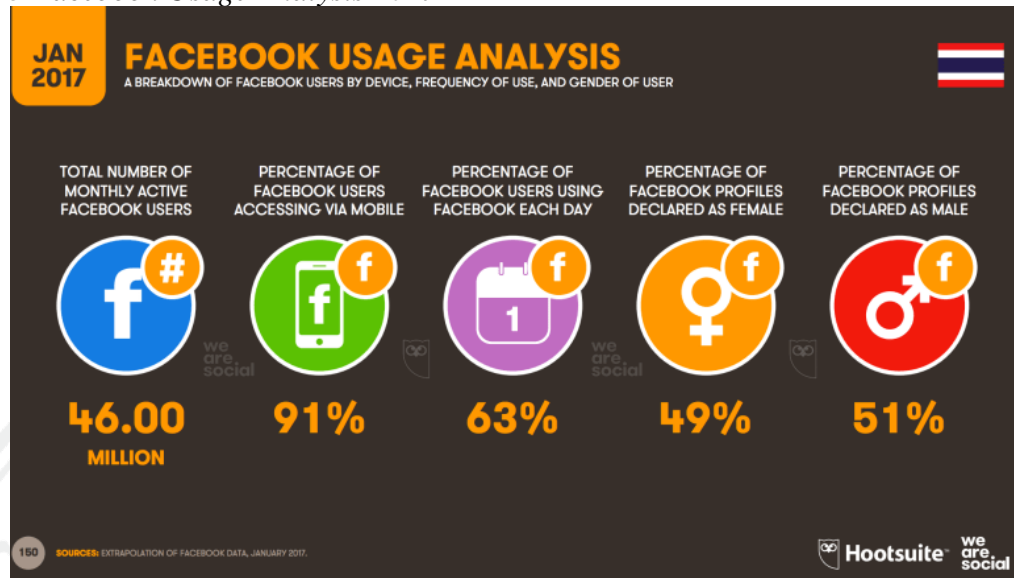
The number of Facebook users in Thailand is equal to the number of Internet users. This fact shows that Facebook is popular among Thai netizens and it could play a very important part in social movement due to its functions that allow users to be both senders and receivers. Moreover, users can connect to friends, family, and public by sharing contents through their personal pages or create close group for specific purposes and for specific people to participate.

Figure 4 Profile of Facebook Users 2017
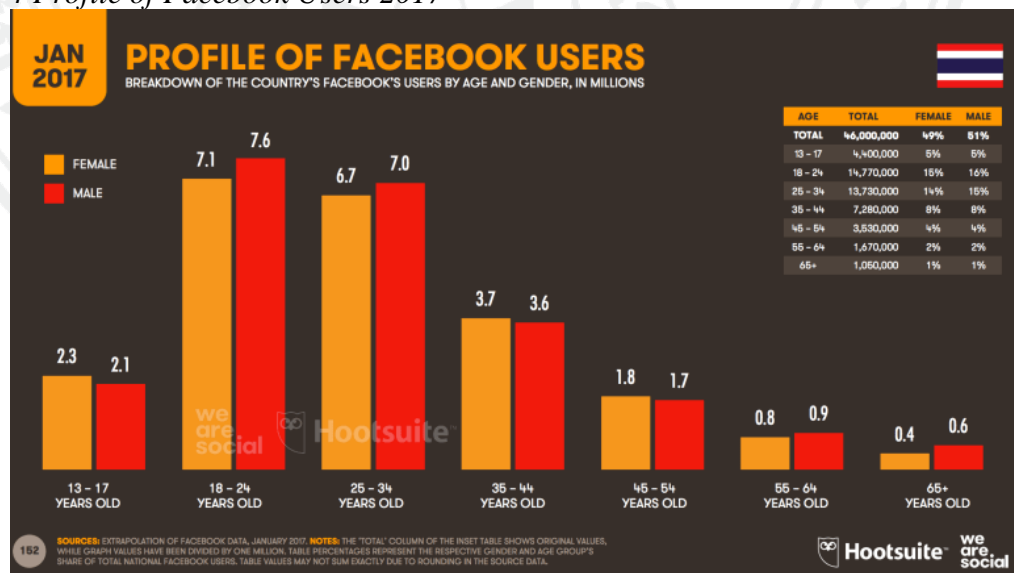
There were some successful campaigns, which were created by Internet users. These campaigns could reach high awareness. They got a lot of attentions from press and media. Later on, they became public agenda that the government needed to react and find solutions for these issues.

The following examples are successful campaigns that could bring awareness to people and eventually became policies.

Figure 5 The Saving a Free and Open Internet for All

(The Saving a Free and Open Internet for all online campaign's success from www.avaaz.org)

European Netizen movement

People from all over the world protested online and offline against Governments and Internet providers to have Net Neutrality. People should have access to all contents and should have freedom of speech. Without Net Neutrality, the Internet is not really the Internet. In 2016, the victory against control and government censorship to shut down any independent websites and request for Net Neutrality. Almost 3 million people supported the online petition on www.avaaz.org. As the result, this success has allowed all websites to have their existences and equal speed.

Thai Netizen movement

Another successful campaign was from www.change.org This campaign was created by Miss Sutatip Pakkaratadapong in 2014. The starting point of this campaign happened because there were many news presented about pets that were tortured and killed to death. Then Miss Sutatip took action by creating the petition online to gain support from netizens in order to request Thai Government to write a new law for Animal protections and rights to punish those who harm or kill domestic pets.

Figure 6 Example of Thailand's Successful Online Campaign

(The petition written by Miss Sutatip Pakkaratadapong on www.change.org)

As the result, 143,872 people supported her campaign and shared on social media. Later on, Thai government noticed the campaign and the Animal Protection Act enacted within the same year. This case shows that, the use of the Internet or

social media can be channels to recruit people to participate and make changes in society.

Even though, it seems that Thai people have adopted the Internet and there are some successful campaigns created by Internet users but most Thai people have not fully utilized the Internet to create positive changes in society and according to number of campaigns and supporters from chang.org, they are less than 1% from when compare to the number of Thai Internet users which is 46 million people.

Online activities of Thai people on mobile devices and computers

Figure 7 the Thai Internet users' online activities in 2015

N.B. More than one device and activity may be chosen.
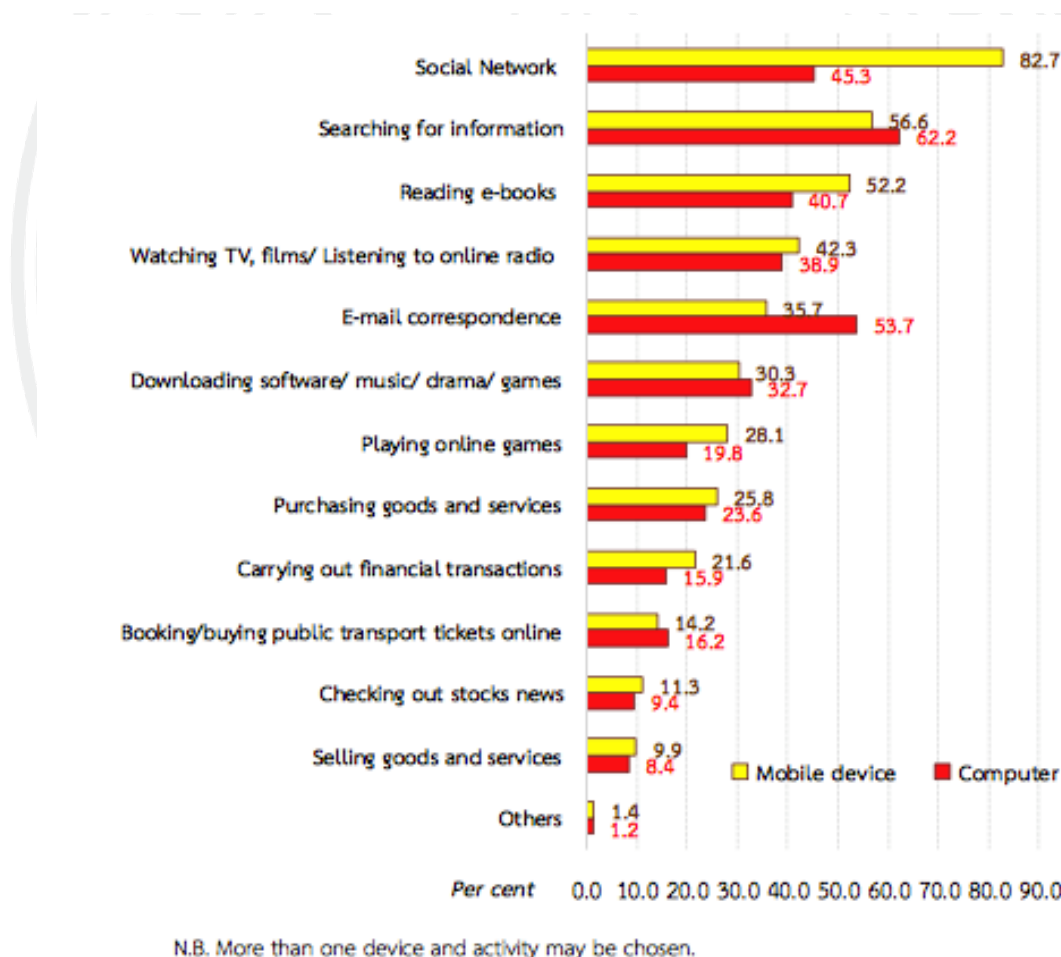
The figure shows the percentage of the Thai Internet users' online activities in 2015 by Electronic Transactions Development Agency (Public Organization) Ministry of Information and Communication Technology(ETDA 2016))

The statistic shows that Thai people use the Internet for many purposes which are social media, searching, reading electronic book, entertaining (online TV, movie, and radio), sending and receiving e-mail, downloading (software, music, series, game), online gaming, online shopping, online banking, online booking, reading stock market news, online selling, and others. It shows that most Thai people use the Internet mainly for their personal benefits.

To understand Thai people's attentions and interests more on the Internet, the statistic Google search queries from Hootsuite shows that most Thai people have less interests in any topic and issue related to civic engagement or social movement but entertainment.

Figure 8 Top Google Search Queries in 2017

(The chart shows the top 20 Google search queries of Thai Internet users in 2017 by Hootsuite (Inc. 2017))

Due to the high number of the Internet users in Thailand, it is possible to find out the ways to turn the Internet to be a tool for social movement by motivating these 46 million people to have more civic engagement on the Internet. In addition, the number of Internet users is equal to the number of Facebook users. Of all Facebook accounts in the world, 2% are logging in Thailand.

- Male to female ratio – 51% of Facebook users in Thailand are men, while 49% are women.
- Age Groups – there are 14.8 million users aged 18 to 24; 13.7 million aged 25-34; and 7.3 million aged 35-44 (Bangkok Post Public Company (Limited 2017).
-

In this research, the ultimate goal is to understand the factors that help facilitating the Internet users to become civic netizens. Therefore, there will be two parts of research, which are experiment and interview. Experiment will be carried out by using Facebook closed group and Assumption university students will be recruited to participate unwarily that they are parts of the experiment. As mentioned earlier that Facebook has high number of users in Thailand. The number is as much as the Internet users. University students are selected to be participants because their ages are the bigger group of Facebook users, which is around 14.8 million users aged between 18 to 24.

The individual analysis will be carried out to study the level of individuals' civic engagement on social media and find out the factors, motivations and approaches that facilitate them to become civic netizens by interviewing those who are current civic netizens (campaign initiators) with high civic engagement on social media and also interview university students who are civic netizens and non-civic netizens and also interview a scholar.

1.2 Research objectives

1. To study the level of online civic engagement of Thai university students.
2. To find the factors and motivations for creating civic Thai youth netizens.
3. To find out the approaches for creating civic Thai youth netizens.

1.3 Research Questions

1. What is the current level of online civic engagement of Thai university students?
2. What are the factors and motivations that facilitate Thai university student netizens to become civic netizens?
3. What are the approaches that will facilitate Thailand to have more civic netizens?

1.4 Expected Benefits

1. This research will provide new knowledge, and guidelines to promote civic engagement on social media and Internet.
2. The research result can be used to develop the uses of the Internet to be more useful for society.
3. The research result can be used to develop study education for communication arts, digital media, and social science.
4. The research result can be used as a foundation to conduct further studies.

1.5 Scope of the Study

This research will utilize both quantitative analysis and qualitative analysis to find out the level of civic engagement of Thai netizens, find out the approaches that will help to facilitate netizens to become active civic netizens, and discuss how to motivate netizens to continue further participation and civic engagement.

Quantitative analysis will be conducted by using Facebook and Facebook closed group. All participants will be invited to the closed group. They must be university students who are Internet users also known as netizens. In this closed group, various contents related to civic engagement and social movement will be posted and participants' responses will be observed and recorded. Moreover, personal pages of the participants will be observe as well in order to find the current level of civic engagement of university students on the Internet.

Qualitative analysis will be conducted by using interview. This analysis will select 6 participants including one campaign creator on the Internet whom is considered to be civic netizen from websites and social media, two university students that are civic netizens, two university studens that are non-civic netizens, and one scholar who has expertise and occupation related to civic engagement or social movement. This part of research is expected to explore factors, motivations, and approaches to increase civic engagement of Thai university students on the Internet.

1.6 Operationalized Research Definitions

This research project, 'Level of civic engagement, Factors and motivations to Create Civic Engagement on the Internet: Case study of Assumption University Students' will be using the following terms and definition:

Citizen: Citizen means a person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or a city.

Civic: Civic is something relating to the duties or activities of people in relation to their town, city, or local area.

Netizen: Netizen can be defined as a person who uses the Internet for all kind of purposes and also known as Internet user.

Active citizenship: Active citizenship can be described as collective action rather than individuals' behavior. It highlights collaboration with others in different venues to pursue community issues not just about politics (Hollister, 2002)

Civic engagement: Civic engagement as community service. The definitions focus on voluntary service in individuals' local communities. Citizens can participate independently or participate in a group to take responsibilities of citizenship to strengthen the local community (Diller, 2001)

Civic engagement in term of social change. Civic engagement is an act of active citizen by participating in the community to change and shape its future. Therefore, civic engagement involves with social change (Crowley, n.d.)

Civic Netizen: Civic netizen means a person who actively takes responsibility and initiative in areas of public concern on the Internet.

Factor: It is any thing that affects individuals' decisions to have civic engagement or attention to participate in social movement. There are two types of factor, which are internal and external factors

Internal factors: are age, gender, education level, social status, economic status, family background, race, religion, and etc.

External factors: are social support, media, e.g. social issue and public service announcement, economic and political factors, environment, e.g. quality of life, societal laws and regulations, e.g. computer related crimes acts, and peer pressure.

Social issue/ social problem: Social issue or social problem can be any condition or behavior that cause negative consequences, which affect a large numbers of people. Therefore, issue or problem is generally recognized and needs to be publicly addressed.

Approach: Method of attracting people to participate or to be civic netizens through the uses of cooperation of all parties and communication.

Internet: A global computer network providing a variety of information and communication facilities, consisting of interconnected networks using standardized communication protocols.

Social media: Websites and applications that enable users to create and share content or to participate in social networking.

This research will emphasize on the examination on individual action or involvement on the Internet with any issue related to human rights, animal protections, political issues (voting and standing up against the government wrongdoings), social rights (such as health care and education), and etc.

CHAPTER 2 LITERATURE REVIEW

2.1 Related Concepts and Theories

This research has used and applied theories and concepts that are most relevant which are citizenship, qualities of citizen and netizen, empowerment theory, online activism, and theories related to media such a uses and gratification, agenda-setting, spiral of silence, media framing tools and media framing process.

2.1.1 Citizenship

The concept of citizenship is used to be the guild line for both experiment and interviews.

Theodore Roosevelt once said good American citizen should do his full duties according to the potential of his ability or "Do what you can with what you have, where you are" The essential of being a good citizen is to be good at home. "No man can be a good citizen who is not a good husband and a good father" and "A man can not save his nation if his domestic life is undermined" (Roosevelt 2011).

As Stated by Aristotle, "to be human is to be political, man is a political animal" Moreover, without citizens, there would not be a city or a state (Libraries 2016). Therefore, citizens are the most important part of creating a society or a country. In addition, Aristotle also indicated that participation in public affairs is the most important activity of a citizen. Furthermore, he also suggested that a good citizen apart from being able to take civic responsibilities, should have the quality and ability to rule and to be ruled (Charoenmuang 2005).

To have a good society, there must be good citizens, who are responsible at home and outside of home.

Civic activeness/ Civic engagement

Civic activeness or civic engagement are voluntary activities that require citizens to vote, attend public meetings to solve public affairs, serve community works and discuss political issues. Theses activities can be deliberative and action-oriented. The engagement depends on individuals' choices or collective actions. However, engagement levels vary according to individuals' backgrounds including

experience, education, income or how they convey the degree or seriousness of particular issues (Verba, Brady et al. 2002).

The new forms of participation have changed its focus from institutional issues that affect the majority to more specific issues, which blur the line between public and private matters. The issues nowadays are becoming more personal and surrounding around identities and lifestyles issues such as quality of food or the emotional involvement with poor family living under the bridge (Bennett 1998).

Qualities of Citizenship

According to Aristotle: (Delhi 2012)

- Good and active citizen is someone who lives in harmony with the constitution.
- Good and active citizen should have leisure time therefore he/she can accomplish his/her duties, responsibilities and his/her civic works.
- Virtues or moral goodness is the most important quality of a citizen. These qualities help in acknowledging a selflessness and cooperative civic life.
- Education is essential for citizenship.

Cooper explained people with civic engagement are people who consistently participate or initiate in public affairs, which are not arranged by the government (Cooper 2015).

Qualities of civic netizens

Civic netizen's action or involvement must be useful for the individuals and society, thus they must be…

1) Take responsibility for their own action: Use their liberty with responsibility. Do not fall under the influence of power or under the patronage of any person.

2) Respect the rights of others: Do not exercise their rights to violate the rights of others.

3) Respect the differences in society: Accept the differences and respect others who are different from them

4) Understand the principle of equality: See everyone in the society as equal regardless from economic status or education level

5) Act in accordance with the rules and laws: Do not take any action to solve any issue that will violate the laws

6) Have social and public responsibility: Realize that they are a part of society and give their contribution to society that does not cause problems.

Types of civic engagement

There are three main types of civic engagement and these types will be used to analyze student interviewees.

Duty-based is the concept of citizenship, which emphasizes on respectful citizenship toward laws and orders. This concept explains good citizens as people who have traditional participation such as political voting, tax paying, and being dedicated to the need of the nation, such as joining the military. This group of people always have routine-based form of participation.

Another type of citizenship is **Engaged**. This concept describes good citizens as those who have non-traditionally social involvement. Citizens are doing good to benefit others. Citizens are willing to follow their principles and willing to challenge the political elites (Dalton 2016).

The third type of active citizenship is **Monitorial**. This type of citizenship has political and social interest. He or she does not have institutionalized and a routine-based form of participation, but it does not mean they are absolutely passive. However, they usually think and criticize and monitor the system and will only intervene and take action when it is necessary (Hooghe and Dejaeghere 2007).

Types of youth civic engagement

These types of youth civic engagement are used to explore civic activities of student interviewees.

In a regional study conducted by UNICEF; Young People's Civic Engagement in East Asia and the Pacific (EAPRO 2008), types of youth civic engagement are divided as following:

Community service and volunteering

1. **Formal, long-term service**: at least 20 hours per week of service for three months or longer

2. **Part-time volunteering**: less than formal, long-term service but more than two hours per week for two months

3. **Occasional volunteering**: anything less than the above

4. **Service-learning**: a teaching method that enriches learning by engaging students in meaningful service to their schools and communities. Young people apply academic skills to solving real- world issues, linking established learning objectives with community needs. This can be either school or non-school based.

5. **International volunteering**: volunteers offer services to communities in countries other than their own countries.

6. **Mutual aid**: volunteers provide assistance and support to others within community or social group; the distinction between the volunteer and the beneficiary may be less clear.

7. **Governance**: representative of government bodies to monitor government policies, services and programs.

8. **Advocacy and campaigning**: working on raising public consciousness or working to change legislation.

9. **Youth media**: young people producing/ creating video, radio, film, newspaper or other form of media production; audience may be other young people or adults.

10. **Social entrepreneurship**: creating innovative solutions to social problems by designing products or offering services to solves the problems.

11. **Leadership training and practice**: joining in mechanisms for learning and exercising leadership skills, including workshops as well as participation in volunteer activities.

Citizenship and education

Education level will be included in the interview to analyze different people to check whether education level affects the level of civic engagement of individuals or not.

Education is one of the important factors in creating good and active citizens. Many countries with active civic citizens have learned civic education in their early age (Dobson 2003). Hence, it is necessary to study and understand the level of

education of each individual in order to find out whether different level of education would affect the level of civic engagement or not.

Different students' program of study can affect decision in participating in civic activities or programs especially in business programs were focusing more in being competitive and career oriented than those students in social sciences (Handy, Hustinx et al. 2009).

The rates of participation are increased due to the requirement for graduation. This opportunity can raise more awareness of civic activities such volunteer among students (Hustinx 2005).

2.1.2 Social movement

Empowerment

The concept of empowerment is used to understand interviewees' perception toward himself or herself as individual who is capable of making positive changes in society.

One of the scholars has defined empowerment as a psychological process of individuals' positive thinking toward their ability to make change or gain mastery over issues at individual and social levels (Zimmerman 2000).

Empowerment occurs due to internal and external change. The internal change is a process of individual's sense or belief of his ability and to make decisions and solve problems. The external change is a process of finding expression or action that individual can do by implementing the practical knowledge, the information, the skills, and the capabilities (Parsons 1988).

A sense of empowerment can lead people to have feeling that they can control their own destiny and achieve personal and organization goals. If one self believes in his ability, it is predicted to boost motivation (Hassanpoor, Mehrabi et al. 2012).

Theory of empowerment in social work is the answer to solve issues and actualize social action of those who lack of equal share of valued resources in an attempt to achieve higher level of social justice in society. The final outcomes of the process of empowerment are important parts of changing and improving society by changing the approach to social resources and to an increased social power to the minorities in the society (Radović 2008).

Critical problems according to millennials

According to the survey of World Economic Forum's Global Shapes Survey in 2017, millenials who participated believe that climate change is the most critical issue affecting the world nowadays. Over 91% agree that, "humans are responsible for climate change" The generation aged 18 to 35 are profoundly concerned about global issues and they are willing to solve those problems (Loudenback 2018).

Below are the top-10 most concerning world issues, according to millennials.

1. Climate change / destruction of nature

2. Large scale conflict / wars

3. Inequality (income, discrimination)

4. Poverty

5. Religious conflicts

6. Government accountability and transparency / corruption

7. Food and water security

8. Lack of education

9. Safety / security / well being

10. Lack of economic opportunity and unemployment

2.1.3 Media influence on Civic life

The powerful role of media

The media effect theories and concept are incorporated in the interview questions to understand interviewees' views toward the power of media; whether the media affect the level of civic engagement or not.

Mass media is known to have powerful impact on society. It portrays public opinion; what the dominant opinion is, but the portrayal of public opinion through media is not always factual. However, as mass media's coverage keeps repeating on the same side of the opinion, and the minority become less outspoken, the portrayal or

predictions of public opinion become fact. Media can mute the minority opinion by presenting imbalanced, biased viewpoints as the opinion of the majority. Therefore, media do not tell audience what to think, but what everyone is thinking.

The power of media from three qualities

Ubiquity: Media have ability to penetrate and access everyone, everywhere.
Accumulation: Media have ability to present one viewpoint repeatedly.
Consonance: Mass media have a nature to be inclined to have similar perspectives on many topics.

Agenda-Setting Theory by McCombs & Shaw (1972)

The most important effect of mass media or mass communication is the ability to mentally order and organize the world for its audiences. Mass media might not be able to tell people what to think, but they are capable of telling people what to think about. Audiences learn about public issues and other matters through the media as well as how much importance each issue has from the emphasis the mass media place upon it. As media concentrate on a few issues and subjects, the public perceives those issues as more important then the other issues. By choosing to present only certain stories, the media set those stories as 'media agenda', which could become the talk of the town and 'public agenda' which the public discusses, debates, and demands action on. Then if public agenda is big enough, authority or government might act upon it, and that story would become 'policy agenda'. However, media have hidden agenda for their own benefits. Therefore, some valuable information and important issues might not be presented to the public as the media consider it to be inappropriate or has contradiction to their benefit (Dearing and Rogers 1996).

Media play important role in influencing people why problems or issues receive public interest.

The framing process of the media

The media use the framing process to set an agenda of a news story:
1. Make certain news more salient than other news.
2. Make certain issues of the selected news more salient than other issues.

Media framing tools

1. Selection: Selecting only news/issues that would interest audiences
2. Emphasis: Emphasizing the selected news/issues by giving them more space/airtime/photographs/longer coverage/bigger headlines, etc.
3. Exclusion: Excluding irrelevant or uninteresting news/issues, even if they are important
4. Elaboration: Elaborating the selected news/issues by adding details such as interviews, speculations, rumors, etc.

Spiral of silence

Spiral of silence theory by Elisabeth Noelle Neumann explains that people conceal their views and remain silent when they think they are minority because the increasing pressure they feel that their views are different or opposite from the majority. The theory points out reasons why people remain silent; People have fear of isolation because they are afraid of being rejected in their society, and feel of more extreme isolation, in the sense that when voicing opinion might result in negative consequence that might affect their lives such as losing friends, job, and status, etc.

Mass media is the important part of the process of creating spiral of silence because people perceive that everything that mass media presents is majority opinion.

News Media Influence on Civic Life

News is available almost in every kind of medium, people can access to news information from such as local daily newspapers, magazines, radio, television, and even from the Internet. News is the source where people learn public affairs.

News media affects different people in different ways. Different effects can be understood by analyzing individual's demographic characteristics: individual's age, gender, level of education, income, and etc.

However, the ways people learn from the news depend on these important factors: individuals' differences (demographics, and psychographics) and the types of

news contents that present public affair information. These factors affect how individuals learn from the news and what kinds of news contents they receive.

Typically, people who have high level of education, high-income level, high political involvement, feelings of civic duty, high frequency of interpersonal communication, and are older tend to read more newspaper, and watch more news on television (McCombs 2011).

Different levels of knowledge can affect individuals' levels of civic engagement. The gap of knowledge exists due to the differential learning patterns in society. Some groups of people are able to learn more and understand more information while some can learn less. Higher socioeconomic status (high education, high income) tends to be able to gain information at a faster rate than the lower socioeconomic status. A group of researchers have identified the factors that affect the gap in knowledge between people with high and low socioeconomic status.

- · Different level of communication skills
- · Different amount of stored information
- · Different amount in social contact with knowledgeable people
- · People with low socioeconomic status might not find information relating about public affairs news important for them or have selective exposure to only some particularly political news.
- · Mass media are mainly created for high socioeconomic people. Therefore, low socioeconomic may find news information on mass media are too difficult to understand.
- · People with high education are more likely to be able to learn faster (Tichenor, Donohue et al. 1970).

However, if there is a particular issue that is related to both high and low socioeconomic people, the gap is more likely to decline (Page and Shapiro 2003).

News media are sources of information where people learn public affairs. The world outside is the picture in our heads. People perceive the world through the exposure of news media. Moreover, Lippmann also has found that the most important issues in people's opinions are corresponding to the news coverage at the particular time (Lippmann 2010).

To support the statement from Lippmann, Gerbner has explained the Cultivation theory that people with long-term exposure of repeated information especially from television would have collective consciousness, which could make them believe social reality, is mirroring from the television.

One research finding has found out that newspaper readers can learn more when compares to television viewers and there are plenty of sources of news that people can read from the Internet. At the present time, the number of newsreader is decreasing. Those people, who do not want to be contacted with the news, might learn and receive less information about public affairs (McCombs 2011).

Violent and sex related topics are more likely to be highly selective. Media tend to select news topics to present focusing on emotional or sensational stories that will fit into the political agenda (Soothill, Keith et al. 1991). Therefore, media concentration on only a few subjects would make public perceive those presented issues are more important than the others.

Conclusively, news media in those countries with high level of civic activeness broadcast more news about political issues, social or public affairs. While the countries with low level of civic activeness, people tend to be more exposed to other types of news such as entertainment, sport, and etc.

Internet Use and Civic engagement

Marshall McLuhan has explained that media effects can change and affect individual behavior and culture. His famous quote was "The Medium is the message". Media is the tool in shaping human and cultural experience. In agreement with Marshall McLuhan, the Cultural Revolution that happens through the Internet has made McLuhan's vision seems like prophecies.

The Internet is one of the most important technologies that can change the world. People can get access to tons of information, communication channels, sources of entertainment, and even creating communities and relationships through the use of the Internet. Sales and commercials shift to websites, social media becomes the virtual world where people can show their identities and communicate to each other. Moreover, people learn new things whenever and wherever they search online information.

Internet enthusiasts view the Internet as a tool to get people to be more involved in public affairs, facilitate formation of social networks, and promote participatory deliberative democracy (Foot and Schneider 2010).

Cyber optimists also add that information technology or the Internet has a low cost to access to information and communication. It allows citizens and minority to have their voices out to public (Rheingold 1994).

Internet pessimists disagree with the statement above, they see the Internet as a reinforcement of existing power such as government, politicians and capitalists (Davis 2005).

However, the skeptics think that Internet is neither facilitating nor decreasing civic activeness or engagement (Bimber 2003).

Online activism

Online activism is where online or digital tools such as the Internet, mobile phone, and social media, are used to bring social and political changes. With the increasing accessibility to online and digital platforms, and the ability to communicate with large amount of citizens quickly has made the internet a tool of choice for individuals and organizations who want to spread a social message to a wide range of people. Independent activists use the Internet and digital tools over the world to build their community, connect with other people with similar-minded who are outside their physical surroundings, raise funds and organize events (Rees 2015).

As much as the Internet and digital tools play big parts in online activism, many argue that these digital tools are not enough when it comes to creating changes. According to online activism think tank Meta-activism Project, online activism should serve six key functions: shaping public opinion, planning an action, sharing a call to action, taking action digitally, and transfer of resources.

2.1.4 Obstacles to civic engagement

The following obstacles might be factors that discourage interviewees to have civic engagement or become civic netizens.

Obstacles that affect people's willingness and ability to be involved in society politically and civically (Austin 2017)

According to Annette Strauss Institute, obstacles that have been shown to affect people's willingness and ability to be involved in society politically and civically. The list of obstacles is as follows:

Lack of Civility: Speaking out about politics is a turn-off for most citizens. However, people avoid directly discussing about politics by using name-calling, ad hominem attacks and innuendo. The lack of directed and reasoned discussion and debate creates noise and distraction in national conversation.

Lack of Attention to Public Affairs: Sources of important news and issues are in decline. Many sources of news are not presenting hard news. Consequently, citizens are losing a chance of developing a taste for quality information.

Lack of Role Models: People are not born with civic engagement. Therefore, civic engagement is made. Not many parents follow news and teach their kids about public affairs. Fewer politicians can exemplify devotion to public service. Fewer media present news and stories about civic engagement or inspire people to be involved in civil society.

Lack of Civic and Political Skills: To become a full participant in civic life, engaged or civic citizens must learn how to communicate, and build network.

Lack of Awareness: Many citizens are unwary of political life, and lack of motivation to engage in civil society.

Spiral of silence

The fear of isolation can be another obstacle of civic engagement. The pressure that people feel when they think that their opinions are minority can make them become silent by concealing their thoughts and actions. The more media present information that is conflicting or opposite from what individuals think or feel, the more people become silent.

There are two main types of barriers categorized by Parrisa Ballard. According to her interview with youth personal barriers and systemic barriers were noted. (Ballard 2014).

Personal barriers

Several reasons why adolescent do not have civic involvement were listed from the interview; they lacked of motivators, they did not have specific issue of interest, they thought and believed that things are fine without their personal civic participation.

Systemic barriers

Another set of barriers was listed. They were considered as less of personal choice. Some youth have desire to be politically and civically involve but they felt

that they did not have the opportunities to be involved including time, resources, experience, power, and knowledge to do so.

2.2 Related Researches

2.2.1 Active netizens on Facebook: Case study of Indonesians' online participation regarding the 2009 presidential election (Farsangi 2010)

This research was conducted to investigate the quality of civic participation on Facebook during the 2009 presidential election in Indonesia. The result shows that the level of civic participation on Facebook is low. The researcher searched Facebook groups for the names of the three Presidential candidates and selected the top three groups with the highest number of supporters (each group represented one candidate). The total number of discussions in each group was considered as an index of active participation. Then second part was conducted to examine civility so the researcher applied content analysis. The criteria was based on Khushin and Kitchener's study in 2009, they pointed out four types of discussions which were informational, productive argument, unproductive argument, and miscellaneous. As a result, Facebook users are more concerned about expressing their thoughts and opinions through posting and commenting on Facebook because their friends, family members, and coworkers can see those posts. The researcher predicted that low participation could be the result of the function of Facebook, which shows real identity of the users.

2.2.2 Participation Barriers to Youth Civic Engagement in Social Media (Brandtzæg, Haugstveit et al. 2015)

This research was conducted to help organizations overcome the barriers for youth civic engagement by conducting 5 group-interviews with 27 youth, 16-26 years old, asking them about their experiences, challenges of civic engagement, as well as berries they have encountered in social media. The results showed that the important barriers among young people to have civic engagement in social media were related to language, disbelief of contents, and privacy and time issues. These results suggested that the new communication models should have a clear goal and action-oriented engagement, and should focus on immediate feedback and dialogue.

Moreover, it is also important to implement flexibility and easy forms of engagement when organizations want to support civic engagement in youth. For example, young people rarely read long-plain texts, while a short and engaging video is more interesting for them.

2.2.3 Young People's Civic Engagement in East Asia and the Pacific(EAPRO 2008)

Sixteen countries were included in the study: Cambodia, China (including Hong Kong), Fiji, Indonesia, Kiribati, Lao PDR, Malaysia, Mongolia, Papua New Guinea, Philippines, Singapore, Solomon Islands, Thailand, Timor-Leste, Vanuatu, and Vietnam. The selection of theses countries was based on their levels of development and also political systems. The study utilized two sets of questionnaires and distributed to over 450 programs and contacts in the region, global listservs, and UN contacts in each country. One set was designed to examine program managers and the other set was designed to examine on the national contexts for youth civic engagement in each country.

This research explored the state of youth engagement in East Asia and the Pacific. The results from different countries were varied. Focusing on the results from Thailand, it could be stated that Thailand had democratizing states, strong civil society and diverse types of youth civic engagement, including participation in governance, media, social entrepreneurship and advocacy. Civic engagement in youth campaigns was prompted by a wide variety of institutes. However, some of these initiatives were lacking of funding, coordination and following-through. There were many youth programs that promote youth civic engagement in Thailand. However, youth programs have not been completely successful and prosperous. The main reasons could possibly be the lack of resources, and supports.

2.2.4 Democracy, Civic Participation, and the University: A Comparative Study of Civic Engagement on Five Campuses (Ostrander 2004)

This research compared the level of civic engagement between five campuses. The research comprised of site visits, interviews on campuses and in host communities, document analysis, and literature reviews. There were four key findings; 1) shifting and varying emphasis in main components of engagement, 2) local factors that facilitate and obstacles to engagement, 3) intellectual rationales and projects to drive new knowledge including involve faculty, and institutionalize and sustain engagement, 4) new organizational structures to link the campus and community and share power and resources.

The research concluded with an initial mapping of changing relationships between local factors and civic engagement program importance and an articulation of the three main current theories of engagement that a developmental framework would take into consideration. However, further study is needed for conclusive results.

2.2.5 What Motivates Youth Civic Involvement? (Ballard 2014).

This research mainly focuses to find out two questions; 1) What motivations and barriers do youth report for civic involvement? 2) How do motivations and barriers differ across school contents? The researcher utilized a qualitative study to interview with 22 young people. According to the interview, four categories of motivations and two categories of barriers for civic engagement were identified. Understanding civic motivation and barriers would help to better facilitate youth civic involvement. The research found that beliefs and passion are the important sources of motivation and can increase youth civic involvement. Opportunity could also motivate youth to involve in civic activity. On the other hand, the lack of opportunity could be the barrier for them to have civic involvement.

2.2.6 Addressing and Overcoming Barriers to Youth Civic Engagement (J., J. et al. 2010)

This research was conducted by using content analysis, reviewing wide-ranging literature available on youth civic engagement to identify 15 broad types of barriers those organizations trying to persuade youth civic engagement encounter in creating successful youth engagement programs.

The results found three main types of barrier are as follow:

Category	Elements
Social Barriers	• Transportation and access • Lack of information and knowledge regarding the program • Adult stereotypes • Access to support for opportunities in urban areas • Stereotype • Feeling of being unwanted • Nature of students engaged in programs
Cultural Barriers	• Cultural concerns over mixed-

	• gender activities • Familial obligations • Notion of community and mission • Cultural norms and environment
Political Barriers	• Nature of local decision-making • Access to funding • Access and support for encouraging opportunities in urban areas

2.2.7 Thailand's public issue communication through a communication innovation for campaign, website "Change.org" (Chaichuy, P., & Satararujj, K. 2016)

The researcher uses 2 methods composing of content analysis and in-depth interview to study public issue communication, the role of social mobility, and civil society participation of the website Change.org, Thailand. The result shows that the website Change.org, Thailand has driven all of Thailand's public issues nowadays, especially on human rights, environment and society. The 4 key strategies used for the movement are mainstream media, compulsion to pass on the image and reputation of the target, online social media, and offline media.

The website Change.org, Thailand is instrumental in driving new social movements in 4 points including new tools and channels of campaign, supporting democracy, strengthening self-confidence, and creating a new culture to change the society.

2.2.8 Effectiveness of Innovative Social Marketing Communication of Greenpeace Thailand towards Generation C Audience (Chonchanok, P., & Warat, K. 2016)

This research studies about the effective of innovative social marketing communication of Greenpeace Thailand towards generation C audience. The researchers use qualitative research, which is divided, into two parts including content analysis and in-depth interview. The content analysis studies on the types of campaign messages, which were distributed through Facebook Fan Page during 2011-2014. The comparisons of three cases are studied and the researchers find out that the three cases have different kinds of incentive, which are Pathos (emotional incentives which have fear appeals as key features) in Save the Arctic campaign, Logos, in Protect Krabi campaign, and Ethos, in Energy Revolution campaign.

The second part, which is in depth interview, is used to verify the Effectiveness of the type of campaign message towards perception, attitude and participating trends of the generation C audience. Ten people is selected to interview

based on selection method. The results show that the type of campaign message of Protect Krabi affected the perception of the key informants the most. It creates a positive attitude and makes them feel affectionate and convinced. However, the feeling of participation is lacking in those people.

2.3 Conceptual Frameworks

Figure 9 Conceptual Framework
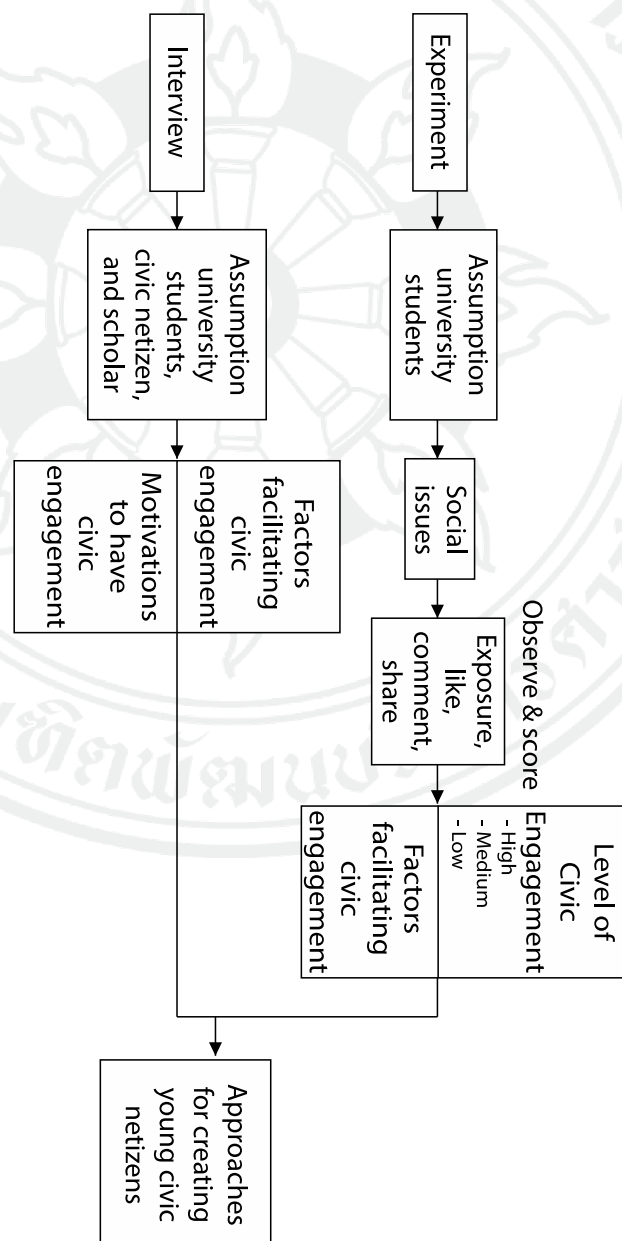
CHAPTER 3 THE STUDY DESIGN AND RESEARCH METHODOLOGIES

3.1 Introduction

This research consists of quantitative analysis and qualitative analysis. Quantitative analysis is designed in the form of experiment. It is conducted to understand the current level of civic engagement and factors facilitating online civic engagement of Thai university students. Participants will be recruited from Assumption University.

Qualitative research will be used to explore and understand the factors and motivations and find the right approach to stimulate youth to be civic netizens. This part will be done by interviewing students who are civic netizens and non-civic netizens, which are also participants from the experiment, a scholar who has expertise related to civic engagement of netizen, and a civic netizen who has engaged in civic movement on the Internet.

3.2 Size of Participants and Measurements of Choosing Participants

The research is divided into two parts. The first part is quantitative research. This research will measure the level of civic engagement of Thai university students. Thai universities are chosen for participation in Facebook closed group. Convenient sampling is used for this research and the sample size is thirty students who are Assumption University students.

The second part of the research is qualitative research. This research is conducted to find out the approaches for creating Thai civic netizens by using interview. The sample size is six people; four participants are Assumption University Students; in which two are civic netizens and two are non-civic netizens, another one participant is a current civic netizen on the Internet who had created petition(s) or campaign(s) on the Internet that benefit society and nation, and one participant is an expert who has occupation, expertise, and experience related to civic engagement or social movement on the Internet. Participants are chosen based on convenience sampling.

3.3 Research Procedures

3.3.1 Experiment Procedures

1. Participants for this experiment are recruited and invited to a Facebook closed group. This closed group is created to build a civic environment for students and to ensure the exposure of the participants to the posts related to civic engagement. The functions of Facebook closed group allow the researcher to post and observe all actions from participants.

2. Once participants join the Facebook closed group, different kinds of content related to civic activities, movements, or programs are posted in the group from 13 March-22 April 2018.

3. After all contents are posted, participants' actions to the posts are observed and recorded.

4. All participants' walls and their activities are monitored from 13 March-13June 2018 to check and record any civic engagement actions.

5. Participants' actions toward the posts in the Facebook closed group and their personal posts are scored to find out the level of civic engagement.

6. Types of contents that participants have interactions with are recorded and analyzed to see what are factors and motivates that create more engagement in civic activities and programs.

3.3.2 Interview Procedures

1. Participants for qualitative research are recruited and interviewed to find out unknown factors and motivations to create civic engagement that the experiment cannot provide.

2. Different sets of question are created for each group of interviewees. The groups are divided as the following;

- Group1: Four students are Communication Arts students from Assumption University, Thailand. The students are selected to be interviewees based on their scores from the experiment testing their levels of civic engagement and their genders. Two students with highest scores consist of one male and one female (Ms. Aksornlak boonyasitt 3rd year , and Mr.Tammachart Sangsawat 3rd year) and two lowest scores consist of one male and one female (Mr. Suppawat Sangsuvarn 4th year and Ms. Donchanok Chattongchakul 4th year.)

- Group2: One scholar who has expertise in netizen and civic engagement - Ms.Sutatip Pakkarahdahphong is an active netizen who had created online petition on www.change.org to request supports for animal rights and protection.

- Group3: One civic netizen who actively involves in civic activities on the Internet - Assoc. Prof. Ousa Biggins, Ph.D. is a professor at National Institute of Development Administration who has knowledge and has done many researches and studies relating to netizens and civic engagement of Thai citizens.

3. Results and answers from experiment and interview are summarized, analyzed, and compared to find out approaches to create civic engagement.

3.4 Research Tools

3.4.1 Experiment

3.4.1.1 Types of contents

Various contents that will be posted on Facebook closed group and some are based from the top-10 most concerning world issues, according to millennials (Loudenback 2018).

1. Climate change / destruction of nature

2. Large scale conflict / wars

3. Inequality (income, discrimination)

4. Poverty

5. Religious conflicts

6. Government accountability and transparency / corruption

7. Food and water security

8. Lack of education

9. Safety / security / well being

10. Lack of economic opportunity and unemployment

3.4.1.2 Levels of civic engagement checklist

The checklist is created to measure the level civic engagement, factors and motivations to facilitate civic engagement of netizens in the Facebook closed group. The responses and actions of thirty participants are observed such as see, like, comment, and share.

3.4.1.3 Experimental Research measurement

Level of civic engagement on the Internet is calculated based on the following criteria:

Percent	Score	Level of civic engagement on the internet
75-100	23-30	High Engagement
50-74	15-22	Medium Engagement
0-49	0-14	Low Engagement

3.4.2 In-depth Interview

In qualitative research, there will be two sets of the in-depth Interview for students and the other for civic netizens and expert. The questions are based and adjusted from a regional study conducted by UNICEF; Young People's Civic Engagement in East Asia and the Pacific (UNICEF EAPRO, 2008).

3.4.2.1 Question guideline for civic and non-civic students. Questions will be adjusted to be suitable for each group.

In-depth Interview (students)	Detail
Part 1: Basic information	- Age - Religion - Level of education - GPA - Media usage - News consumption - Family background (home town, parents' occupation, parents' education levels)
Part 2: Students' experiences with civic engagement and perspective toward his/her ability to engage in civic activities.	- Civic experience(s) - Incentive support to have civic engagement - Difficulties and barriers to become civic citizen - Perspectives of Internet and social media in general - Experience(s) with civic engagement on social media and Internet - Perspectives of Internet and social media as the tools to promote civic engagement - Self awareness and reflection
Part 3: Societal views on young people's civic engagement	- Roles of young people - Different opportunities to have civic engagement between young people and adults - Solutions for gaining civic engagement
Part 4: Motivations for young people's civic engagement	- Motivations to participate - Motivations strategy - Role model(s)

3.4.2.2 Question guideline for civic netizen and scholar:

In-depth Interview (Civic netizens and scholar)	Detail
Part 1: Basic Information	- Age - Religion - Education level - Occupation - Family background - Media consumption - News consumption
Part 2: Personal Experiences with Civic Engagement	- Civic engagement history - Starting point and motivation(s) - Incentive support to have civic engagement - Difficulties and barriers to become civic citizen - Perspectives of Internet and social media in general - Experience(s) with civic engagement on social media and Internet - Perspectives of Internet and social media as the tools to promote civic engagement
Part 3: Societal Views on Thai people and Young People's Civic Engagement	- Roles of adults and young people - Different opportunities to have civic engagement between young people and adults - Solutions for gaining civic engagement - Views toward young people in general and those who are civic citizens
Part 4: Motivations for Young People's Civic Engagement	- Motivations to participate - Motivations strategy - Importance of role models - Internal factors affect levels and motivations of civic engagement

CHAPTER 4 RESULT

The study of ' Level of civic engagement on Facebook and factors and motivations to create civic netizens: Case study of Assumption university students, Suvarnabhumi campus was included with experimental research and in depth interview. The experiment was completed via Facebook closed group with 30 students from different years of Bachelor's degree to study their level of civic engagement. Their activities and their personal wall were recorded and scored to find out their level of civic engagement. Furthermore, factors and motivations to create civic engagement were explored by using in depth interview. Four participants of the interview were recruited from the experiment (two people with highest score and two with lowest score). Another two participants of the interview were civic netizen and scholar who has knowledge about netizen and civic engagement.

The research result is divided in to 2 main parts.

4.1 Experimental Research Result
4.2 In Depth Interview Result

4.1 Experimental Research Result

4.1.1 Participants Demographic Information

Result Table 1 Participant's Gender

Gender	Frequency	Percent
Male	17	56.67
Female	13	43.33

Result of table 1 shows the total number of participants was thirty students, seventeen participants (56.67 percent) were male and the other thirteen participants (43.33 percent) were female.

Result Table 2 Participant's Academic Year

Academic Year	Frequency	Percent
First-year	0	0.00
Second-year	2	6.67
Third-year	6	20.00
Fourth-year	11	36.67
Beyond fourth-year	11	36.67

Result of table 2 shows that majority of participants were fourth-year students; eleven participants (36.67 percent) and those who are beyond fourth year students; eleven participants (36.67 percent), following by third-year students; six participants (20.00 percent), and second-year students; two participants (6.67 percent). However, there was no First-year student among the participants.

4.1.2 Participant's interactions with posts in Facebook closed group

Result Table 3 Participant's Facebook post exposures within three months

Number of posts	Number of People	Percentage
0 posts	0	0.00
Less than 12 posts	13	43.33
More than 12 posts	15	50.00
All 23 posts	2	6.67

Result of table 3 shows the frequency of participant's Facebook post exposures in Facebook closed group. The majority of participants saw the posts more than twelve posts; fifteen participants (50.00 percent). thirteen participants (43.33 percent) saw less than twelve posts, and two participants (6.67 percent) saw all twenty three posts.

Result Table 4 Participant's like or other emoticon clicking

Frequency of click like or other emoticon	Number of participants	Percentage
0 time	28	93.33
1-2 time(s)	2	6.67
3-4 times	0	0.00
5 times and above	0	0.00

Result of table 4 shows number of like and other kind of emoticon (heart, laugh, wow, sad, angry) in the Facebook closed group. Twenty-eight participants (93.33 percent) did not click any emoticon and two participants (6.67 percent) clicked emoticon one to two times within three months.

Result Table 5 Participant's comment(s) within three months

Number of comment(s)	Number of participants	Percentage
No comment	30	100.00
1-2 comment(s)	0	0.00
3-4 comments	0	0.00
5 times and above	0	0.00

Result of table 5 shows number of comment of participants in the Facebook closed group. Thirty participants (100.00 percent) did not write any comment in the closed group.

Result Table 6 Participant's type of comment within three months

Type of comment	Number of participants	Percentage
No comment	30	100.00
Sticker	0	0.00
Supportive comment or tag friend(s)	0	0.00
Supportive comment and tag friend(s)	0	0.00

Result of table 6 shows type of comment of participants in the Facebook closed group. Thirty participants (100.00 percent) did not write any comment in the closed group. Therefore, type of comment could not be identified.

4.1.3 Participant's civic engagement activities on their personal wall

Result Table 7 Participant's number of share(s) from Facebook closed group contents within three months

Number of share(s)	Number of participants	Percentage
0 share	30	100.00
1-2 share(s)	0	0.00
3-4 shares	0	0.00
5 share and above	0	0.00

Result of table 7 shows number of share of post from Facebook closed group on their personal walls. Thirty participants (100.00 percent) did not share any post on participants' personal walls.

Result Table 8 Participant's type of share from Facebook closed group contents within three months

Type of share	Number of participants	Percentage
Not sharing	30	100.00
Share without writing anything	0	0.00
Share and write supportive message or giving opinion	0	0.00
Share, invite people to support, and write supportive message or giving opinion	0	0.00

Result of table 8 shows type of share of post from Facebook closed group on their personal walls. Thirty participants (100.00 percent) did not share any post on participants' personal walls. Therefore, type of share could not be identified.

Result Table 9 Participant's number of share(s) related to civic engagement from other source within three months

Number of share(s)	Number of participants	Percentage
0 share	20	66.67
1-2 share(s)	6	20.00
3-4 shares	4	13.33
5 shares and above	0	0.00

Result of table 9 shows number of share related to civic engagement from other source on participants' personal walls. Twenty participants (66.67 percent) did not share any post related to civic engagement. Six participants (20.00 percent) shared one to two posts related to civic engagement and four participants (13.33 percent) shared three to four posts related to civic engagement.

Result Table 10 Participant's type of share related to civic engagement from other source within three months

Type of share	Number of participant	Percentage
Not sharing	20	66.67
Share without writing anything	3	10.00
Share and write supportive message or giving opinion	6	20.00
Share, invite people to support, and write supportive message or giving opinion	1	3.33

Result of table 10 shows types of civic engaging post that participants shared on personal walls. Twenty participants (66.67 percent) did not share any civic engaging post. Six participants (20.00 percent) shared and wrote supportive message or gave opinion. Three participants (10.00 percent) shared without writing anything and one participant (3.33 percent) shared, invited people to support, and wrote supportive message or gave opinion.

Result Table 11 Participant's number of initiating post(s) related to civic engagement on personal wall within three months

Number of post(s)	Number of participants	Percentage
0 post	29	96.67
1-2 post(s)	1	3.33
3-4posts	0	0.00
5 posts and above	0	0.00

Result of table 11 shows number of post(s) related to civic engagement on personal walls that participants initiated. Twenty nine participants (96.67 percent) did not initiate any post and one participant (3.33 percent) initiate 1-2 post(s).

Result Table 12 Participant's type of initiating post(s) related to civic engagement on personal wall within three months

Type of post	Number of participants	Percentage
Do not initiate or write negative comment that does not support civic engagement	29	96.67
Post with text	0	0.00
Post with text and photo or video	0	0.00
Create a campaign for people to support or participate the campaign	1	3.33

Result of table 12 shows type of post(s) related to civic engagement on personal walls that participants initiated. Twenty nine participants (96.67 percent) did not initiate any post but one participant (3.33 percent) initiated post(s) by creating a campaign for people to support or participate the campaign.

4.1.4 Participant's level of civic engagement

Result Table 13 Participant's level of civic engagement

Level of Civic Engagement	Score	Number of participant	Percentage
Low engagement	1	8	26.67
	2	10	33.33
	3	2	6.67
	4	4	13.33
	5	1	3.33
	6	4	13.33
	7	0	0.00
	8	0	0.00
	9	0	0.00
	10	0	0.00
	11	0	0.00
	12	1	3.33
	13	0	0.00
	14	0	0.00
Medium engagement	15	0	0.00
	16	0	0.00
	17	0	0.00
	18	0	0.00
	19	0	0.00
	20	0	0.00
	21	0	0.00
	22	0	0.00
High engagement	23	0	0.00
	24	0	0.00
	25	0	0.00
	26	0	0.00
	27	0	0.00
	28	0	0.00
	29	0	0.00
	30	0	0.00

The results of table 13 shows that all participants in this study have low level of civic engagement. The participant with highest score got twelve out of thirty points, which falls in the group of low engagement. The rest of the participants got the scores lower than six points. The majority of participants (10 participants) got two points out of thirty points.

4.1.5 Participant's interest in different kind of content

Result Table 14 Number of view of each content

Topic	Number of view		
	Male	**Female**	**Total**
End dog meat trade (VDO)	13	4	17
Donate to support stop cancer with Dead pool (VDO)	14	4	18
Gun control "Does not work" (VDO)	9	5	14
Support equality 'Because you're a girl' (VDO)	11	5	16
Trash in US vs. Sweden (VDO)	13	11	24
Repeat roses for Shelter for homeless (VDO)	10	6	16
Speed blinds you, stop speedy driving (VDO)	14	10	24
Help life go right, encourage people to volunteer (VDO)	12	8	20
March for our lives, stop school shooting (VDO)	8	7	15
March for our lives promote Facebook page (link)	8	5	13
The 1000 person gym, support people to exercise together in public (VDO)	12	5	17
Prisoner and shelter dog give each other a second chance (VDO)	10	4	14
Don't drink driving (VDO)	11	5	16
Stop police corruption (VDO)	10	11	21
Always #LikeAGirl, support feminism (VDO)	10	8	18
'Slap her' Stop domestic violence towards females (VDO)	10	7	17
LGBT marriage support (petition)	7	7	14
Thai Vice Prime minister	7	7	14

Resignation (petition)			
Stop single gate way on the Internet in Thailand (petition)	7	6	13
Stop hunting endangered animal in national parks (petition)	7	6	13
Stop using plastic bags (poster)	6	7	13
Stop using plastic straws (VDO)	6	5	11
Support 4ocean campaign, buying 1 bracelet = erase 1 pound of trash (VDO)	6	5	11

The result of table 14 shows number of view of each content, which was posted in the Facebook closed group for experiment. There were two contents that had the highest number of views, which were twenty four views out of thirty. The two contents were Speed blinds you, stop speedy driving (VDO) and Trash in US vs. Sweden (VDO). There were two contents that got the lowest number of view which was eleven views. The two contents were Stop using plastic straws (VDO) and Support 4ocean campaign, buying 1one bracelet = erase one pound of trash (VDO).

These are all twenty three contents that were posted in the closed group
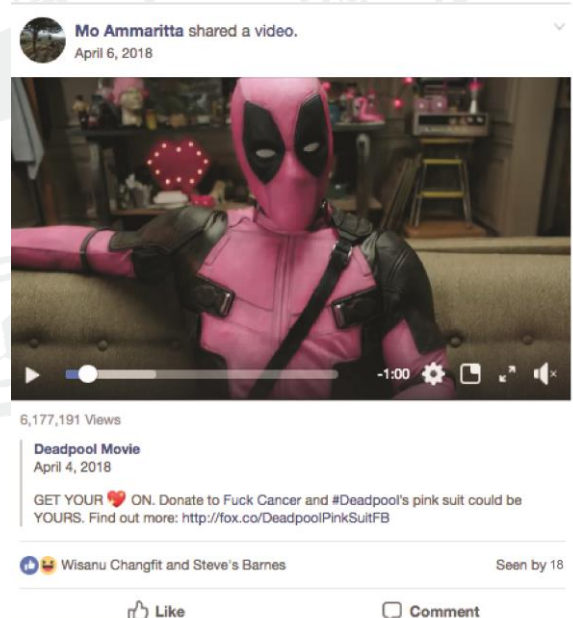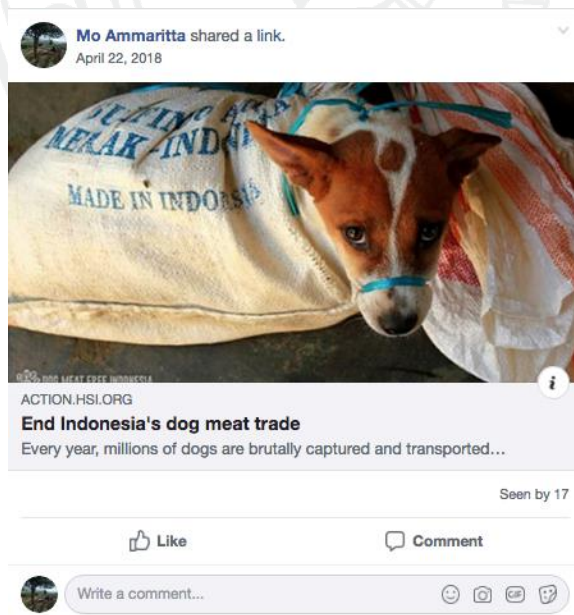
Mo Ammaritta shared a video.
March 30, 2018

Remember
"gun control doesn't work!"

attn:

EXCEPT IN:

Gun Control "Doesn't Work"   ⋙ Follow

22,378,193 Views

ATTN: Video
February 24, 2018

Remember... gun control "doesn't work"

Seen by 14

Mo Ammaritta shared a video.
March 30, 2018

"BECAUSE YOU'RE A GIRL.."

I'm Lars.

5-MINUTE CRAFTS   -2:14

2,644,866 Views

5-Minute Crafts
March 30, 2018

Watch the experiment till the end!
via Finansforbundet

Seen by 16

👍 Like   💬 Comment

Mo Ammaritta shared a video.
March 30, 2018

attn:

TRASH
IN AMERICA

Vs

TRASH
IN SWEDEN

America Versus   ⋙ Follow
America Vs Sweden: Trash

47,766,505 Views

ATTN: posted an episode of America Versus.
March 27, 2018

We should burn our garbage like Sweden does.

Seen by 24

Mo Ammaritta shared a video.
March 30, 2018

This business allows you
to donate flowers

430,363 Views

Refinery29   ⋙ Follow
March 17, 2018

Repeat Roses takes the waste from weddings and gives them new life by
repurposing and delivering flowers to places that welcome them 🌹💛

Seen by 16

👍 Like   💬 Comment

Mo Ammaritta shared a video.
March 27, 2018

Before driving top fa... -0:42

1,597,078 Views

advert.ge
March 16, 2017

Speed Blinds You

Agency: BBDO Bangkok
Chief Creative Officer: Suthisak Sucharittanonta
Executive Creative Director: Anuwat Nitipanont...
See More

Seen by 24

👍 Like   💬 Comment

Write a comment...

Mo Ammaritta shared a video.
March 27, 2018

THE LEGEND IS REBORN

-1:45

242,274 Views

advert.ge
March 16, 2017

Help Life Go Right

Agency: DDB Chicago
Director: Dante Ariola
Chief Creative Officer: John Maxham...
See More

Seen by 20

👍 Like   💬 Comment

Mo Ammaritta shared a video.
March 25, 2018

newsy

the U.S. Capitol for the March for Our Lives
on Saturday, supporters across the globe took

-0:28

18,781 Views

News 5 Cleveland
March 25, 2018   🔊 Follow

#MarchForOurLives events are taking place across the globe, with more than
800 "sibling" events worldwide.

Seen by 15
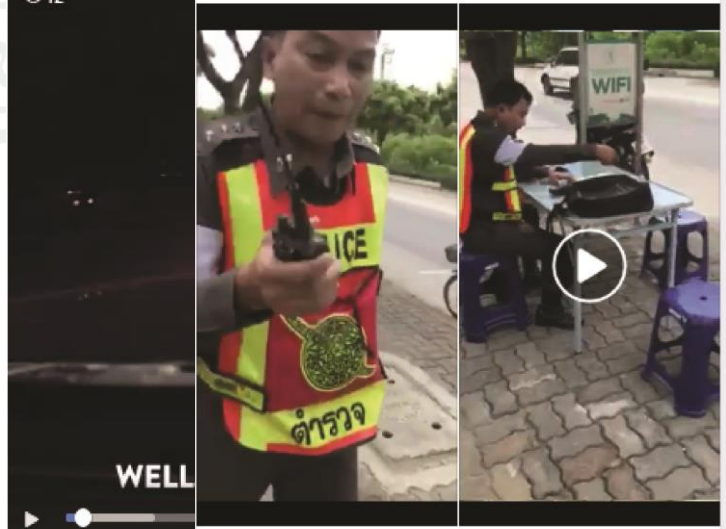
Mo Ammaritta shared a Page.
March 25, 2018

Mo Ammaritta sh...
March 24, 2018

Mo Ammaritta shared a video.
March 24, 2018

Marley's Mutts

the dodo

Mo Ammaritta shared a video.
March 23, 2018

👁 12

Mo Ammaritta shared a post.
March 19, 2018

WIFI

POLICE

ตำรวจ

WELL

82,096,616 Views

Comedy Central
March 8, 2018

DON'T: Drink and drive.

บั้ง   👍 Like Page
June 13, 2017

โอ้ว โห้ววววววว ส่งศาลท้องต่ำเนินคดีด้วย โอ้ยยยยยยยยย!!!!!! นี่มึงเก็บตั้งค่าปรับ
หรือไถตั้งคน "ขอโทษนะเราเก็บตามกฎหมาย เราไม่ได้เก็บตามคุณมีเงินเท่าไหร่" ไม่มี
...
See More

👍 Mild Natcha

Seen by 21

Mo Ammaritta shared a link.
March 16, 2018
Like a girl

YOUTUBE.COM
Always #LikeAGirl
Join Always in our epic battle to keep girls' confidence high during puberty and beyond. Using #LikeAGirl as an insult is a hard knock against any...

Seen by 18

👍 Like   💬 Comment

Write a comment...

Mo Ammaritta shared a link.
March 16, 2018
Slap her

YOUTUBE.COM
"Slap her": children's reactions
SUBSCRIBE: http://fanpa.ge/kHck2 What happens when you put a boy in front of a girl and ask him to slap her? Here is how children react to the subject...

Seen by 17

👍 Like   💬 Comment

Write a comment...

Mo Ammaritta shared a link.
March 14, 2018

CHANGE.ORG
ขอร่วมลงชื่อสนับสนุน
สนช.:ผ่านร่าง พ.ร.บ. คู่ชีวิต/พ.ร.บ.จดทะเบียนคู่ชีวิต #Lovewins #LGBT

Seen by 14

👍 Like   💬 Comment

Write a comment...

Mo Ammaritta shared a link.
March 14, 2018

CHANGE.ORG
ขอร่วมลงชื่อสนับสนุน
อยากให้รองนายกประวิตรฯ ลาออก ตามที่ท่านได้กล่าวไว้เมื่อวันที่ 31 ม.ค. 61 ที่...

Seen by 14

👍 Like   💬 Comment

Write a comment...

Mo Ammaritta shared a link.
March 14, 2018

Single Gateway
คืนชีพใน #พรบคอม ?

CHANGE.ORG
ขอร่วมลงชื่อสนับสนุน
หยุด #พรบคอม หยุดกฎหมายล้วงข้อมูลส่วนบุคคล
ℹ About this website

Seen by 13

👍 Like   💬 Comment

Write a comment...

Mo Ammaritta shared a link.
March 14, 2018

CHANGE.ORG
ขอร่วมลงชื่อสนับสนุน
ดำเนินคดีกับผู้ล่าสัตว์ในเขตอุทยานฯ อย่างโปร่งใส และเป็นธรรม และผลัก...
ℹ About this website

Seen by 13

👍 Like   💬 Comment

Write a comment...

Mo Ammaritta shared a post.
March 14, 2018

We buy, the sea pays!

The Logical Indian
March 10, 2015

We Buy, The Sea Pays!

Via:
http://adsoftheworld.com/.../surfrider_foundation_barcode_sca...

Seen by 13

Mo Ammaritta shared a post.
March 14, 2018

Anti-Consumerism Campaign
August 15, 2015

The consequences are illimitable and millions of species are suffering.

YOUTUBE.COM
"NO" TO PLASTIC STRAWS - Sea Turtle with Straw up its Nostril
*****WARNING: inappropiate/ strong language!****** This video shows why plastic...

Seen by 11

Like   Comment

Write a comment...

Mo Ammaritta shared a video.
March 14, 2018

4Ocean

4OCEAN HAS CAPTAINS AND CREWS CLEANING OUR OCEANS 7 DAYS A WEEK

4OCEAN.COM
Each Bracelet Purchase Supports Our Oceans
1 Bracelet = 1 Pound of Trash

Shop Now

73,190,775 Views

4ocean
March 11, 2018

Like Page

You can make a difference with 4Ocean.com. We clean the ocean 7 days a week and need your help to fund our global cleanups. Each bracelet purchased removes one pound of trash from the ocean. Join the 4Ocean movement!

Seen by 11

4.2 In Depth Interview Result

4.2.1 Result of interview from 2 students with lowest scores (1/30 score) and 2 students with highest scores (6/30 and 12/30 scores).

These four students are Communication Arts students from Assumption University, Thailand. The students were selected to be interviewees based on their scores from the experiment testing their levels of civic engagement and their genders. Two students with highest scores consist of one male and one female and two lowest scores consist of one male and one female.

Internal and external factors affecting the decision of participating civic activities.

Demographic Information of four Assumption University students that could affect their decision in participating in civic engagement.

The information from the interview shows that students with higher civic engagement scores also have higher GPA (3.98, 3.86). Moreover, both of their parents are working as government officers and private company employees. On the other hand, students with lower civic engagement scores have lower GPA (2.56, 2.49). Their parents are owners of their businesses. According to the interview results, ages, genders, religion, hometown, news consumptions, parents' educations do not have influence on the level of civic engagement of participants.

Social media and Internet uses of all four students that possibly affect their decision in participating in civic activities.

Two students with higher civic engagement scores spend less time on Internet and social media proximately four to five hours per day. While another two students with lower civic engagement scores spend time on the Internet around eight hours per day. In additional, three out of four students believe that they can utilize Internet and social media to spread the news, and encourage others to participate in civic activities. "I think Internet and social media are good tools because many people are using them and it is easier for people to get involved in civic activities." (Student 1)
However, one student thinks that social media could help promoting civic activities but it depends on individuals' interests, if contents are not related to them or interesting enough, people will not care to read or watch the contents on social media. " I think Internet and social media could help but may not reach everyone, if people don't care or interest they won't read or watch." (Student 2)

Students' experiences relating to civic engagement and participation.

All students have participated in civic activities offline. Most of activities were requirements for classes at university especially for Ethics classes. However, one of the students with lower civic engagement score usually goes to Northern part of Thailand with family annually to donate basic needs for Hmong people who are in need. "I participate every year because it's my family activities, we always do it together so I join them, and now I like doing it." (Student 3)

In additional, all students want to continue participating in civic activities. All four students have fun and some feel proud to be parts of the activities. However, civic activities are not their priorities during school. Moreover, civic activities that they have done do not affect how they use the Internet and social media for civic activities unless they want to invite their friends and family to participate or support the activities so they would share civic contents on their Facebook personal walls. "Civic activities won't be my priorities if I have to study and submit my home works. I will have to choose to study." (Student 2)

Difficulties and barriers that obstruct students to participate in civic activities or to have civic engagement online and offline.

The difficulties of civic engagement of Student 1, involved with procedure of creating and completing civic activities such as preparing documents, contacting and getting approval from university, and getting response from organizations. "It's very difficult to complete a civic campaign because getting approval from university and organizations take very long time and have many steps to go through." (Student 1)

While the other three students with lower civic engagement scores have difficulties with uncontrollable factors such as weather, money, time and, ability to help others, and lack of awareness of civic campaigns and activities. "If activities take place out door and the weather is too hot, I won't participate. I don't really receive information about civic activities from organizations unless my friends share them on Facebook." (Student 2)

Moreover, they believe that they have small impact or no power without support and help from adults while Student 3 thinks that she can change something in society but it will take time. "I have no power and impact to society without the help and support from adults or teachers." (Student 1)

Students' views about their opportunities to participate in civic activities.

Three out of four students think that adults have more opportunities than youth. They believe that adults have more capabilities such as credibility, money, and more power. "Adults have more opportunities because they have high credibility and ability to help others more than kids." (Student 1)

However, one student thinks that youth will have more opportunities to participate because organizations always recruit students to do volunteer jobs and students have more free time to participate. "I think kids have more opportunities because organizations always recruit university students to help their campaigns. I don't think adults have enough time to participate because they have to work." (Student 2)

Motivations that make students want to participate in civic activities or have civic engagement.

Personal motivations to participate in civic activities or have civic engagement.

The company of friends and family to civic activities is the main motivation for two students with higher civic engagement scores. They like to do activities with people they know or who they feel comfortable to work with. "If my friends can join the activities I will definitely go, it's more fun to do with friends." (Student 2)

While two students with lower civic engagement scores can be motivated by the feelings after doing civic activities and opportunities to join civic activities. (free time, and convenience) "If I feel happy during and after the participation, I will keep participating." (Student 3)

Motivation Strategies to promote civic participation for youth to participate in civic activities or have civic engagement.

Two students with higher civic engagement scores would like to be informed regularly about civic activities, so they can decide which activity to participate. Civic activities can be promoted through social media or application on mobile phone. "I would like to be informed, if I know about activities I might join more often. I think it should be easier for people to know what kind of help organizations want and where to help, and I believe this kind of information can be promoted through an application so people can get access to the information." (Student 2)

On the other hand, students with lower scores prefer civic activities to be promoted with entertaining contents which including prizes, games and celebrities. Moreover, if youth start to participate, they are more likely to keep participating. " I think organizations should give away some prizes to make people start participating; it could be a certificate for participating as well. (Student 2) "Once people start participating, they are likely to feel good about it and might continue doing it in the future." (Student 3)

Role models who might influence students to participate in civic activities or have civic engagement.

Two students with higher civic engagement scores and one student with lower civic engagement score have role models which are their friends, successful alumni, and parents. However, only friends and parents can motivate them to engage in civic activities. "My role models are my friends who have participated in civic activities, they make me want to participate because they show me that I have ability to do it too." (Student 1) "My role models are my alumni who graduated and have successful careers. However, if they participate in any civic activity, I would only admire them. I would not follow them and participate. I would participate if a group of friends decide to participate with me." (Student 2)

4.2.2 Result of interview of a civic netizen (Ms.Sutatip Pakkaratahdahphong)

Ms.Sutatip Pakkarahdahphong is an active netizen who had created online petition on www.change.org to request supports for animal rights and protection.

Personal Internal and external factors affecting the decision of participating civic activities.

Demographic Information of Ms. Sutatip that could affect het decision in participating in civic activities.

Her demographic information shows that her parents are retired teachers. She graduated from Rajamangala University of Technology Rattanakosin with Bachelor's degree in Photography Communication Arts and Design. Her occupation is graphic designer. She was born in Bangkok and currently is living in Bangkok.

Ms. Sutatip's social media and Internet uses information and her time time spending on social media and Internet might affect her action and decision in participating in civic activities.

Her social media and Internet uses show that she spends time on social media and Internet one to two hours per day and usually reads news from Facebook news feed shared by her friends.

Ms. Sutatip's civic experiences show that she has conducted both online and offline civic activities.

She created a campaign through www.change.org and shared the campaign on her personal Facebook page and animal related pages to support animal cruelty prevention and welfare of animals. She also marched with a group of animal lovers to support her online campaign. "I started to participate in civic activities in 2011 when I saw news and feeds on social media that animals were harmed and killed by human and there were no laws to protect them, so I want to do something about it."

Ms. Sutatip's difficulties and barriers that obstruct her to participate and get involved in civic activities.

The lack of support from government is the main factor that obstructs Ms. Sutatip to participate in civic activities. She believes that making one civic campaign successful, it requires support from a large number of people, so government will response to the campaign. "If there is a small number of people participating in a particular civic activity, government will ignore it."

Ms. Sutatip's view toward adults' opportunities versus youth's opportunities to participate in civic activities.

She believes that adults have more opportunities to participate in civic activities than kids due to adults' ages, experience, attitude, and reliability. " Thai kids have poor sense of ethic and moral and mostly care for entertainment but they can start doing small things for society like focus on their study, don't commit any wrong doings, and donating money of basic needs. Moreover, adults have more opportunity than kids because adults have more knowledge, experience, maturity, and credibility that will be more beneficial to society. Moreover, adults always premeditate before they do things."

Motivations that make Ms. Sutatip wants to participate in civic activities and her view toward youth's motivations to participate in civic activities.

Ms. Sutatip's personal motivations to participate in civic activities.

Her motivations come from personal interest and realization of the problems and her belief of self-ability to solve the problems. "The animals have been exploited for a long time So I would like to raise the mind of the people in society, make people recognize the animal rights and improve the standard of living of all animals in Thailand."

Ms. Sutatip's view toward motivation strategies to promote civic participation for youth to join in civic activities or have civic engagement.

She thinks that media should set examples or role models to show and make kids understand the consequences of doing good things and bad things. "Media should do the job of presenting good example for kids and make them see that good people always get good things in return, while bad people should get punishments."

Ms. Sutatip's view toward the importance of role models that could affect youth's decision in participating in civic activities.

Role models are important to make kids interested and want to participate in civic activities. They could set examples and guidance for the youth to see and follow. "Role models are very important. Role models would set guidelines and examples for those who want to become volunteers and those who never participate in civic activities."

4.2.3 Result of interview with a scholar (Assoc. Prof. Ousa Biggins, Ph.D.)

Assoc. Prof. Ousa Biggins, Ph.D. is a professor at National Institute of Development Administration who has knowledge and has done many researches and studies relating to netizens and civic engagement of Thai citizens.

Personal Internal factors and experiences affecting her view toward Thai youth, and their civic engagement.

Assoc. Prof. Ousa Biggins, Ph.D. 's briefly demographic Information that affects her attitude toward youth, and their civic engagements.

She is currently teaching at Nida University teaching Communication arts. She graduated with Ph.D. (Communication) from The University of Canberra, Australia.

Her experiences, studies and researches affecting her view toward youth, and their civic engagements.

She has completed researches related to civic engagement and netizens. The following list is some of the examples of her related researches and studies.

-Media and Information literacy and creative tools and activities for community. Creating media plan for building state of well being for children and youth.

-Thai Telecentres and E-Development between Urban and Rural Areas, International Conference on Communication for Development in the Information Age: Extending the Benefits of Technology for All

-Model development for communication campaigns to create healthy space at urban community in Thailand. Paper presented at The 21st IUHPE World Conference on Health Promotion. Pattaya, Thailand.

Assoc. Prof. Ousa Biggins, Ph.D. 's view toward difficulties and barriers that obstruct youth to have civic engagement or participate in civic activities.

Youth mainly use Internet mainly for their entertainment and the way media present Thai youth has effects on youth's decision in participating in civic activities. "Youth mainly use Internet for entertainment, sexing and cyber bullying. Thai media usually present youth in negative ways and mostly about violence. The media presentation about youth could affect Thai youth's decision in participating in civic activities since they might be afraid of violence that other people might bring to them during participation".

Assoc. Prof. Ousa Biggins, Ph.D. 's view toward opportunities for youth and versus adults to participate in civic activities.

Youth and adults have equal opportunities to participate in civic activities however it still depends on their personal backgrounds that influence them to participate in civic activities. "There are no differences between youth and adults. Both of them have equal opportunities. However, different level of civic engagement of individuals depends on how they were raised and taught. Youth can participate in volunteer jobs that they can do with friends and for online participation, they can share news and information about civic activities."

Assoc. Prof. Ousa Biggins, Ph.D. 's view toward motivations of youth that can make them interested in participating in civic activities.

Assoc. Prof. Ousa Biggins, Ph.D. 's view toward youth motivations to participate in civic activities.

Internal and external factors are important to motivate youth to participate in civic activities such as education, environment, friends and family. These factors are shaping kids to have good attitude and know their civic duties. "Education is the most important factor to make people interested in participating because some subjects at school can provide youth knowledge and teach them about moral, ethic, civic duty and citizenship. Moreover, good environment, family, friends are also important to influence youth to participate in civic activities as well".

Assoc. Prof. Ousa Biggins, Ph.D. 's view toward motivation strategies that should be used by organizations to motivate youth to participate in civic activities.

Media and information should change the way to communicate to youth, the communication should be short and easy to understand make youth interested in participating in civic activities. "Kids don't like to read therefore, creating info graphic, and short video clips that are precise, simple and easy to understand might catch their attentions and make them interested in participating."

Assoc. Prof. Ousa Biggins, Ph.D. 's view toward the importance of role models that could affect youth's decision in participating in civic activities.

Role models are important for motivating youth to participate in civic activities not just parents can be their role models but also celebrities. "Role models can be good examples for kids. If role models especially celebrities who are admired by youth participate in civic activities, youth might replicate their actions."

CHAPTER 5 CONCLUSION

5.1 Result Summary

5.1.1 Experiment with thirty Assumption university students

Participants' basic information

The total number of participants was thirty students, seventeen participants were male (56.67 percent) and the other thirteen participants were female (43.33 percent). Majority of participants were fourth-year students; eleven participants (36.67 percent) and those who are beyond fourth year students; eleven participants (36.67 percent), following by third-year students; six participants (20.00 percent), and second-year students; two participants (6.67 percent). However, there was no First-year student among the participants.

Participants' actions on the experiment

Exposure of posts on Facebook closed group

The frequency of participant's Facebook post exposures in Facebook closed group were majority of participants saw the posts more than twelve posts; fifteen participants (50.00 percent), thirteen participants (43.33 percent) saw less than twelve posts, and two participants (6.67 percent) saw all twenty three posts.

Number of Likes on Facebook closed group

The number of likes and other kind of emoticons (heart, laugh, wow, sad, angry) in the Facebook closed group were twenty eight participants (93.33 percent) did not click any emoticon and two participants (6.67 percent) clicked emoticon one to two times within three months. Apart from liking the post, thirty participants (100.00 percent) did not write any comment in any post in the closed group. As the result, type of comment could not be identified.

Number of Shared posts from Facebook closed group or any kind of posts related to civic engagement on participants' personal walls.

The number of share of posts from Facebook closed group onto their personal walls were thirty participants (100.00 percent) did not share any post from the Facebook closed-group onto participants' personal walls. Therefore, type of share could not be identified. However, number of shared posts that are related to civic engagement from other source on participants' personal walls were twenty participants (66.67 percent) did not share any post related to civic engagement, six participants (20.00 percent) shared one to two posts related to civic engagement and four participants (13.33 percent) shared three to four posts related to civic engagement. The types of civic engaging post that participants shared on their personal walls were fix participants (20.00 percent) shared and wrote supportive message or gave opinion, three participants (10.00 percent) shared without writing anything, one participant (3.33 percent) shared, invited people to support, and wrote supportive message or gave opinion, and twenty participants (66.67 percent) did not share any civic engaging post,

Number of initiated posts on participants' personal walls

The number of post(s) related to civic engagement on personal walls that participants initiated were as the following. One participant (3.33 percent) initiated one to two post(s), and twenty nine participants (96.67 percent) did not initiate any post. The type of post(s) related to civic engagement on participants' personal walls that participants initiated by one participant (3.33 percent) was by creating a campaign for people to support or participate the campaign.

Participant's level of Civic Engagement

All participants from the experiment in this study have low level of civic engagement. The participant with highest score got twelve out of thirty points, which falls in the group of low engagement. The rest of the participants got the scores lower than six points. The majority of participants (10 participants) got two points out of thirty points.

Types of content that get participants' attention from Facebook closed group

There were two contents that had the highest number of views, which were twenty four views out of thirty views. The two contents were Speed blinds you, stop speedy driving (VDO) and Trash in US vs. Sweden (VDO). There were two contents that got the lowest number of view was eleven views. The two contents were Stop using plastic straws (VDO) and Support 4ocean campaign, buying 1 bracelet = erase 1 pound of trash (VDO). The two civic contents in Facebook closed group with

the highest views are about safety, security, and well being and both of them are promotional video.

5.1.2 Interview with four Assumption university students who get highest and lowest scores from the experiment, one civic netizen, and one scholar who has knowledge about civic engagement and netizens

Internal and external factors facilitating and obstructing people to have civic engagement offline and online activities

Students

The information of four university students shows that students with higher civic engagement scores also have higher GPA (3.98, 3.86). Moreover, both students with higher civic engagement score have parents working as government officers and for private company employees. On the other hand, students with lower scores have lower GPA (2.56, 2.49). The parents of students with low scores are business owners.

Two students with higher civic engagment scores spend time approximately four to five hours per day and the other two students with lower civic engagement scores spend more time on the Internet per day approximately eight hours per day. Three of them think that they can utilize Internet and social media to spread the news, and encourage others to participate in civic activities.

All students have participated in offline activities. The activities were requirements from Ethics classes from school and were requirements from the graduating projects. However, one of the students with low score usually goes to donate money and basic needs in the Northern part of Thailand to Hmong annually. All students want to continue participating in civic activities however it depends on their time and convenience to participate. They all have fun and feel proud to be participated in civic activities.

All four students have experienced some difficulties before and during participating. The difficulties that are dealing are uncontrollable such as time school schedule, time, weather, long process of contacting and getting approvals from university and from organizations, and the lack of their ability to help and financial support. In additional, they don't really believe in their abilities to change or help in civic activities without the help and support from adults or university. While one student with low score think that she can change or do something for society but it will take time because she thinks that her power to change is small.

Three out of four students think that adults have more opportunities than youth because adults have more capabilities such as credibility, money, and more power.

On the other hand, one student thinks that youth will have more opportunities to participate because organizations usually recruit students to participate in volunteer jobs and students have more free time to participate while adults have to work most of the time so they don't really have time to participate.

Netizen

Ms.Sutatip is currently a graphic designer. She graduated from Rajamangala University of Technology Rattanakosin with a Bachelor's degree in Photography Communication Arts and Design. Her parents are retired teachers. She was born in Bangkok and is living in Bangkok.

She normally uses social media and Internet for one to two hours per day and usually reads news from Facebook news feed, which are shared by her friends on Facebook. She has created a campaign on www.change.org and shared the campaign on her personal Facebook wall and animal related pages to support animal cruelty prevention and welfare of animals. She also marched with a group of animal lovers to support her online campaign.

She thinks that the difficulty that she has been facing is the lack of support from government that does not facilitate Ms.Sutatip to participate in civic activities. Without the support and response from government, social issues or problems would have not been changed.

She also believes that generally adults have more opportunities to participate in civic activities compare to kids, due to adults' maturity, credibility, knowledge, experience and premeditation. The qualities that adults possess are better and could be more beneficial to society.

Scholar

Assoc. Prof. Ousa Biggins, Ph.D. She is currently teaching at Nida University teaching Communication arts. She graduated with a Ph.D. degree (Communication Arts) from The University of Canberra, Australia.

She has done some researches related to civic engagement and netizens. Her experiences and knowledge could affect her opinion and her attitude toward youth and their civic engagement online and offline.

Youth mainly use Internet for their entertainment, online sexing chat, cyber bullying, such as posing negative comments. Moreover, the way media present Thai youth in negative images has effects on youth's decision in participating in civic activities because they might be afraid of the violence in reality or harms they might face while participating.

Youth and adults have equal opportunities to participate in civic activities however it still depends on their personal backgrounds that influence them to participate in civic activities. The most important factors to make kids interested in civic activities or have civic minds are education and family background especially how their parents raise their children.

Motivations to make people want to participate in civic activities or have civic engagement.

Youth

Friends and family are important motivations for two students with higher civic engagement scores to participate in civic activities. They like to do activities with people they know. However, two students with lower civic engagement scores can be motivated by the convenience of time, weather and if they feel good after the activities, they will continue doing the activities again.

Students with higher civic engagement scores would like to be informed regularly about civic activities, so they can decide which activity to participate. Students prefer civic activities to be promoted via social media or application on mobile phone. One student with higher civic engagement score suggests that there should be a website that gather all information about each organization what kinds of help they are looking for and locations for participation. While, students with lower civic engagement scores prefer civic activities to be promoted with entertaining contents which including giving away prizes, playing games or having celebrities.

Two students with higher civic engagement scores and one student with lower civic engagement score have role models which are their friends, successful alumni, and parents. However, only friends and parents can motivate them to engage in civic activities. Alumni are admired but cannot be the motivations to participate in civic activities.

Netizen

Her motivations come from personal interest and realization of the problems and her belief of self-ability to solve the problems. Moreover, she cares for specific issues, which are all related to animals. She would like to raise the mind of the people in society, make people recognize the animal rights and improve the standard of living of all animals in Thailand.

To motivate youth to participate in civic activities, she thinks that media should set examples or role models to show and make kids understand the

consequences of doing good things and bad things. Media should do the job of presenting good example for kids and make them see that good people always get good things in return, while bad people should get punishments.

She thinks that role models play important role in creating inspiration and motivation for youth to participate and for those who never participate to participate in civic activities. She believes that they could set examples and guidance for the youth to see and follow.

Scholar

She thinks that internal and external factors such as education, environment, friends and family are important to motivate youth to participate in civic activities. Besides, education is the most important factor to make people interested in participating because some subjects at school can provide youth knowledge and teach them about moral, ethic, civic duty and citizenship.

Furthermore, media can also help to promote civic activities by presenting with short, and precise information, which is easy to understand. Producing promotion in the forms of short video clip, info-graphic is suggested to catch their attentions and make them interested in participating. Media with lengthy information or text is not suggested because kids don't like to read.

In additional, role model for motivation to participate in civic activities must be considered because role models such as parents and celebrities can be good examples to lead youth to replicate their actions to participate in civic activities.

5.2 Discussion

Students' levels of civic engagement

According to the experiment, the result shows that all thirty Assumption university students who participated in the Facebook experiment have low level of civic engagement. The result from this research experiment conforms to result from the research mentioned in chapter 2; Active netizens on Facebook: Case study of Indonesians' online participation regarding the 2009 presidential election. The investigation of the quality of civic participation on Facebook during the 2009 presidential election in Indonesia shows that the level of civic participation on Facebook is low.

Even though all participants from the experiment in this research have low level of civic engagement, there are participants who get higher, and lower scores within the low range of civic engagement level. Therefore, this research selected those

two participants who got highest civic engagement scores and two participants who got lowest civic engagement scores in order to interview them and find out the factors and motivations that facilitating and obstructing civic engagement on the Internet. Moreover, all answers from students are analyzed and compared to the answers from the interview of civic netizen and scholar to find the approaches to increase level of civic engagement of Thai youth on the Internet.

Factors facilitating and obstructing online civic engagement

According to the findings from this research, the researcher found the relationship between offline civic engagement and online civic engagement. Youth who engage in civic activities offline usually participate in online civic activities as well. Therefore, creating youth online civic engagement should also focus on creating offline civic engagement which will help increase the level of civic engagement in youth both online and offline.

Internal and external factors facilitating online civic engagement or leading youth to have motivations to participate in online civic activities

As mentioned above, this research found that youth would have online civic engagement if they have participation in offline civic activities. They would participate in online civic activities if they take part in a particular offline civic activity and they would like to invite friends and family to support or participate with them. Furthermore, online civic engagement can also lead them to have both offline and online civic engagement. If youth saw civic posts on their Facebook posted by their friends, they would want to either share, like, and comment or they would participate in offline civic activities. Therefore, to make youth have strong online civic engagement or becoming civic netizens, youth should have both offline and online civic engagement. In addition, internal and external factors that mainly affect youth to participate in online and offline civic activities are education, their responsibilities, how parents raise their kids, opportunities to participate, company of friends and family to civic activities, awards, role models, realization of existing problems, and belief of self-ability to solve problems.

The results of this research are related to one of the researches mentioned in literature review, which stated that, 'Engagement levels vary according to individuals' backgrounds including experience, education, income, or how people convey the degree or seriousness of particular issues' (Verba, Brady et la. 2002). From the interview, all students have participated in offline civic activities from service learning and graduating projects provided and arranged by the university. Therefore, school and university play important role in introducing them to know and to participate in offline civic activities. In agreement with the result above, scholar also supports this statement by explaining how education such as ethic classes and service learning can teach youth to know their civic role, moral, and ethic. As Delhi said

"Education is essential for citizenship". (Delhi 2012) Dobson also stated "Education is one of the most important factors in creating good and active citizens. Many countries with actively civic citizens have learned civic education in their early age". (Dobson 2003) Scholar from the interview in this research also supported that education is another source of knowledge when youth can learn about civic engagement.

GPAs also affect the scores of youth civic engagement in this research study. Students with higher GPAs have higher civic engagement scores and students with lower GPAs have lower civic engagement scores. Students' GPAs can show how each person performs their studies at university and can measure each person's level of responsibility. This result is relevant to what Theodore Roosevelt said; 'American citizen should do his full duties according to the potential of his ability or "Do what you can with what you have, where you are".' , and 'A man cannot save his nation if his domestic life is undermined'. Thus, students with higher sense of responsibility tend to have more civic engagement level according to this research study result.

There is another significant point to be noted. Both students with higher civic engagement scores have parents who work in company and governmental offices, while the other two students have parents who own businesses. This can be interpreted that the parents with different career paths may have different ways of raising their children and amount of time spending with their kids. Therefore, it resulted in different level of civic engagement of the students. Moreover, the scholar also mentioned in the interview that the way parents raise and teach their children is very important in creating youth to have high level of civic engagement. It is the responsibility of parents to make their children become moral and have the sense of citizenship. Therefore, parents should starting teaching them about civic engagement in their early ages. However, this notion needs further study to make any assumption.

In additional, youth will be more likely to participate in civic activities if they have opportunities and especially if time of participation is not conflicting with the time of their study. So, civic activities can be their priorities when they are free from schools or universities.

Company of friends and family to participate in civic activities can be great factors that can lead youth to have offline and online civic engagement. Youth like to have company that they are familiar with to join them in civic activities. Moreover, they would share contents or posts on social media if they have opportunity to join and if they would like to invite friends and family members to participate.

Giving youth rewards from participating in civic activities such as certificate can be another great factor to make youth participate specially for those who never or barely participate. As stated by students from the interview, having great profiles especially certificate can be another source of their credibility when they apply for a job.

Role models such as friends, and celebrities are important to create civic engagement in youth. Friends who usually participate in civic activities can show that youth can also help and be useful for society. Civic netizen and scholar also said that role models such as celebrities can be good examples for youth especially when they participate in civic activities, the stories or news about the participations should be promoted.

Lastly, to start participating in civic activities, youth must be aware of the existing problems in society. To make youth aware of the problems, social issues should be promoted by organizations and media. When the problems are recognized, youth also needs to believe in self-ability to solve the problems or to be a part of the process in solving the problems. Thus, it is very important that existing problems are presented and recognized by youth. Moreover, youth should be encouraged and be reminded by friends, teachers, and parents that they have abilities to solve the problems in the society.

The factors mentioned above are important factors that help create motivations for youth to have civic engagement offline, and online civic engagement. Therefore, to motivate youth to have civic engagement, these factors should be created and supported by all parties including youth, parents, schools, universities, government, organizations, media and etc.

Barriers obstructing offline and online civic engagement

Barriers that obstruct youth to become civic citizens and netizens are as follow, too much time spending on the Internet, long process of creating or joining a campaign, time consumption, lack of opportunities, disbelief of self-ability and power, lack of information, weather, lack of resources and supports from government, and how media present youth.

Each person's amount of time spending on Internet also affects the level of civic engagement in this research study. As students with higher level of civic engagement have less amount of time spend on the Internet, while students with lower civic engagement level, have more amount of time spend on the Internet. This could also be the result of different level of responsibility each student has. Spending too much time on the Internet and social media can be the sign of addiction and poor time management. As a result, students who spend too much time on the Internet can lose their time spending on self-study, home works, school projects, and other useful activities.

Long process of creating or joining a civic campaign can obstruct students or youth to participate in offline civic engagement. One of the students from the interview thinks that it is very difficult for her to participate in any civic activity because she has to join under the name of the university. Therefore, she has to contact and go through documents and get permission and support from university and the organization that she will cooperate with. The difficulty of processing a civic

campaign is one of the most discouraging factors for youth to have civic engagement. Thus, organizations such as school, university, foundation, and government should adjust the civic campaign process to be easier and more accessible for youth, in order to increase the level of civic engagement in Thai youth. Moreover, participating in civic activities would consume time. As youth are occupied with academic responsibilities, it can be difficult for them to also spend time on activities that require a lot of time consumption such as civic activities. Therefore, organizations, schools and universities should work together and create opportunities for students to participate for instance, having or arranging civic activities during school breaks, or weekends so the civic activities will not affect the time of studying and also provide the students with information, support, and resources.

Another factor that highly obstructs youth to participate in civic activities is the disbelief of self-ability or power. Three out of four students think in the same direction that they are just kids, they don't have power, experience, skills, knowledge, financial support to help organizations and society. They think they can be useful for society only when they have support and help from adults to make positive changes in society. This perspective toward self-ability of youth leads to the loss of will to participate in civic activities.

Moreover, weather can also be the main reason for students to skip or cancel offline civic activities. According to the interviews, two students will not participate if the weather is too hot or if it rains before and during the participation. As weather is an uncontrollable factor, if possible, organizations may try to conduct civic activities indoor rather than outdoor.

Lacking of information about civic activities is another factor obstructing students to participate. When youth do not know what to do and where to participate, they are more likely to be discouraged and not willing to participate in the civic activities. One of students suggested that there should be an online platform where people can look for information about civic activities or volunteer jobs so people would know what kinds of help organizations want and would they have the abilities that the organizations need. The more information available, the more likely people and youth would participate in civic activities. Therefore, it is essential that organizations should have platforms to communicate with youth, in order to increase the level of civic engagement in youth.

According to civic netizen from the interview, lacking of supports and resources from government is a barrier to accomplish her goals from participating in civic activities. In agreement with Young People's Civic Engagement in East Asia and the Pacific Research, which found that some of these initiatives were lacking of funding, coordination and following-through. There were many youth programs that promote youth civic engagement in Thailand but they have not been successful and prosperous. The main reasons could possibly be the lack of resources, and supports. (EAPRO 2008) The civic netizen from the interview in this research also added that Thai government normally supports and takes actions only on civic campaigns that have large number of supporters and become the social issues, while the smaller civic

campaigns are usually ignored. This could be discouraging for people and youth to participate in civic activities or campaigns, as they do not believe that they would receive the support and cooperation from the government. Therefore, government should start noticing both big and small campaigns and provide support to more campaigns that are beneficial to society.

The last barrier that obstructs youth to have civic engagement is how media present about youth. Mass media is known to have powerful impact on society. It portrays public opinion or what the dominant opinion is, but the portrayal of public opinion through media is not always true. Mass media's coverage usually keeps repeating on the same side of stories, and the minority become less outspoken, the portrayal or predictions of public opinion become fact for those whom receive the messages. For this research the minority is youth. Media can mute the minority opinion by presenting imbalanced, biased viewpoints as the opinion of the majority. All four students from the interview agreed in the same way that Thai media usually present youth in negative ways such as youth being problematic, having sex before married, getting pregnant, having hot temper, being self centered, being childish, and reckless. Therefore, youth might start looking down on themselves as being useless. The scholar from the interview also added that youth might be afraid of other youth whom they are not familiar with, and might have concern about the harm they might get while participating in civic activities. Therefore, without their friends and family members participating in civic activities with them, they are less likely to participate as they have somehow been affected by the negative image of youth portrayed by the media.

All barriers that were found in this research mostly falls into social barriers or systemic barriers and political barriers, which were previously mentioned in the literature review and related research; Addressing and Overcoming Barriers to Youth Civic Engagement, which are social barriers and political barriers. (J., J. et al. 2010) and Types of civic engagement barriers categorized by Parrisa Ballard (Ballard 2014). The barriers that students identified are mostly categorized in Social Barriers or systemic barriers including, long process of creating or joining a campaign, disbelief of self-ability and power, and lack of information, while the barriers that the civic netizen identified are mostly from Political Barriers; lack of resources and supports from government. The other five factors which are too much time spending ong the Internet, weather, lack of opportunities, how media present youth, and time consumption cannot be categorized. Moreover, putting barriers into categories shows that to eliminate the barriers for youth civic engagement, all parties have to take actions including government, society, parents, schools, universities, and organizations.

Online Civic Engagement Process

Figure 10 Online Civic Engagement

Factors

Internal
- Responsibility
- Relization of existing problems
- Belief of self ability

External
- Education
- Parenting
- Opportunity
- Company to civic activity
- Award
- Role model

Motivations

Online and Offline Civic Engagement

Barriers

*(Barriers include too much time speinding on the Internet, long process of creating or joining a campaign, time consumption, disbelief of self-ability and power, lack of information, lack of resources and supports from government, weather, lack of opportunities, and how media present youth).

The figure above shows the process of creating online civic engagement for youth. To create onl

ine civic engagement, youth must also create offline civic engagement as well because offline and online civic engagement should compliment each other to build strong civic netizens.

There are multiples factors affecting their decisions in joining offline and online civic activities, which consist of internal and external factors. Internal factors include responsibility, realization of existing problems or issues, and belief on self-ability. External factors include education, parenting, opportunity, company to civic activity, award, and role model. These factors can create motivations for youth to participate in offline and online civic activities.

Approach to create Online Civic Engagement Process

Cooperative Approach: ACTION

To create youth offline and online civic engagement, all parties including parents, educators, government, organization, media and youth should cooperate to create facilitating factors to create motivations for youth to participate in offline and online activities, Furthermore, they should also work together to reduce or eliminate barriers that obstruct youth to have civic engagement. Therefore, ACTION cooperative approach is recommended to be used to gain important factors to facilitate civic engagement and also eliminate obstructing barriers to civic engagement. Each letter in the word ACTION represents action for each party to practice.

A = Assistance by government (funding)
C = Confidence by youth
T = Teach civic engagement by school/ university
I = Introduce civic engagement by parents
O = Organization's active promotion
N = New way of communication by media

Starting with the first letter, A stands for 'Assistance by government'. Government should support youth civic activities by funding and following up until youth civic activities are successful. Proper amount of funding should be distributed to support youth civic campaigns in order to create more opportunities for youth to participate and to increase the success rate of youth civic campaigns. Moreover, government should follow up each campaign by and should give any cooperation until the campaigns are successful. Having more opportunity and more success rate of youth civic campaigns, leads to more motivation youth would have to participate in civic activities offline and online.

The second letter, C stands for 'Confidence by youth'. Youth must be confident and see positively toward themselves especially their abilities to help

society. When youth have positive thinking toward their abilities, then they will have a sense of empowerment, which can lead them to have feelings that they can control their own destiny and achieve personal and organizational goals. If one self believe in his ability, it is predicted to boost motivation to participate in civic activities (Hassanpoor, Mehrabiet al. 2012).

The third letter, T stands for ' Teach civic engagement by school/university'. Schools and university should teach youth about civic engagement in their early ages and should continue teaching until Bachelor's degree level. Therefore, school and university should aid and provide them practical activities to participate such as service learning or volunteer jobs in every year. In agreement with a related research service learning will make youth learn by engaging in meaningful service to their schools and communities. Therefor, students will have a chance in applying academic skills to solving real- world issues, linking established learning objectives with community needs.

The fourth letter, I stands for 'Introduce civic engagement by parents'. Parents should introduce their kids to civic activities at their early ages in order to build strong sense of citizenship and civic duties. However, the level of civic engagement of each person still relies on individual responsibility. Therefore, parents must be able to teach their kids to be responsible with all things they do. Youth must have high responsibilities at what they are doing at home and at school such as house chores, and school home works or projects so they will have enough times to do what they suppose to do and have the service minds to be responsible as civic citizens and netizens. Furthermore, parents should aid their children to participate in civic activities when their kids have interest or want to participate in civic activities by assisting, or participating with their kids.

The fifth letter, O stands for 'Organization's active promotion'. Organizations should promote themselves and state what they need such as detail about the organizations, locations, opening hours, and what kinds of support they need and make the information accessible for everyone especially for youth. This would help giving youth the idea of where they can go and what they can do to help. It is recommended that the information should be available online for more effective communication. The information online would also encourage youth to share about civic activities online rather than only remaining offline. In addition, the organizations may work with each other to create bigger platforms that gather all information about civic activities such as website or application. Moreover, giving rewards such as certificate to youth who participate in civic activities is recommended. Receiving certificate could motivate youth to participate more, since they would feel proud and the certificate could improve their portfolio for future career and education.

The sixth letter, N stands for 'New way of communication by media'. Media should promote about civic activities more often so that youth can get information and continue participating furthermore. According to the research findings in this research and Participation Barriers to Youth Civic Engagement in Social Media (Brandtzæg, Haugstveit et al. 2015), media should focus on using the new way of communication,

which provides a clear goal and action-oriented engagement, and should focus on immediate feedback and dialogue. Furthermore, it is also important to implement flexibility and easy forms of engagement. For example, young people rarely read long-plain texts, while a short and engaging video is more interesting for them to learn and know about civic activities. Moreover, media should present more positive image about youth, to reduce youth's negative thought about themselves so they can see themselves more positively and be more confident in their abilities. In addition, to make youth interested in civic activities or social issues online and offline that are not directly affect them, media should promote those activities and social issues by creating trends on social media. Consequently, it will create more opportunity and more motivation for youth to participate in civic activities.

Limitations

There are several limitations in this study. Firstly, the method of this experiment on Facebook to check the level of civic engagement of thirty students that were recruited from one of subjects from Advertising department at Assumption University might not be applicable to all Thai youth. Even though, students are from different backgrounds but they are from the same faculty therefore their opinions and attitudes might be in the same directions. Thus, this research results and approaches might not be able to apply directly to all youth who study in different levels of education and different faculties. In addition, there might be some youth that do not use Facebook in their daily life, so Facebook might not be sufficient to be the mean that measure their levels of civic engagement. Furthermore, those civic posts that were posted in the closed group were controlled and selected by the researcher thus, students might feel that the issues are far from them and not affecting them. Therefore, this research experiment result is only suitable to apply to youth who use Facebook as their main social media channel and youth who concern more about national or international issues.

Moreover, the answers from the interviews only show opinions from small number of interviewees and may not be representatives of opinion and attitudes for all Thai youth. Although it could helps portraying how civic engagement levels of Thai youth differ due to different factors.

5.3Recommendation

To effectively increase level of online and offline civic engagement in youth, all parties need to take actions in coordination with each other to facilitate and support youth to have offline civic engagement first before creating online civic engagement. The approach to create civic engagement on Thai youth also requires a long and continuous process.

Parents should spend time with their kids teaching them to do good things for society, respect the laws, and have sympathy for others. Moreover, parents should help them see positively toward their abilities, and help them to utilize their abilities for civic engagement. Leading kids to participate in civic activities is recommended, by starting from doing small things such as donating money, clothes, or books they don't read anymore to organizations when kids get old enough then parents can encourage them to start their own campaigns to help society. Once kids have service mind and know their civic responsibilities, they will continue doing civic activities both offline and online.

Schools and universities should start teaching children about citizenship from elementary level until bachelor's degree level. During semester, schools and universities should take the students to join civic engagement activities by informing them about the current problems in the society, guiding them of how to use their own abilities to solve the problems, encouraging them to take actions, and showing them the results of their participation. Moreover, schools and universities should provide students with information about civic campaigns and also provide support for students to join the campaign, such as providing time period for students to participate in campaigns without interrupting their academic responsibilities, providing fund and transportation. In addition, schools and universities may give certificates for students who participate in civic activities to encourage them to do more goods for society and making them feel proud in themselves.

Government should focus on quality of youth and youth civic engagement level more. Support should be provided in order to encourage youth to have civic engagement such as providing fund for youth civic campaigns and providing platforms for youth to communicate with the government when they found problems needed to be fixed in the society or need governmental support. Government may also create and announce useful civic campaigns for youth to participate and be a part of developing the society. Furthermore, government should follow up all campaigns until those campaigns are successful.

Organizations should be more communicative by giving out information in systematic ways. To let people know when organizations need helps and supports from citizens and netizens, organizations should create channels for citizens and netizens to easily access information about civic activities and volunteer jobs. This channel should contain the all information about the organizations, what campaigns are currently active, what kind of help is needed, what skills are required and what participants need to prepare. The information would help create more civic

engagement opportunities for people to participate as they know what they could do, when, and where to do it.

Media should present more often and more positively of youth participating in civic activities, to create positive images of youth who do good things in the society and inspire more youth to do so. Moreover, media should help organizations promote the civic campaigns when organizations are lacking of help and support. To promote civic engagement for youth, media should help organizations create short, simple, engaging video clips to catch attention of Thai youth or promote by creating trends. Media should also help people to connect with government when issues cannot be solved by citizens and help from the government is needed. Furthermore, media must allow people to give feedback and send those feedbacks back to government. In addition, media must be able to make citizens and netizens realize which issues are important by presenting the real and important issues rather than issues that are sensational. Lastly, media should be able to create trends for promoting civic activities when social issues seem to be far, not related, or directly affect youth. So, youth will be interested and participate in online and offline civic activities.

Youth must learn to take responsibilities at home and at schools or universities before they start helping others. They should stop looking down on themselves and start believing in their abilities. They should try to educate themselves of the current situations and issues in the society and try to use abilities they have to support and help out in civic activities.

5.4 Future Study

There are many ways to develop and expand the knowledge from this research to get more accurate results of levels of youth civic engagement, their factors and motivations to participate, and approaches to make them participate and continue participating in long term.

1. To check levels of youth civic engagement more accurately, researchers might have to recruit students from many schools or universities and from different regions of Thailand and with more number of students to represent the number of Thai youth. Moreover, civic engagement can be both in online and offline activities, therefore researchers should explore civic engagement participation of Thai youth from both types of participations.

2. To explore if parents' attributes and the ways of raising their children have any influence on youth civic engagement level, researchers might conduct a research study that includes information from both youth and their parents, to see the relationship between levels of youth civic engagement in different household environment.

3. To test the approaches to create civic engagement in youth, researchers might conduct experimental research on Thai youth. The research should contain two groups of youth to be examined. One group should remain in normal environment, while the other group should be in controlled environment where parents, schools/universities, organizations, media, and youth would cooperate and support youth to participate in civic engagement. The experiment should take a long period of time to measure to get more accurate results. After the experiment period is over, youth from both groups should be given a test to measure their levels of civic engagement and the results should be compared.
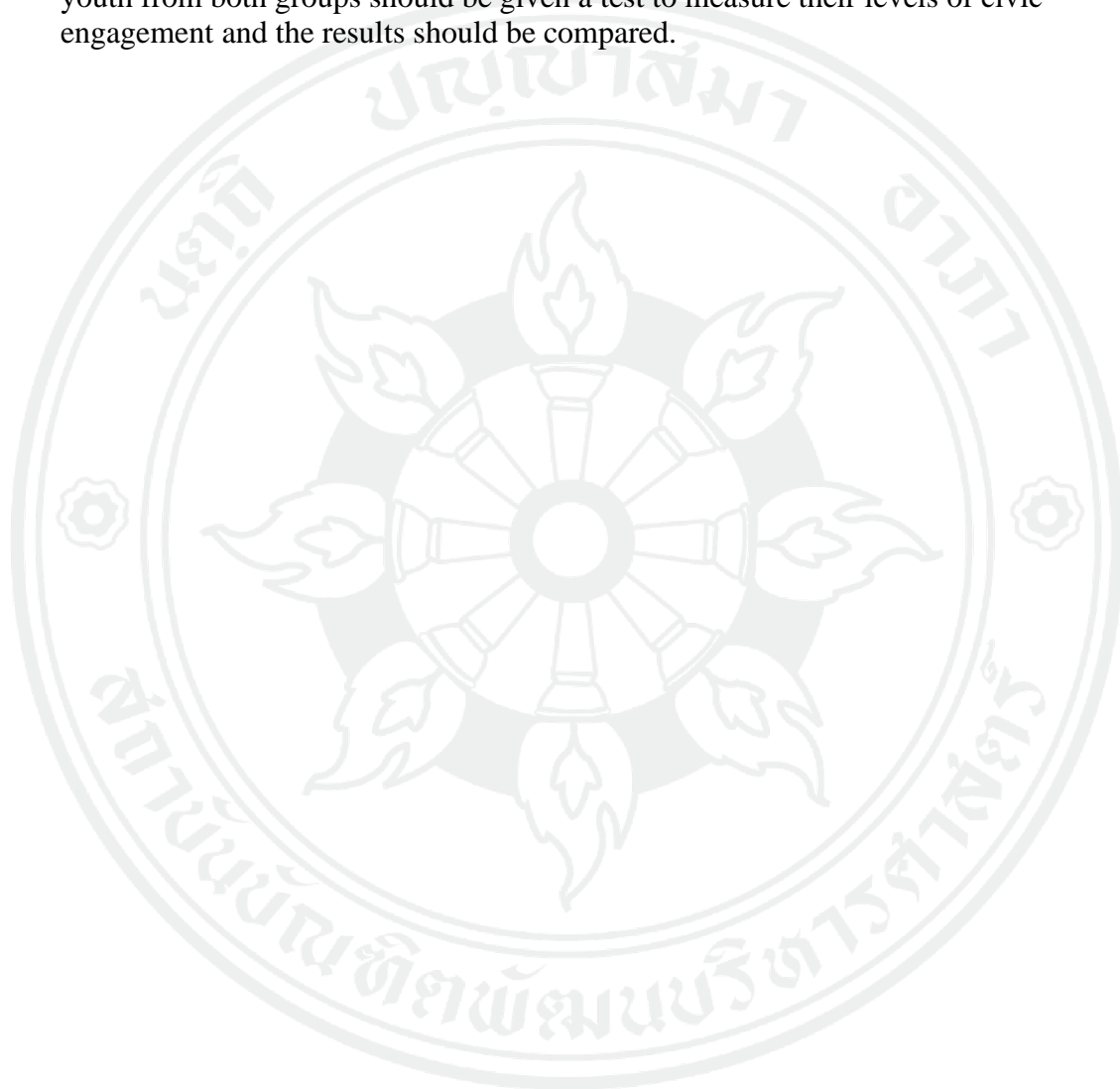
APENDIX

APENDIX A: Focus Group Guidelines for Civic and Non-Civic Students

Part 1: Basic Information
1. How old are you?
2. What is your religion?
3. What do you study and what year are you in?
4. What is your GPA?
5. Where is your hometown? Where do you live at the moment?
6. What are your parents' occupations?
7. What are their education levels? Where did they study?
8. What kinds of media do you usually use? How long do you use each medium per day?
9. What are your purposes of using Internet and social media?
10. What are other peoples' purposes of using Internet and social media in general?
11. Do you consume news?
Potential follow up questions:
What are sources of news you usually consume?
How often do you consume news?

Part 2: Young People's Experiences with Civic Engagement

1. Have you volunteered or participated in any civic activities?

Potential follow up questions:
Please describe your experience that you have volunteered or participated in civic activities.
Please explain reasons why you have participated.
How did you feel at the time?
Do your civic experience(s) influence your decision to continue participating or not?

2. Based on your experiences and those of other young people you know, do you think young people in general are recognized, praised, or supported for being engaged in programs to improve their communities?
Potential follow up questions:
Do you think it will influence young people's decision to participate in this kind of activity?

3. What do you think is the most difficult part about participating in this kind of activities for young people?
Potential follow up questions:
 Have there been situations that prevented you from participating in the organization you are involved with as much as you would like? Why or why not?

 Do you think young people are able to overcome those difficulties? How?

4. Why do you think young people involve less or stop participating in this kind of activities?

Potential follow up questions:

What do you think is the best way to fix this problem?

Who should get involved in this change: teachers, parents, friends, media or, government officials? How?

5. If you could change one thing about your experience in civic engagement what would it be?

6. Do you think that Internet and social media can promote civic engagement?

Potential follow up questions:

How can Internet and social media promote civic engagement?

7. How would you use Internet and social media to participate in civic activities and programs?

Potential follow up questions:

What website or page do you usually participate? How often?

8. How do you think organizations should utilize Internet and social media to promote civic engagement for youth?

9. What do you think you can do for Thai society?

10. How much power do you believe you have in being apart of developing society?

Part 3: Societal Views on Young People's Civic Engagement

1. How do adults in your community or country view young people in general?

2. How do you think young people are showed in the media in general (newspapers, television, radio, internet, etc.)?

3. How do people view young people who are involved in this kind of activities in your community or country in general?

4. Do you think there are differences in the opportunities available to young people and adults to participate in these activities? Why?

Part 4: Motivations for Young People's Civic Engagement

1. What can motivate you to participate in these activities or program?

Potential follow up questions:

Is Civic experience important to be a part of creating a good resume?

2. Do you think that your motivation can inspire or persuade other young people to participate? Why? Why not?

3. If you have to come up with a strategy to motivate young people to participate in civic activities or program, what would it be? why?

4. Who are your role models?

Potential follow up questions:

If your role models participated in civic activities or programs, would that make you want to participate?
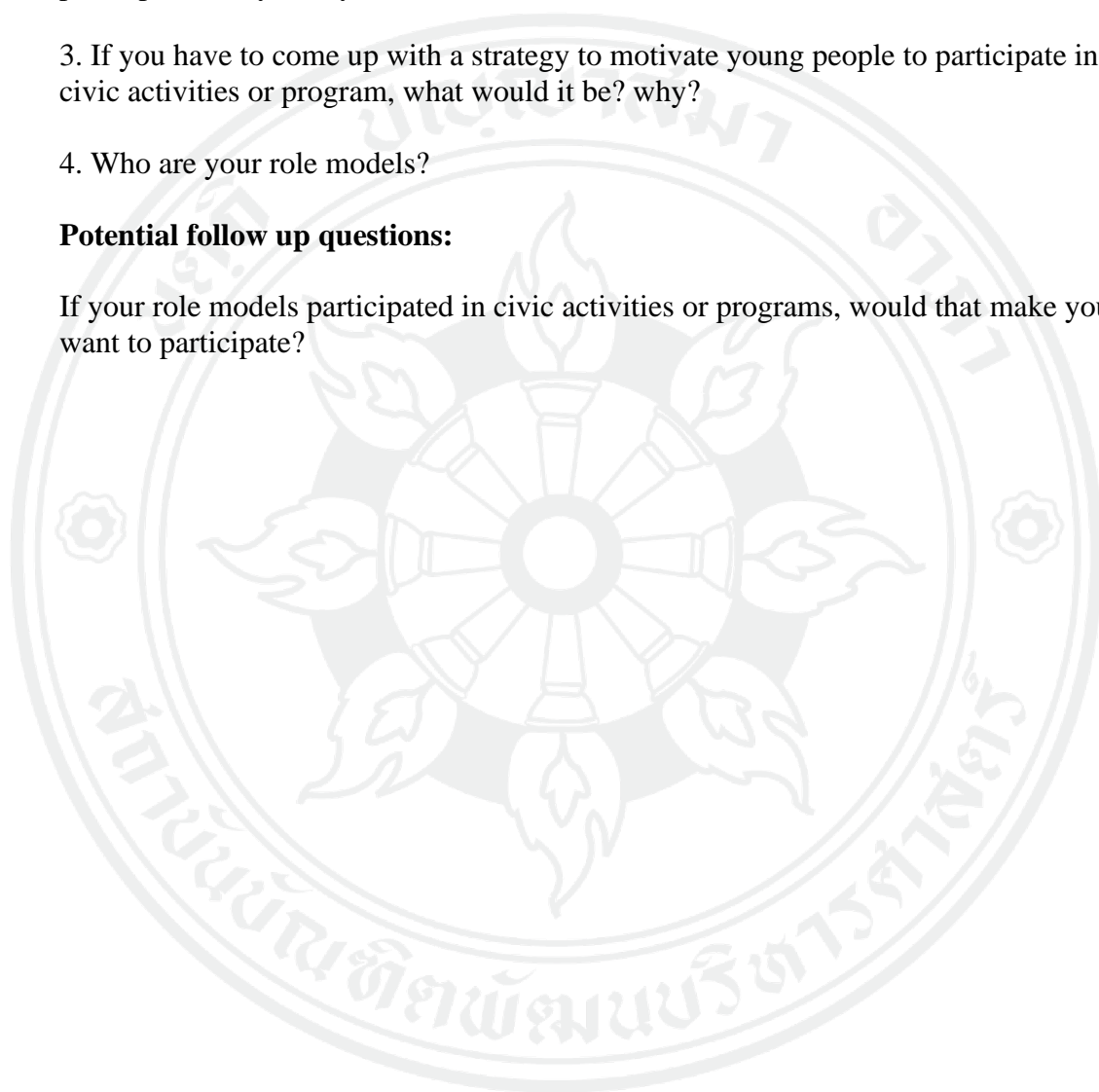
APENDIX B: Interview Guidelines for Civic Netizen

Part 1: Basic Information
1. What is your occupation?
2. What did you study and where did you graduate?
3. Where is your hometown? Where do you live at the moment?
4. What is your religion?
5. What are your parents' occupations?
6. What are their education levels? Where did they study?
7. What kinds of media do you usually use? How long do you use each medium per day?
8. Do you consume news?
Potential follow up questions:
What are sources of news you usually consume?
How often do you consume news?

Part 2: Personal Experiences with Civic Engagement

1. Please describe your experience that you have volunteered, participated or initiate in social movement. Please explain reasons why you participated.
Potential follow up questions:
When did you start participating in civic activities? How old were you at the time? How did you feel at the time?
Do you think your civic experience(s) influenced your decision to continue participating or not?

2. Based on your experience(s) and those of other people you know, do you think people in general are recognized, praised, or supported for being engaged in programs to improve their communities?
Potential follow up questions:
Do you think this influences people's decision to participate in this kind of activities?
Do you think young people are recognized, praised, or supported for being engaged in programs to improve their communities the same way as adults?

Part 3: Societal Views on Thai people and Young People's Civic Engagement

1. What do you think Thai people can do for society nowadays?

2. What do you think young people can do for society?

3. Do you think there are differences in the opportunities available to young people and adults to participate in these activities? Why?
4. What would have to change for people who are not currently involved in this kind of activities to join a program or an activity?
Potential follow up questions:

How about for young people?

Who should get involved: teachers, parents, classmates, media, or, government officials?

5. How do you view young people in general?

6. How do you view young people who are involved in this kind of activities in your community or country?

7. How do you think young people are showed in the media in general (newspapers, television, radio, internet, etc.)?

Potential follow up questions:

Do you agree with the image of young people that media presents?

Do think the image of young people that is presented by media affects their decision in participating in civic activities?

8. What do you think about the number of civic citizens in Thailand?

Potential follow up questions:

What do you think is the most difficult part about participating in this kind of activities for people?

Have there been situations that prevented you from participating in the organization you are involved with as much as you would like? Why or why not?

Do you think people are able to overcome those difficulties? How?

9. Why do you think people participate less or stop being involved in this kind of activities?

Potential follow up questions:

What do you think is the best way to fix this problem?

10. Do you think that Internet and social media can promote civic engagement?

Potential follow up questions:

How can Internet and social media promote civic engagement?

11. What do you think are young peoples' purposes of using Internet and social media in general?

12. How do you utilize Internet and social media to engage in civic activities and programs?

13. How can young people utilize Internet and social media to participate or initiate in civic activities or programs?

14. How do you think organizations should utilize Internet and social media to promote civic engagement?

Part 4: Motivations for Young People's Civic Engagement

1. What factors do you think can motivate young people to participate in civic activities or programs?

2. Do you think what motivate you can also motivate young people?

3. If you have to come up with a strategy to motivate young people to participate in civic activities or programs, what would it be? And why?

4. Do you think role models are important for inspiring and creating civic citizens?

Potential follow up questions:
What should role models do to inspire?

5. Do you think internal factors (gender, social status, income, and education) affect the decision of participating in civic activities and programs?

Potential follow up questions:
How do these internal factors affect the decision in participating in civic activities?

APENDIX C: Focus Group Guidelines for Scholar

Part 1: Basic Information
1. What is your occupation?
2. What is your education level?

Part 2: Personal Experiences with Civic Engagement

1. Please describe your research(s), work(s), or activity(s) related to civic engagement or netizens.

Part 3: Societal Views on Thai people and Young People's Civic Engagement

1. What do you think young people can do for society?
2. Do you think there are differences in the opportunities available to young people and adults to participate in these activities? Why?
3. What do you think are young peoples' purposes of using Internet and social media in general?
4. How can young people utilize Internet and social media to participate or initiate in civic activities or programs?
5. How do you think young people are showed in the media in general (newspapers, television, radio, internet, etc.)?
Potential follow up questions:
Do think the image of young people that is presented by media affects their decision in participating in civic activities?

Part 4: Motivations for Young People's Civic Engagement

1. How internal and external factors affect youth to participate in civic activities?
2. Do you think role models are important for inspiring and creating civic citizens?
3. How do you think organizations should utilize Internet and social media to promote civic engagement to make youth interested in joining civic activities?

APENDIX D: Students Interview Results

Question	Interviewee1 (12 scores=low engagement)	Interviewee2 (6 scores=low engagement)	Interviewee3 (1 score=low engagement)	Interviewee4 (1 score=low engagement)
Part 1: Basic Information				
Age	22	22	23	25
Gender	Female	Male	Female	Male
Religion	Buddhist	Buddhist	Buddhist	Buddhist
Academic year	3rd year	3rd year	4th year	4th year
GPA	3.98	3.86	2.56	2.49
Hometown/ current city	Bangkok/ Nonthaburi	Suphan Buri / Bangkok	Bangkok	Bangkok
Parents' occupation	Government officials	Assistance bank manager	Business owner	Business owner
Parents' education level/ field of study	Father: Bachelor's degree, Ramkhamheang University/ Mother: Master's degree, Ramkhamheang University	Bachelor degree in Finance	High school	Father: Bachelor's degree, Bangkok University Mother: Bachelor's degree, Ramkhamheang University
Media, Internet and social media use	Line, Facebook, Instagram, and Twitter, 4 hours/day, To connect with other people and keep up with trends	Line, Instagram, Facebook, Twitter 4-5 hours/day to follow trends	Facebook, Instagram, Line, Youtube 7-8 hours per day	Youtube, Facebook, Line, 8 hours per day
Other people's internet and social media use	Online gaming, Update trends, Online shopping	Showing and sharing life-styles	Entertainment, Update trends, Sharing life-styles	Entertainment
News consumptions	Follow news daily	Important and trending news	News on Facebook feed	News on Facebook feed
Source of news	Twitter	Twitter	News agency's pages on Facebook	Facebook

Part 2: Young People's Experiences with Civic Engagement				
Participation of civic activities	Blood donation, Fund raising for senior center, Teaching English for elementary students	Volunteer camp with Spring news to clean new building for school and feed students, Painting school fences, Raising fund for children in need	Donating things to elderly house and raising fund for them, Donating things to temples and conducting event for children day	Conducting activities and giving food to orphans, Feeding stray dogs
Reasons of participation	Want to save lives, school project, club activity	School project, Certificate and connection	School project, Family custom	School project, Feeling good after doing it
Feeling during participation	Fun	Fun, Joyful, Delighted, Proud	Fun, Joyful	Joyful
Personal perception toward youth civic citizen	Being useful, Time well-spend	Good, Admirable	Good things to do	Better than doing merrit making
Difficulty in participating in civic activities	Required long process and a lot of documents to start a project	Weather, Number of campaign supports, Difficult scheduling	Weather, Schedule	Lack of money and ability
Solution to over come the difficulty	Good teamwork	Find indoor activities	Reschedule, Good preparation	Gathering other people to join
Willing to continue civic activities based on previous experiences	Yes	Yes, however it is not first priority due to work and study schedule	Yes	Yes
Reasons for youth to involve less or stop participating in civic activities	Lack of awareness and opportunity	Lack of opportunity and time	Shy, Mocking for doing good; not cool, Lack of awareness	Focus on self-fulfilment rather than society (party, travel)
Ways to increase	Organizations should promote	Support from university and	Creating game or challenge for	Inviting them to join using

number of youth civic citizen	the activities on social media to gain more awareness	organization to encourage students to participate, Make it easier to participate (App gather all info)	them to participate and gain prize, Promoting civic activity on media regularly	celebrities. However, it depends on what each person value.
Opinion toward Internet and social media as the tools for creating civic engagement	Good tools since more people use social and it is easier for people to participate	It could help but could not reach everyone	It could help spread the news and inviting friends and family to participate together	It could help promote civic activities and gather support
Personal use of internet and social media to participate in civic activities	Sharing campaigns on social media	Sharing useful information and campaigm information on social media	Sharing civic activity that personally participate and inviting other to join, Signing in online campaign, Sharing campaigns	Sharing credible campaigns
Strategy for organizations to promote civic activities on internet and social media for youth	Using videos (funny or drama), info graphic and create the challenge (trend) to promote civic activities	Using Line account to create conversation and connect with youth	Usign videos to promote civic activity to sttract more attention	Create credibility to the social media account of organizations; providing every detail, using video clips
Self ability to do good for society	Starting from helping community and expand to bigger scope	Using social media to spread the news and encourage others to participate	Using communication arts skills to create media that promote civic activity	Using communication arts skill to create media to promote civic activities, providing food to orphans
Personal belief of having power to change society	No authority without adults or teachers	Minor impact	Could change but take time	No power

Part 3: Societal Views on Young People's Civic Engagement				
Community or country view young people in general	Fast learner, no patient, no focus	Social media addict	Nonsensical	Childish, Dependent
Youth presented by media	Problematic, young moms	Negative, Problematic	Brave, Hot-temper, Confident, Self-centered	Childish, Reckless
Societal views of youth who participate in civic activities	Generous, thoughtful	Good person	Good person	Good person, Doing merrit, Should be supported
Youth views on others who participate in civic activities	Good and useful	Good person, Admirable	Not cool, No point of doing	Good
Opportunities for adults and youth to participate in civic activity differences	Youth has less credit.	University students have more opportunity due to organizations recurting them to join campaigns	Adults have more money to help	Youth have less opportunity, Adults are more capable to participate due to their credibility and money.
Part 4: Motivations for Young People's Civic Engagement				
Motivations to participate in civic activities	Family, Friends and acquaintances	Friends	The happiness and joy recieve from participating	Opportunity to participate
Civic activities and experiences on resume	Yes, because it shows selflessness and capability in being a team player	Yes, due to company CHR projects	It is better to have, but does not gauruntee	It could help improve your positive image
Personal motivation to inspire or persuade other young people to participate	Yes, it passes down to others once one starts doing it	Yes	Yes	Yes

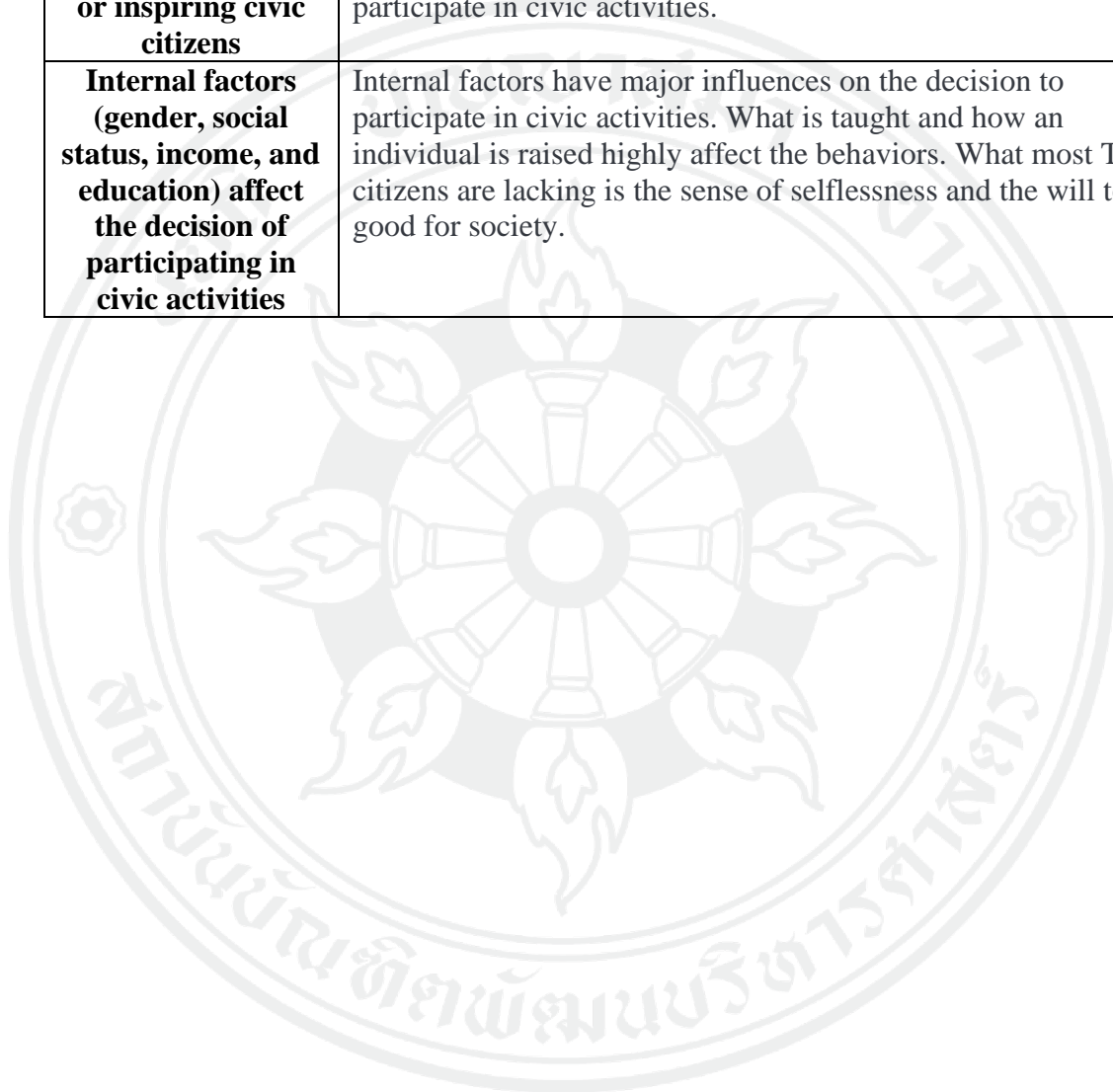| Strategy to motivate young people to participate in civic activities	Letting them know what would benefit them if they participate and create perception that participating in civic activity is good through media (e.g. ให้เหล้าเท่ากับแช่ง)	Online media; using Line account to make conversation about civic activities	Giving prizes to make them start participating	Inviting them to participate by telling them good experiences and good feelings when participate.
Role models	Friends who are civic citizens	Successful alumni	Parents	None
Replication of role models' civic engagement	Yes, because it shows that I can do it too	No. Only admiring their actions	Yes	None

APENDIX E: Civic Netizen Interview Results

Question	Answer
Part 1: Basic Information	
Education	Photography, Communication arts and design, Poh-chang academy of arts, Rajamangala university of Technology Rattanakosin
Gender	Female
Religion	Budhist
Occupation	Graphic designer
Hometown/ current city	Chatuchak, Bangkok
Parents' occupation	Both were teachers (retired)
Parents' education level/ field of study	Srinakharinwirot University
Media, Internet and social media use	Social media 1-2 hours per day
News consumption	1-2 hours per day
Source of news	Social media especially Facebook
Part 2: Personal Experiences with Civic Engagement	
Civic activity participation	Created a petition for supporting Cruelty Prevention and Welfare of Animals on www.change.org and shared on Social media (Facebook). Marched for Cruelty Prevention and Welfare of Animals with a group of animal lovers and Thai citizens. Shared news and contents about helping injured animals and animals for adoption on Social media (Facebook).
Reasons for participation	The animals have been exploited for a long time So I would like to raise the mind of the people in society, make people recognize the animal rights and improve the standard of living of all animals in Thailand.

The starting point of civic engagement	Starting in 2011 after consuming news and feeds on social media that animals were harmed and killed and there were no laws and no ones could protect them.
Feelings during civic participation	Feeling proud. However, the actions that have been done and laws that have been made were not sufficient enough to protect the animals and these affects the decision to continue in further civic activities.
Recognition, support, and praise towards civic citizens	More than hundred thousands people supported the petition for Cruelty Prevention and Welfare of Animals and Thai government brought up this issue to Council of Ministers immediately.
The affects of the recognition, support, and praise on decision to participate in civic activities	Encourage people to participate, since they have seen the success of the campaign and how it changed things in the society.
Obstruction toward participating in civic activities	Politician usage of civic engagement movements toward achieving hidden agenda in politics.
Overcoming the obstruction	Uniting voices and participations are needed to overcome the obstructions.
Reasons that make people stop or participate less civic activities	No response and no cooperation from the government. They also resist and remain silent.
Solution for solving the problem	Thai government must improve the quality with all integration from all sectors.
Social media for civic engagements and activities	It's very useful for civic enagement and activity because it's easy to access, easy to spread the words fast, and it has low cost.
Personal perception towards Thai kids' Internet uses	Follow news, update trends and fashion, shop online, communicate with friends and family, show their identity on social media and search for acceptance and recognition from others.
Personal Internet uses for civic activities	Propose campaign on website, writing articles on social media to raise awareness, and spread knowledgeable news.
Suggestions for organizations to utilize Internet to promote civic activities	Organzations should create strong fundamental knowledge about the utilization of the Internet and social media for people in the organizations and they should mainly communicate and connect to Thai netizens through social media and Internet

Part 3: Societal Views on Thai people and Young People's Civic Engagement	
Personal perception towards Thai citizens potentials to do good for societies	Having the will to look after social problems and volunteer when they have a chance by starting to help donating money or basic need things.
Personal perception towards Thai youth potentials to do good for society	Having the will to look after social problems and volunteer when they have a chance by starting to help donating money or basic need things. Focus on their study and don't commit wrong doings.
Differences in the opportunities available to young people and adults to participate in civic activities	Adults have more opportunity due to their maturity, credibility, knowledge, experience, and premeditation that will be more beneficial to do good for society in many ways.
Strategy to make Thai citizens and youth who never participate to start participating	Conducting and promoting volunteer jobs continuously every year. Prizes and certificates should be given to those who participate. People would feel recognized and might want to participate more.
Personal perception towards Thai youth in general	Take education for granted, poorer manner, frigid, impolite, ignore religion, materialistic, interested in entertainment, and have poor ethic and moral.
How Thai media present Thai youth	Mostly negative image, there are some positive image but rarely.
Personal perception towards Thai youth who participate in civic activities	Feeling proud and hopeful. Kids from good and warm family background could be the foundation of creating kind hearted, responsible, and ethical kids.
Part 4: Motivations for Young People's Civic Engagement	
Factors that motivate youth to participate in civic activities	Giving examples or using role models to show and make them understand about the consequences of doing good things and bad things.
Personal motivation to motivate others to participate in civic activities	Yes

Strategy to motivate Thai youth to participate in civic activities	Starting from setting examples, then explain the reasons for participating, praise those who participate and inspire them to participate using King Rama IX's principles.
Importance of role model in creating or inspiring civic citizens	Very important. Role models would set guidelines and examples for those who want to become volunteers and those who never participate in civic activities.
Internal factors (gender, social status, income, and education) affect the decision of participating in civic activities	Internal factors have major influences on the decision to participate in civic activities. What is taught and how an individual is raised highly affect the behaviors. What most Thai citizens are lacking is the sense of selflessness and the will to do good for society.

APENDIX F: Scholar Interview Results

Question	Answer
Part 1: Basic Information	
Occupation	Professor at Nida University teaching Communication arts.
Education	Ph.D. (Communication) The University of Canberra, Australia
Part 2: Personal Experiences with Civic Engagement or Netizen	
Experiences related to civic engagement or netizens.	Completed researches related to civic engagement and netizens such as Media and Information literacy and creative tools and activities for community. Creating media plan for building state of well being for children and youth. Thai Telecentres and E-Development between Urban and Rural Areas, International Conference on Communication for Development in the Information Age: Extending the Benefits of Technology for All Model development for communication campaigns to create healthy space at urban community in Thailand. Paper presented at The 21st IUHPE World Conference on Health Promotion. Pattaya, Thailand.
Part 3: Societal Views on Thai people and Young People's Civic Engagement	
Youth's Internet uses	Mainly for entertainment, online sexing chat, cyber bullying. (Negative commenting)
Civic activities of youth (offline)	Volunteers job that they can participate with friends.
Internet and social media uses for civic engagement of youth	Share news and information about civic activities and don't create any troubles online such as cyber bullying.
Differences in the opportunities available to young people and adults to participate in civic activities	There are no differences in opportunities between youth and adults. Both of them have equal opportunity. However, different level of civic engagement of

	individuals relies on how they were raised and taught.
How Thai media present Thai youth	Thai media usually present youth in negative ways and mostly about violence. For example, youth get involved in fights over boys or girls.
Effect of image of youth presented by media	It could affect their decision in participating in civic activities because they might be afraid of violence that other people might bring to them during participation.

Part 4: Motivations for Young People's Civic Engagement	
Internal factors affecting level of civic engagement	Education is the most important factor that could affect the decision in participating civic activities. Some school subjects could provide and teach kids about moral, ethic, civic duty, and citizenship.
External factors affecting level of civic engagement	Good environment, family, friends, and teachers are important in the process of creating their sense of ethic and the will to do good for society.
Importance of role models in creating civic citizens	If their role models are participating in civic activities, youth could possibly replicate the action.
Strategy to motivate Thai youth to participate in civic activities	Thai kids don't like to read. Therefore, creating something simple, precise and, easy to understand might catch the attentions and make them interested. For examples, info-graphic, and short video clip.

APENDIX G: Levels of civic engagement checklist

       The checklist is created to measure the level civic engagement, factors and motivations to facilitate civic engagement of netizens in the Facebook closed group.

1. How many posts does the participant see in the Facebook closed group within 3 months?
(0) 0 time
(1) less than half of the posts
(2) more than half of the posts
(3) all posts

2. How often does the participant click like or other kind of emoticon (heart, laugh, wow, sad, angry) the post in the closed group within 3 months?

 (0) 0 time   (1) 1-2 times   (2) 3-4 times   (3) 5 times and above

3. How often does the participant comment on the post in the closed group within 3 months?
 (0) 0 time   (1) 1-2 times   (2) 3-4 times   (3) 5 times and above

4. What kind of comment does the participant write within 3 months?

(0) No comment
(1) Sticker
(2) Supportive comment or tag friend(s)
(3) Supportive comment and tag friend(s)

5. How often does the participant share the post from the closed group to his/her personal wall within 3 months?

(0) 0 time   (1) 1-2 times   (2) 3-4 times   (3) 5 times and above

6. How does the participant share the post from the closed group on his/her wall within 3 months?

(0) Not sharing
(1) Share without writing anything
(2) Share and write supportive message
(3) Share, invite people to support, and write supportive message

7. How often does the participant share any post related to civic engagement or social movement on his/her personal wall within 3 mouths?
(0) 0 time   (1) 1-2 times   (2) 3-4 times   (3) 5 times and above

8. How does the participant share civic engagement related posts on his/her wall within 3 months?
(0) Not sharing
(1) Share without writing anything
(2) Share and write supportive message, or giving opinion
(3) Share, invite people to support, and write supportive message or giving opinion

9. How often does the participant initiate any post related to civic engagement or social movement on his/her personal wall within 3 mouths?
(0) 0 time   (1) 1-2 times   (2) 3-4 times   (3) 5 times and above

10. How does the participant initiate civic engagement related posts on his/her wall within 3 months?
(0) Do not initiate
(1) Post with text
(2) Post with text and photo or video
(3) Create a campaign for people to support or participate the campaign

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