

Guidelines for Developing Learner Attributes for Global Citizenship and Intercultural Understanding through Quality Education

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Abstract

The objectives of this study were: 1) to examine the current and desired conditions of academic administration with a focus on learner attributes aligned with global citizenship, aiming to promote desirable characteristics and cultural understanding within the ASEAN community and 2) to propose academic administration guidelines that emphasize these attributes to foster intercultural competence. This quantitative research involved 322 school administrators and teachers from schools under Assumption College, Rayong. 296 questionnaires were distributed, with a 92% response rate. The sampling method was simple random sampling. The research instrument was a questionnaire with an Index of Item-Objective Congruence (IOC) ranging from 0.66 to 1.00 and a reliability coefficient of 0.826. Data collection was conducted online. Quantitative data were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. A needs analysis was performed using the modified Priority Needs Index (PNI modified). Qualitative data were analyzed through content analysis and analytical description. Findings indicated that the overall current condition of academic administration was moderate. The development of media and learning resources received the highest ratings, followed by academic personnel development, while instructional management received the lowest ratings. In terms of desired conditions, instructional management ranked highest, followed by supervision and evaluation, while academic planning ranked lowest,

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though still at a high level. The top priority needs identified were instructional management, supervision and assessment, and curriculum and learning activity development. Based on the findings, three key guidelines for academic administration were proposed: 1) Develop diverse learning activities that encourage participation, idea expression, and collaborative learning. 2) Implement varied assessment methods that address learners' skills, attitudes, and desirable attributes. 3) Enhance personnel's knowledge and understanding of global citizenship, the ASEAN community, and cultural diversity.

Keywords: Participatory Administration, Information System Structuring, Digital Transformation

Introduction

The 21st-century world is filled with complex challenges—wars that have displaced countless refugees, severe political oppression in various countries, global movements demanding environmental responsibility, anti-racism campaigns, and even the COVID-19 pandemic, which has further exposed persistent inequalities across regions. If we view these issues strictly through the lens of national borders, they may appear to be problems of distant societies. But if we remove those borders and see people as “fellow human beings”, our perspective broadens, fostering a sense of global interconnectedness. This outlook reflects the essence of global citizenship—an awareness that binds people together across borders. The concept of Global Citizenship Education (GCE) has long been discussed on the international stage, with UNESCO serving as a key advocate (Ministry of Education, 2022; Cogan & Derricott, 1998). In the Thai context, guidelines have also been developed based on international experiences to effectively promote GCE (Rakpolmuang et al., 2018). GCE seeks to encourage learners to explore, engage with, and relate to global issues in political, economic, socio-cultural, and environmental dimensions, and to act to resolve these problems. On one hand, GCE cultivates a sense of global citizenship through knowledge and understanding; on the other, it inspires participation to drive change from the local to the global level, with the constant awareness that we all share the responsibility of creating a better world and future (Prapasnoub, 2021). Global citizenship is a target within Thai education policy, aiming to develop desirable learner attributes in line with both national and international standards: To produce competent, ethical, and well-round individuals. This goal aligns with UNESCO's Declaration on Education in the 21st Century (Agenda 21) and Thailand's educational reforms to prepare students for global competency (Rakpolmuang et al., 2018; Ministry of Education, 2022). Preparing for ASEAN integration and global engagement has led to increased population mobility and economic and social opportunities. Therefore, education must equip learners with the knowledge, skills, and attitudes required for peaceful coexistence, respect for diversity, and competitiveness in regional and global labor markets.

Possessing global citizenship attributes enables learners to understand and respond to cross-border issues like climate change, migration, and food security—challenges that affect every ASEAN country (Cogan & Derricott, 1998).

As such, academic administration must focus on developing curricula, activities, and assessments that can genuinely instill these attributes in learners, helping them become quality global citizens with a clear understanding of the ASEAN context (Poonpatra, 2011). Quality

assurance in education is a critical process through which schools fulfill their mission to ensure stakeholders—students, parents, communities, and society have confidence that educational operations are effective and that learners meet the desired standards. These standards are set out in documented plans that guide the institutional goals and educational development, ensuring alignment with national basic education standards. Schools must implement these plans with continuous monitoring, evaluation, and annual action planning covering all programs and activities (Office of the Basic Education Commission (OBEC), 2018; Wongwanich, 2007).

ASEAN member countries vary significantly in educational infrastructure, teacher quality, curricula, and educational budgets. Developing education quality based on shared outcomes and attributes presents a challenge in achieving equitable standards. Assessing global citizenship-related learner attributes is more complex than evaluating academic knowledge. Creating a robust, comprehensive assessment system remains a challenge (Wongwanich, 2007). In today's interconnected world, learners who possess global citizenship attributes—including an understanding global issues, environmental concerns, human rights, cultural diversity, and social responsibility—can live and work effectively with others (Ministry of Education, 2022).

Rayong has a large population of migrant workers, which consequently brings a significant number of migrant student children. These children often face challenges accessing quality education, language barriers, and a lack of full integration into Thai society. This situation can be a significant hurdle in fostering global citizenship among these children, as well as in building cultural understanding between Thai and migrant students within the same schools.

Therefore, studying how to enhance education quality focused on learner attributes based on global citizenship within ASEAN is vital. It provides a foundation for building a strong regional community of quality citizens who can sustainably meet global challenges and drive meaningful, tangible change (Rakpolmuang et al., 2018; Poonpatra, 2011).

Research Objectives

1. To study the current and desired states of academic administration, focusing on global citizenship and ASEAN cultural understanding.
2. To propose guidelines for academic administration that develop global citizenship attributes and intercultural understanding among learners.

Literature Review

Global Citizenship (GC) is a multifaceted concept that extends beyond national borders, encompassing the idea that individuals are members of a broader global community with shared responsibilities and rights. It is not a legal status or a special passport, but rather a mindset, a set of values, and a commitment to action.

Transnational Identity: It suggests that one's identity transcends geographical or political boundaries, and that responsibilities or rights are derived from membership in a broader global class of "humanity".

Interconnectedness: It recognizes that all people and the planet are interconnected, and that local actions can have global consequences, and vice versa.

Shared Humanity: It emphasizes a sense of belonging to a common humanity, valuing the dignity and rights of every individual regardless of their background.

Integrating Global Citizenship (GC) into education effectively requires a holistic approach that weaves together knowledge, values/attitudes, and behaviors/skills across the curriculum and school environment. These three dimensions are highly interdependent; you can't truly develop one without addressing the others.

Here's How These Dimensions are Integrated in Practice:

1. Integration of Knowledge (Cognitive Dimension)

This involves providing learners with the factual understanding and critical thinking tools to grasp global issues and interconnectedness.

Curriculum Integration:

- **Social Studies/History:** Teach global historical events, international relations, human rights movements, and diverse civilizations. Analyze geopolitical issues, conflict resolution, and peacebuilding.
- **Science:** Explore global environmental challenges (climate change, resource depletion, and biodiversity loss), global health crises (pandemics), and the ethical implications of scientific advancements.
- **Geography:** Understand global population patterns, migration, trade, and natural resources. Study different regions and cultures.
- **Language Arts/Literature:** Read and analyze literature from diverse cultures, exploring different perspectives, social issues, and universal human experiences. Develop media literacy to critically evaluate global news and information.
- **Economics:** Understand global economic systems, poverty, inequality, trade agreements, and sustainable development goals (SDGs).
- **Arts:** Explore art forms from various cultures, understanding their historical, social, and political contexts.
- **Real-World Connections: Current Events:** Regularly discuss and analyze global news, connecting it to classroom learning.
- **Case Studies:** Use real-world examples of global challenges and successful initiatives to illustrate concepts.
- **Interdisciplinary Approaches:** Connect topics across subjects to show the complex, multi-faceted nature of global issues (e.g., studying the impact of climate change in a science class, its economic implications in an economics class, and its social justice dimensions in a social studies class).

2. Integration of Values/Attitudes (Socio-Emotional Dimension)

This focuses on fostering the personal dispositions, ethical stances, and emotional intelligence necessary for global citizenship.

Creating an Inclusive and Respectful Classroom/School Culture:

- **Promote Empathy:** Use role-playing, simulations, and storytelling to help students understand diverse perspectives and feelings. Encourage students to "walk in someone else's shoes".
- **Value Diversity:** Celebrate different cultures, languages, traditions, and perspectives within the school community. Challenge stereotypes and biases explicitly.
- **Foster Open-mindedness:** Encourage students to consider new ideas and challenge their own assumptions. Create a safe space for respectful dialogue on controversial topics.

- **Cultivate Solidarity and Responsibility:** Discuss shared human challenges and inspire a sense of collective responsibility for global well-being.
- **Ethical Discussions:** Engage students in discussions about ethical dilemmas related to global issues, encouraging them to develop their moral compass.
- **Role Modeling:** Educators and school leaders should model global citizenship values (e.g., respect, fairness, open-mindedness) in their interactions and teaching.
- **Reflective Practices:** Encourage students to reflect on their values, biases, and how they relate to global issues. Journaling and self-assessment can be valuable tools.

3. Integration of Behaviors/Skills (Participatory Dimension)

This involves equipping learners with the practical abilities to take informed and responsible action in a globalized world.

Communication Skills:

- **Intercultural Communication:** Teach effective communication strategies for interacting with people from different cultural backgrounds, including verbal and non-verbal cues.
- **Digital Literacy:** Use technology for global communication and collaboration (e.g., virtual exchanges, online forums with international peers).

Collaboration and Teamwork:

- **Group Projects:** Design projects that require students to collaborate with diverse team members, fostering teamwork, negotiation, and conflict resolution skills.
- **International Partnerships:** Facilitate collaborative projects or exchanges with schools in other countries.

Methodology

Step 1: Study the current and desired conditions of academic administration that emphasize learner attributes based on global citizenship to promote attributes and intercultural understanding within the ASEAN community. This involves reviewing relevant concepts, theories, and prior research, along with collecting field data using a questionnaire.

Step 2: Analyze the needs by comparing the current and desired conditions of academic administration, focusing on learner attributes based on global citizenship to promote ASEAN intercultural understanding, using the data collected in Step 1.

Step 3: Draft academic administration guidelines that emphasize learner attributes based on global citizenship to promote ASEAN cultural understanding, by prioritizing the identified needs.

Step 4: Evaluate the appropriateness and feasibility of the drafted academic administration guidelines, focusing on learner attributes based on global citizenship to promote ASEAN intercultural understanding.

Step 5: Develop the finalized academic administration guidelines focusing on the learner attributes based on global citizenship to promote ASEAN intercultural understanding.

Research Scope

Population

The population in this study consists of school administrators and teachers under the jurisdiction of Assumption College Rayong academic year 2023, This includes 12 school administrators and 310 teachers. (Source: 322)

Research Instruments

The instrument used in this research was a questionnaire, divided into five sections as follows:

Section 1: General information of the respondents, using a checklist format.

Section 2: Current and desired conditions of academic administration guidelines focusing on learner attributes based on global citizenship to promote ASEAN cultural understanding, using a 5-point Likert scale.

Section 3: Additional comments on strengths, weaknesses, and suggestions for academic administration focusing on learner attributes based on global citizenship to promote ASEAN cultural understanding, using open-ended questions.

Data Analysis

Frequency and percentage were used to describe the demographic characteristics of the survey respondents. The collected data were then analyzed using the mean and standard deviation to assess overall trends. In addition, the PNI modified (Modified Priority Needs Index) was applied to identify and prioritize the gaps between the current and desired conditions.

Conceptual Framework of the Study

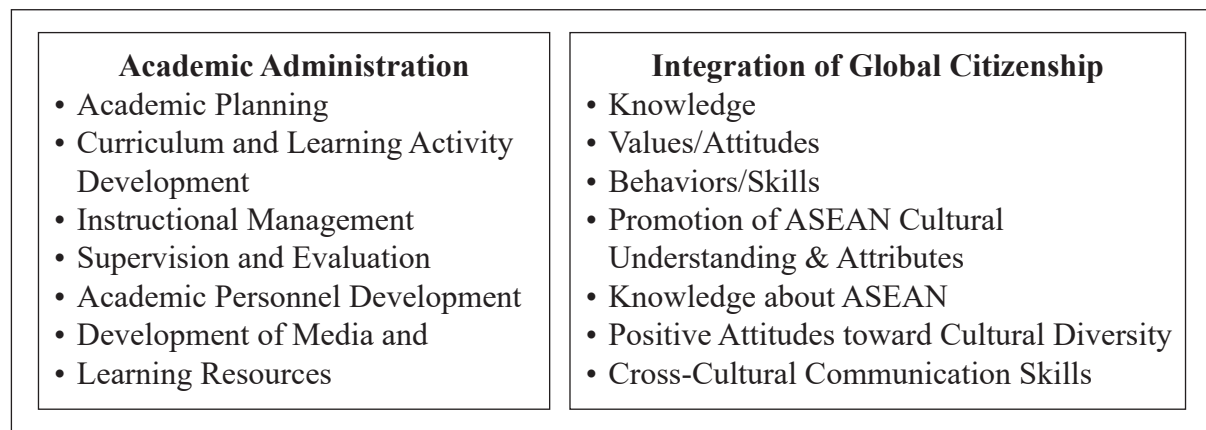


Figure 1 Conceptual Framework of the Research

Results

The current and desired conditions, priority needs, and ranking of academic administration focusing on learner attributes based on global citizenship to promote desirable characteristics and cultural understanding within the ASEAN community ($((.427-.235) / 2 = 0.096)$).

The data can be divided into two groups as follows:

The group with a high PNI Modified, ranging from .427 to .331

The group with a low PNI Modified, ranging from .330 to .235

The overall analysis results are shown in Table 1

Table 1 Current State and Desired State, Essential Needs, and Priority Levels of Academic Administration Focusing on the Desired Learner Attributes Based on Global Citizenship to Promote Qualities and Cultural Understanding within the ASEAN Community.

Academic Administration Focused on the Desired Learner Attributes Based on Global Citizenship to Promote Qualities and Cultural Understanding within the ASEAN Community	Current State			Desired State			Essential Needs		
	μ	S.D.	Level	μ	S.D.	Level	PNI Modified	Rank	Interpretation
Academic Planning	3.52	.54	Medium	4.35	.56	High	.235	66	Low/Strength
Curriculum and Learning Activity	3.45	.74	Medium	4.63	.45	Highest	.342	3	High/Weakness
High/Weakness	3.23	.65	Medium	4.65	.55	Highest	.427	1	High/Weakness
Supervision and Evaluation	3.33	.65	Medium	4.50	.65	High	.351	2	High/Weakness
Academic Staff Development	6.54	.69	Medium	4.55	.74	Highest	.285	5	Low/Strength
Development of Media and Learning Resources	3.55	.69	Medium	4.60	.55	Highest	.295	4	Low/Strength

From Table 1, it was found that the overall current state is at a moderate level. The highest score was in the development of media and learning resources, followed by academic staff development. The lowest score was in teaching and learning management, which also remained at a moderate level. In terms of the desired state, teaching and learning management ranked highest, followed by supervision and evaluation, while academic planning had the lowest score, though all were at the highest level. Regarding essential needs, the highest priority was teaching and learning management, followed by supervision and evaluation, and curriculum and learning activity development, which was identified as a weak area.

Based on the six areas of essential needs identified as weaknesses, the following guidelines for academic administration are proposed to focus on achieving the desired learner attributes grounded in global citizenship to promote qualities and cultural understanding within the ASEAN community.

1. Develop a variety of learning activities that encourage student participation, expression of opinions, and knowledge exchange.
2. Develop diverse assessment models that cover skills, attitudes, and desired attributes comprehensively.
3. Develop personnel with knowledge and understanding of global citizenship, the ASEAN community and cultural diversity.

Discussion

The research results indicate that the current overall state of academic administration is at a moderate level, while the desired state is at the highest level, particularly in teaching and learning management that emphasizes desired learner outcomes based on global citizenship. This focus aims to promote qualities and understanding of cultures within the ASEAN community. This clearly demonstrates a strong need for improvement and development of academic administration to better achieve the goals expected by educational institutions and stakeholders. Achieving these goals requires systematic, continuous collaboration among all personnel, as well as openness to new ideas and adaptability to global changes. This is essential for nurturing learners to become quality global citizens with genuinely understand the context of the ASEAN community. Regarding the desired state of teaching and learning management, it holds the highest value and also shows the greatest essential need. Therefore, the first guideline proposed is to develop a variety of learning activities that encourage learners to actively participate, express their opinions, and exchange knowledge. This aligns with studies by Tiwapa Phonmueang and Acholthicha Khongdee, who designed learning models using diverse instructional methods such as Cooperative Learning, Problem-Based Learning (PBL), Active Learning, and Project-Based Learning integrated with ASEAN studies content. For the area with the lowest current status-supervision and evaluation it ranks second in priority. Hence, the second guideline is to develop diverse assessment models that genuinely and comprehensively reflect holistic learning outcomes, covering skills, attitudes, and desirable attributes. This corresponds with the concept from the Partnership for 21st Century Learning, which emphasizes learning and innovation skills, life and career skills, as well as information, media, and technology skills—all of which require varied assessment methods beyond just knowledge tests. The third guideline focuses on developing personnel with a deep understanding of global citizenship, the ASEAN community, and cultural diversity. This is because the desired state and essential demand for staff development in academic fields is high, particularly for teachers, who are the most critical variable in managing teaching and creating meaningful learning experiences. When teachers possess profound knowledge and understanding of global citizenship, ASEAN, and cultural diversity, they can effectively fulfill roles such as knowledge transmitters, awareness builders, and facilitators of diverse and appropriate learning activities, contributing to the development of an organizational culture. As supported by Sutthapibul and Praprutnok (2022), developing teacher competencies in managing learning to promote ASEAN citizenship for 21st-century students is vital. Investing in the professional development of personnel to deepen their understanding of global citizenship, the ASEAN community, and cultural diversity is crucial. It serves as a foundational element in preparing learners to become quality citizens who understand the evolving international and regional contexts.

Conclusions

In conclusion, the current state of academic administration is at a moderate level. The desired state is at the highest level of teaching and learning management that focuses on the desired characteristics of learners based on global citizenship to promote characteristics and understanding of cultures in ASEAN. Therefore, academic administration should develop a variety of curriculum and learning activities to enhance knowledge about different cultures

for learners by integrating them into each subject and linking them to real-world and online situations, including developing a variety of assessment formats to reflect holistic learning outcomes and developing personnel to have a deep understanding of global citizenship, ASEAN, and cultural diversity to be ready to organize teaching and learning that focuses on developing learners to be good global citizens in society

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