

Research Article

ENHANCING FUTURE GLOBAL CITIZENSHIP COMPETENCIES THROUGH ACADEMIC MANAGEMENT: CURRENT PRACTICES AND FUTURE GOALS IN DEMONSTRATION SCHOOLS

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Abstract

Thai demonstration schools, acknowledged as centers for educational research and innovation, are ideally situated to lead innovative methods in education. However, a significant concern occurs when evaluating their existing offerings: a notable gap is evident in the incorporation of global citizenship education. This research intended to examine the priority need of academic management of demonstration schools for enhancing future global citizenship competencies. The key informants consisted of 43 demonstration schools. The key informant in each school includes a director, deputy directors, head of the subject department, there are 395 key informants in total. The sampling methods are multi-stage sampling, purposive sampling, and stratified sampling. Data was obtained using a questionnaire instrument focusing on the priority needs in developing school academic management for enhancing future global citizenship competencies of demonstration schools and analyzed by determining frequency, percentage, mean, standard deviation, and priority needs index. The research revealed that curriculum design was the most critical requirement. In the academic management of demonstration schools to enhance the competencies of future global citizens. This is especially crucial in the context of identifying learning objectives and outcomes that will improve global awareness and engagement. The assessment was the second priority in the academic management of the demonstration school to improve future global citizenship competencies. This requirement is especially related in the context of promoting multicultural awareness and comprehension by disseminating precise and significant information. In order to enhance future global citizenship competencies, the academic management of the demonstration school required the third priority of teaching and learning. This requirement is especially critical when establishing an environment that fosters multicultural awareness and comprehension.

Keywords: Priority Needs, Global Citizenship, Academic Management, Demonstration School

Introduction

The Sustainable Development Goals (SDGs) of the United Nations, adopted in 2015, define 17 objectives intended to eliminate poverty, safeguard the environment, and promote global peace and prosperity by 2030. Fundamental to attaining these objectives is SDG Target 4.7, which emphasizes providing learners with the understanding and skills essential for sustainable development. This encompasses promoting education on sustainable lifestyles, human rights, gender equality, a culture of peace and non-violence, global citizenship, and cultural diversity (OECD, 2018; UNESCO, 2019).

As global interconnectivity increases, equipping students with the skills to navigate this complex international environment is crucial. High school students must develop a broad range of competencies, encompassing critical thinking, problem-solving, fluent communication across multiple languages and cultures, and the capacity to work with others from varying backgrounds (Tran, 2016; OECD, 2018). Demonstration schools acknowledged as centers for educational research and innovation can bridge the current gap in integrating future global citizenship abilities by implementing new academic management techniques.

Thai demonstration schools generally provide two primary curricula: the International/English program and the Thai program. The International/English program includes subjects such as Global Perspectives and Global Literacy, which focus on cultivating global competencies, whereas the Thai program offers less exposure, typically limited to a single class on global perspectives. This imbalance reflects a significant gap in providing equal opportunities for all students to foster future global citizenship competencies (UNESCO, 2017; OECD, 2018). Addressing this gap is essential, as it highlights the necessity for a comprehensive framework to integrate global citizenship education across all pathways, in accordance with the competencies needed to achieve the Sustainable Development Goals (SDGs) and promote global engagement among Thai students (Bridge 47, 2019; BMIG, 2016).

Despite its significance, a considerable gap remains in the incorporation of these competencies within educational frameworks, especially in Thai demonstration schools, where initiatives like the Thai program frequently exhibit unsatisfactory integration of global citizenship education. This gap highlights the necessity for improved curriculum development and teaching methods that prepare students for success in a globalized, interconnected environment (OECD, 2018; Bridge 47, 2019). Recognizing this gap is essential for equipping high school students for both personal and professional achievement, while also enabling them to make significant contributions to sustainable development and global engagement. By analyzing the priority need for academic management of demonstration schools to enhance future global citizenship competencies, Thai demonstration schools can integrate global citizenship education into their curricula. This may involve amending curricula to incorporate classes on global challenges, sustainable development, and cultural intelligence. These improvements correspond with the role of demonstration schools as models of educational excellence

and can significantly close the gap in global citizenship education. They equip students to confront the difficulties of globalization while promoting the achievement of the Sustainable Development Goals (SDGs), including Target 4.7, which highlights the necessity for education that fosters sustainable development and global participation (UNESCO, 2017).

Research Conceptual Framework

The Analysis of Future Global Citizenship Competency

The analysis of future global citizenship competencies is based on the necessity to equip individuals for an interconnected and swiftly changing world. Academics and institutions have emphasized various frameworks and tactics to tackle the essential skills, knowledge, and attitudes required for addressing global concerns. Marco (2021) underscores adaptability and cultural knowledge as essential abilities for global involvement. VTC Hong Kong (2020) emphasizes the significance of interdisciplinary collaboration and digital literacy in promoting global awareness. The OECD (2019) emphasizes the promotion of intercultural understanding and sustainable development in educational frameworks in accordance with the United Nations' Sustainable Development Goals. Reports focused on the future, like those from the Institute for the Future (ITF, 2019), emphasize the importance of foresight and critical thinking in tackling intricate global challenges. Ratana P. (2019) and Skill Development Scotland (2018) underscore the significance of skill development, resilience, and ethical duty as fundamental elements of global citizenship. Marty Neumeier (2013) presents the notion of "meta-skills," including creativity, empathy, and critical thinking, which are essential for success in a globalized, dynamic environment. Collectively, these viewpoints establish the basis for comprehending and enhancing global citizenship competencies in the 21st century.

Table 1 The Analysis of Future Global Citizenship Competencies

Competencies	Macro, Julia Frederic, and Jorg (2021)	VTC Hong Kong (2020)	OECD (2019)	Institute for the future IFTF (2019)	Ratana Patisonthicharoen (2019)	Skills Development Scotland (2018)	Marty Neumeier (2013)	Analysis and Synthesis of Future Global Citizenship Competencies
Cultural sensitivity	✓		✓	✓			✓	Multicultural Awareness and Understanding
Cultural adroitness		✓	✓			✓		
Flexibility	✓			✓			✓	
Respectful		✓			✓		✓	
Non-judgement		✓			✓	✓		
Adaptation	✓		✓	✓	✓	✓	✓	
Social awareness	✓	✓	✓			✓		
Understanding	✓	✓	✓	✓	✓	✓	✓	
Curiosity			✓			✓	✓	
Multilingualism		✓	✓			✓		Communication and collaboration
Persuasion	✓	✓	✓	✓		✓		
Conflict resolution			✓	✓	✓			
Team-oriented	✓	✓	✓	✓	✓	✓	✓	
Active listening	✓				✓		✓	
Clarity	✓	✓	✓	✓		✓		
Logical thinking	✓	✓	✓	✓		✓		Critical thinking and problem solving
Analytical thinking	✓	✓	✓	✓		✓		
Transdisciplinary			✓	✓	✓			
Initiative	✓	✓	✓			✓	✓	
Creativity	✓	✓	✓			✓	✓	
Decision making				✓	✓	✓	✓	
Persistence	✓		✓	✓		✓		
Ethics	✓	✓	✓	✓		✓		Empathy and ethical behavior
Morality	✓	✓	✓	✓		✓		

Competencies	Macro, Julia Frederic, and Jorg (2021)	VTC Hong Kong (2020)	OECD (2019)	Institute for the future IFTF (2019)	Ratana Patisonthicharoen (2019)	Skills Development Scotland (2018)	Marty Neumeier (2013)	Analysis and Synthesis of Future Global Citizenship Competencies
Integrity	✓	✓	✓	✓		✓		
Feeling	✓	✓	✓	✓	✓	✓	✓	
Sympathy	✓		✓	✓	✓	✓	✓	
Understanding	✓		✓	✓	✓	✓	✓	
Interconnectedness	✓		✓	✓	✓	✓	✓	
Global citizenship	✓	✓	✓	✓	✓	✓		Global awareness and engagement
Global awareness	✓	✓	✓	✓	✓	✓	✓	
Harmony		✓	✓		✓			
Open-mindedness	✓			✓		✓	✓	
Media literacy	✓	✓	✓		✓			Digital literacy and technology skills
Digital citizenship		✓		✓		✓		
Information literacy		✓	✓		✓		✓	
Technical skills	✓		✓	✓	✓			
Detail-oriented		✓		✓		✓	✓	
Risk management	✓	✓			✓			Goal-oriented and risk taking
Planning	✓			✓			✓	
Goal achievement	✓	✓	✓	✓	✓	✓	✓	
Leading	✓			✓		✓		
Self-awareness	✓	✓	✓	✓		✓		
Making					✓	✓	✓	

The Analysis of Academic Management

The scope of academic management encompasses curriculum design, teaching and learning, and assessment, supported by various aspects such as educational resources, supervision, and professional development. Curriculum design forms the foundation of academic management, addressing localized needs and goals. Sukanya Chaemchoy (2022), Calabano (2015), and English (2000) emphasize the importance of

curriculum development, which includes structuring and organizing content to meet institutional objectives. Academic planning aligns educational activities with broader goals, as highlighted by Calabano (2015) and Smitsant (1999), while curriculum development serves as a central component across multiple frameworks, including those from the Ministry of Education (2007) and Tosti and Ball (1969).

Teaching and learning are critical areas of academic management, involving the provision of educational services, research, and resources to enhance student outcomes. Authors like Thompson (2013) and the Ministry of Education (2007) discuss the importance of supporting instructional activities through services and research. The integration of technology, as noted by Chaemchoy (2022) and Allan and Francis (2004), is vital for improving teaching efficiency and innovation. Additionally, Smitsant (1999) and English (2000) emphasize the development of learning resources and supervision to ensure the effective implementation of teaching strategies.

Assessment plays a crucial role in evaluating student achievement and the effectiveness of teaching and curriculum. It is consistently highlighted across all sources, with Tosti and Ball (1969) and English (2000) focusing on its role in refining academic practices. Academic supervision, as discussed by the Ministry of Education (2007) and Thompson (2013), ensures the consistency and quality of assessment processes.

Table 2 The Analysis of Academic Management

Scope of Academic Management	Literature Review							Synthesis of Academic Management
	Sukanya Chaemchoy (2022)	Angie Calabano (2015)	Thompson, G. (2013)	Ministry of Education (2007)	Allan, C. and Francis, P. (2004)	English, F. W. (2000)	Anusak Smitsant (1999)	
Local curriculum design		✓		✓				
Academic planning				✓			✓	✓
Planning for instruction								
Curriculum development	✓	✓	✓	✓	✓	✓	✓	
Educational services				✓	✓			
Teaching and learning	✓	✓	✓	✓	✓	✓	✓	
Educational research				✓				
Textbook and teaching resources		✓		✓	✓		✓	✓
Educational Guidance		✓		✓				

Scope of Academic Management	Literature Review							Synthesis of Academic Management
	Sukanya Chaemchoy (2022)	Angie Calabano (2015)	Thompson, G. (2013)	Ministry of Education (2007)	Allan, C. and Francis, P. (2004)	English, F. W. (2000)	Anusak Smitsant (1999)	
Technology for teaching	✓			✓				
Learning development				✓			✓	
Learning resources				✓			✓	
Educational supervision		✓		✓	✓			
Assessment	✓	✓	✓	✓	✓	✓		✓
Academic Supervision				✓	✓			
Education Quality Development				✓			✓	
Professional Development		✓			✓		✓	
								Assessment

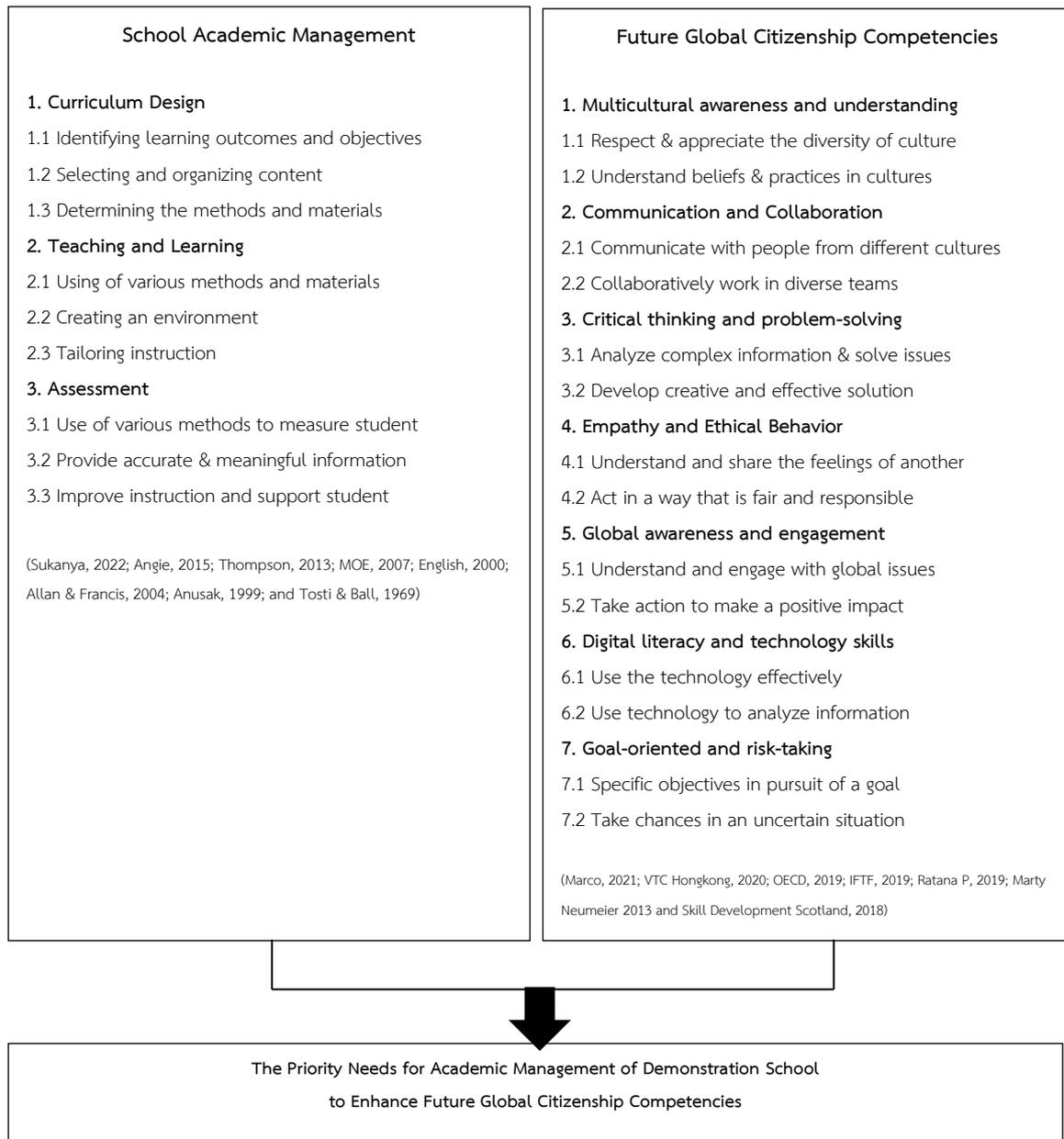


Figure 1 Conceptual Research Framework

Research Objective

To analyze the priority need for academic management of demonstration schools to enhance future global citizenship competencies.

Research Methodology

This study was quantitative and conducted with descriptive research methods. The objective was to analyze the priority needs in academic management for enhancing future global citizenship competencies of demonstration schools.

1. Population and Sample

Population: The high school students of 68 demonstration schools in Thailand

Informant: For an indefinite population, the sample size is at least 43 demonstration schools. The key informant in each school includes a director, deputy directors, head of subject department, there are 395 key informants in total. The sampling methods are multi-stage sampling, purposive sampling and stratified sampling.

Explanation of Multi-Stage Sampling

In this study, the researcher employed multi-stage sampling to identify the sample from 68 demonstration schools across Thailand. The process involved the following steps:

1. Stage 1: Clustering by Geographic Regions

Thailand was divided into five main regions: North, South, East, West, and Central. These regions served as the primary clusters for selecting representative schools.

2. Stage 2: Stratified Sampling within Each Region

After clustering the schools by region, stratified sampling was applied to ensure proportional representation of schools based on regional characteristics. Stratified sampling divides the population into strata (groups) that share similar characteristics, such as location or educational level, to ensure that each subgroup is adequately represented in the sample.

3. Stage 3: Purposive Sampling of Representative Schools

Within each stratum, schools were selected purposively to ensure they represented the diversity and characteristics of the respective region. Purposive sampling allows the researcher to intentionally choose schools based on specific criteria, such as their ability to provide relevant insights or meet the study's objectives.

4. Selection of Key Informants

Once the representative schools were identified, key informants within these schools were chosen, including directors, deputy directors, and heads of subject departments. These individuals were selected purposively for their roles in academic management and their capacity to provide valuable data for the study.

By using multi-stage sampling in combination with stratified and purposive sampling, the researcher ensured a comprehensive and representative selection of schools and informants from all regions of Thailand. This approach provides a balanced dataset that reflects the diversity of the population while focusing on the specific needs of the research.

2. Research Instrument

The priority needs of academic management for enhancing future global citizenship competencies of demonstration schools. A questionnaire was used in this study. There were 3 sections as follows: section 1: demographic information of the respondent consisted of 6 checklist items. The respondents would be asked about gender, age, education level, current position, work experience in the current position, and regional perspective. Section 2: The Current and Desirable States of Academic Management Models for Future Global Citizenship Competencies questionnaire based on the concept of future global citizenship competencies consisted of 63 items. The questionnaire utilized a dual-response format with a 5-rating scale structure. Section 3: the open-ended questions focusing on academic management for enhancing future global citizenship competencies of demonstration schools.

To examine the instrument quality, 5 content experts were used, and the Item Objective Congruence (IOC) index was calculated to examine the content validity. Items with the IOC index above 0.5 were regarded as good and no revision is required. Cronbach's alpha coefficient was equal to 0.966, which could be considered that the reliability of the questionnaire was at a very good level. It was reliable and could be used. (Kanjanawasee, 2013)

3. Data analysis

The collected data from the questionnaire was analyzed by using frequency, percentage, mean, standard deviation, and modified Priority Needs Index (PNI_{modified}) (Wongwanit, 2016).

Research Results

The results of the respondents' demographic variables found that there were a total of 395 individuals contributing information, comprising 189 males (47.85%) and 206 females (52.15%). The majority fell within the age bracket of 30 to 40 years old, constituting 162 individuals (41.01%). Additionally, 234 participants (59.24%) possessed a master's degree as their highest educational qualification, while 125 individuals (31.64%) had work experience of less than 5 years.

The results of the current state, desirable state, and priority needs in academic management for enhancing future global competencies of demonstration schools.

Table 3 The current state, desirable state, and priority needs analysis results of academic management of the demonstration school to enhance future global citizenship competencies in the Curriculum design

Future Global Citizenship Competencies	Current State			Desirable State			PNI _{modified}	Rank
	M	SD	Level	M	SD	Level		
Curriculum design								
1. Identifying learning outcomes and objectives	3.42	1.02	High	4.50	0.68	High	0.32	1
2. Selecting and organizing content	3.74	1.03	High	4.51	0.68	Highest	0.21	2
3. Determining the methods and materials	3.87	1.00	High	4.53	0.65	Highest	0.17	3
Total	3.68	1.02	High	4.51	0.67	Highest	0.23	

Table 1 indicated that the overall aspects of the current state of curriculum design to enhance future global citizenship competencies of demonstration schools were at a high level ($M = 3.68$, $SD = 1.02$). Regarding the sub-components of curriculum design, all of the sub-components were at a high level including identifying learning outcome and objective ($M = 3.42$, $SD = 1.02$), selecting and organizing content ($M = 3.74$, $SD = 1.03$) and determining the method ($M = 3.87$, $SD = 1.00$).

The overall aspects of the desirable state of curriculum design to enhance future global citizenship competencies of demonstration schools were at the highest level ($M = 4.51$, $SD = 0.67$). ($M = 4.35$, $SD = 0.74$). The overall aspect of priority needs analysis results of academic management of the demonstration school to enhance future global citizenship competencies in the curriculum design resulted in a PNI_{modified} score of 0.23. Sub-component priorities were as follows: the most significant priority was identifying the learning outcome and objective (PNI_{modified} = 0.32), followed by the selecting and organizing content (PNI_{modified} = 0.21), and determining the method and material (PNI_{modified} = 0.17).

Table 2: The current state, desirable state, and priority needs analysis results of academic management of the demonstration school to enhance future global citizenship competencies in the Teaching and learning

Future Global Citizenship Competencies	Current State			Desirable State			PNI _{modified}	Rank
	M	SD	Level	M	SD	Level		
Teaching and learning								
1. Using various methods and materials	3.95	0.89	High	4.50	0.68	High	0.14	3
2. Creating an environment	3.90	1.00	High	4.52	0.69	Highest	0.16	1
3. Tailoring instruction	3.97	0.99	High	4.57	0.68	Highest	0.15	2
Total	3.94	0.96	High	4.53	0.68	Highest	0.15	

Table 2 indicated that the overall aspects of the current state of teaching and learning to enhance future global citizenship competencies of demonstration schools were at a high level ($M = 3.90$, $SD = 1.00$). Regarding the sub-components of teaching and learning, all of the sub-components were at a high level including using various methods and materials ($M = 3.95$, $SD = 0.89$), creating an environment ($M = 3.90$, $SD = 1.00$) and tailoring instruction ($M = 3.97$, $SD = 0.99$).

The overall aspects of the desirable state of teaching and learning to enhance future global citizenship competencies of demonstration schools were at the highest level ($M = 4.53$, $SD = 0.68$). The overall aspect of priority needs analysis results of academic management of the demonstration school to enhance future global citizenship competencies in the teaching and learning resulted in a PNI_{modified} score of 0.15. Sub-component priorities were as follows: the most significant priority was creating an environment (PNI_{modified} = 0.16), followed by the tailoring instruction (PNI_{modified} = 0.15), and using various methods and materials (PNI_{modified} = 0.14).

Table 3 The current state, desirable state, and priority needs analysis results of academic management of the demonstration school to enhance future global citizenship competencies in the Assessment

Future Global Citizenship Competencies	Current State			Desirable State			PNI _{modified}	Rank
	M	SD	Level	M	SD	Level		
Assessment								
1. Using various methods to measure students	3.84	1.00	High	4.55	0.69	Highest	0.18	2
2. Providing accurate and meaningful information	3.77	0.98	High	4.55	0.67	Highest	0.27	1
3. Improving instruction and supporting students	3.85	1.05	High	4.55	0.74	Highest	0.18	2
Total	3.82	1.01	High	4.55	0.70	Highest	0.19	

Table 3 indicated that the overall aspects of the current state of assessment to enhance future global citizenship competencies of demonstration schools were at a high level ($M = 3.82$, $SD = 1.01$). Regarding the sub-components of assessment, all of the sub-components were at a high level including using various methods to measure students ($M = 3.84$, $SD = 1.00$), providing accurate and meaningful information ($M = 3.77$, $SD = 0.98$) and improving instruction and support student ($M = 3.85$, $SD = 1.05$).

The overall aspects of the desirable state of assessment to enhance future global citizenship competencies of demonstration schools were at the highest level ($M = 4.55$, $SD = 0.70$).

The overall aspect of priority needs analysis results of academic management of the demonstration school to enhance future global citizenship competencies in assessment resulted in a PNI_{modified} score of 0.19. Sub-component priorities were as follows: the most significant priority was providing accurate and meaningful information (PNI_{modified} = 0.27), followed by the using of various methods to measure students and improving instruction and supporting students (PNI_{modified} = 0.18).

Conclusion and implication of the study

1. Conclusion

The **current state** of academic management within demonstration schools in Thailand is analyzed, and it shows that there are significant challenges, particularly in the areas of identifying learning outcomes and objectives, as well as selecting and organizing content. The lowest average scores were assigned to these components, suggesting that there are critical gaps in the practices that are necessary for the development of global citizenship competencies. This finding is confirmed by the research of Wiggins and McTighe (2005), who highlight the importance of explicit learning outcomes in the development of effective

instructional strategies and curricula. In addition, Pashler et al. (2007) emphasize the significance of structured content in the context of cognitive retention, arguing that educational experiences that are inadequately structured can result in the acquisition of insufficient skills, particularly in complicated areas like global citizenship. According to Sakondhavit (2016)'s research on Thai education reform, the inconsistencies in teaching efficacy are frequently the result of ambiguity in learning objectives, which adds to these issues. Furthermore, Sutthiwong (2019) highlights the challenges in aligning teaching practices with established educational objectives in Thai demonstration schools, while Boonchai (2018) addresses the broader challenges in educational management that underscore the importance of structured curricula that are aligned with defined outcomes. In order to establish a strong academic management framework that effectively fosters the development of global citizenship competencies among students, it is essential to address these deficiencies.

In comparison, **the desirable state** of academic management is identified by a high average score in tailoring instruction, indicating educators' acknowledgment of the necessity to adjust instructional approaches to accommodate different student requirements. This correlates with the concepts of individualized instruction proposed by Tomlinson (2001), who believes that customizing educational experiences may significantly enhance student engagement and learning results. Hall and Strangman (2003) propose for Universal Design for Learning (UDL), which supports customizable teaching strategies that accommodate to diverse learning styles—an approach crucial for cultivating global citizenship. The efficient use of customized instructional strategies in Thai demonstration schools, as emphasized by Sritongthaworn and Vongkhamheng (2020), illustrates the beneficial influence of these approaches on student learning. Akkarakit (2017) examines the impact of adaptive teaching in Thai schools, stating that individualized methods notably improve students' involvement with global issues. Kachang (2022) investigates interesting pedagogical methods in Thai demonstration schools, highlighting their efficacy in fostering global citizenship competencies via tailored instructional methods. Consequently, although the present situation poses difficulties, acknowledging the necessity for customized education establishes a robust basis for advancing academic administration methods.

This research shows the significant **priority need** of academic management for enhancing future global citizenship competencies in demonstration schools in Thailand. The findings highlight the need to identify learning outcomes and objectives, especially in promoting multicultural awareness and understanding and global awareness and engagement within the curriculum. This method corresponds with the philosophy of transformative learning, which states that education must enable changes in perspective through critical reflection (Mezirow, 1991). To successfully implement these competencies, academic leaders must emphasize curriculum design that incorporates global citizenship themes, as recognized by Davies et al. (2005), who advocate for equipping students to interact meaningfully in a global society. Furthermore, continuous professional development for educators is crucial to provide them with the competencies required for culturally responsive pedagogy and the incorporation of global challenges across many courses, as emphasized by Dower (2003). Overall, establishing comprehensive evaluation frameworks to evaluate students' competencies in global citizenship will significantly improve educational processes. By emphasizing these characteristics,

demonstration schools can develop a generation of knowledgeable citizens who engage actively in an increasingly related world. This study advances the discussion on improving educational processes to address the requirements of a globalized society, accompanied by a framework based on academic research and practical applications.

2. Recommendations

2.1 Implications

1) The findings emphasize the unique characteristics of demonstration schools in Thailand, which are substantially different from other educational contexts, both domestically and internationally. Demonstration schools are experimental and model institutions that implement innovative pedagogical practices, in contrast to traditional public or private schools. Nevertheless, this distinctive position also presents distinct challenges in academic administration, particularly in the identification of learning outcomes and the organization of content to align with global citizenship competencies. These challenges are indicative of the distinctions between previous research conducted in Thailand and international contexts, which may not have addressed experimental mandates through curriculum design and instructional methods.

2) Although the study concentrates on demonstration schools, the results are applicable to public institutions throughout Thailand. The research emphasizes the importance of critical academic management practices, including tailoring of instruction to meet the unique requirements of a diverse student body and the promotion of multicultural understanding. The teaching and learning outcomes can be enhanced by adapting and implementing these practices in general public institutions. Additionally, the study's emphasis on the Universal Design for Learning (UDL) framework offers a practical approach to the development of learning environments that are both adaptable and inclusive, which can be advantageous for all educational institutions that are attempting to accommodate diverse student populations.

3) This study fills a significant gap in the academic literature concerning the development of global citizenship competencies in Thai schools. The research establishes a framework for the integration of global challenges into curriculum and instruction by emphasizing elements such as multicultural awareness, global engagement, and culturally responsive education. This is consistent with the transformative learning concept, which emphasizes the importance of critical reflection and perspective transformation as fundamental components of education. The study also underscores the significance of continuous professional development for educators, which provides them with the necessary skills to effectively implement culturally responsive teaching practices. The findings and recommendations make a valuable contribution to the academic discourse on the promotion of global citizenship in educational environments, providing a guide for schools in Thailand and beyond.

2.2 Recommendations for Further Research

1) Future research should concentrate on several critical areas to improve the awareness of academic management strategies to enhance future global citizenship competencies in demonstration schools. Future research should focus on examining the long-term impact of specific learning outcomes on students'

global citizenship competencies. By monitoring these outcomes continuously, researchers can more accurately evaluate the effectiveness of curriculum design and instructional methods.

2) Future research should assess the effectiveness of various professional development programs designed to improve educators' competencies in implementing culturally responsive teaching and global citizenship concepts. This research could present insights into the most effective methods for preparing educators to promote global citizenship within their classrooms.

3) Conduct research to explore how specific curriculum components, such as identifying learning outcomes, selecting culturally inclusive content, and using diverse instructional materials, influence students' multicultural awareness. This aligns with the PNI-modified index results, which highlighted curriculum design as a priority for improving this competency.

4) Prioritize the design of curriculum components based on the PNI-modified index results, including identifying learning outcomes, selecting culturally relevant topics, and employing varied techniques and resources. This will guarantee that aspects such as multicultural awareness and global engagement are sufficiently addressed, as these competencies were identified to be at moderate levels in the study.

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