

Academic Administration Strategies of Thai Secondary Schools Based on the Public Mind Concept under the Office of the Basic Education Commission, Thailand

KITTANA RUKTANATUCH, TANONT RUKTANANUCH,
SIRAPHOB RUKTANANUCH

Abstract: Education systems must evolve to sustain moral development and civic responsibility amid rapid social and technological change. This study examined how academic management strategies based on public-mindedness can enhance the effectiveness of secondary schools under Thailand's Office of the Basic Education Commission (OBEC). The study used a sequential mixed methods approach and included three phases: qualitative synthesis, quantitative survey, and strategic formulation. The conceptual framework, developed through document analysis and expert review, guided two hypotheses: (H1) academic management integrated with public-mindedness improves institutional effectiveness, and (H2) participatory learning processes mediate the relationship between curriculum management and public-mindedness outcomes. Quantitative data from OBEC secondary schools were assessed using the modified Priority Needs Index (PNI) and the SWOT framework. The results showed that academic management and public-mindedness were highly valued, with media impact, self-public mind, and social interaction highlighted as significant growth targets. Results indicated that academic management and public-mindedness were rated at high levels, with the influence of media, self-public mind, and social interaction identified as key priorities for development. SWOT analysis generated four strategic models: SO, ST, WO, and WT, which link curriculum, learning processes, and community networks to moral and social results. The findings show that combining reflective, community-based, and value-centered learning improves cognitive and ethical competencies. The study emphasizes the importance of embedding public-mindedness into curriculum design, teacher development and educational policy to cultivate socially responsible citizens in the post-pandemic era.

Keywords: Academic Management, Public-Mindedness, Secondary education, Strategic Development, Obec Schools, Civic Responsibility

Kittana Ruktanatuch, Research and Executive Development Co., Ltd., Bangkok, Thailand
Tanont Ruktananuch Research and Executive Development Co., Ltd., Bangkok, Thailand
Siraphob Ruktananuch* (siraphob2424@gmail.com), Research and Executive Development Co., Ltd., Bangkok, Thailand

Introduction

Education plays a crucial role in developing citizens who are both academically competent and socially responsible. Thailand's secondary education development, overseen by the Office of the Basic Education Commission (OBEC), emphasizes not just cognitive learning but also moral and civic growth, preparing students to live harmoniously in a democratic society. Within this framework, academic management serves as an important tool for transforming educational policy into school practice. International perspectives also highlight that effective school leadership plays a central role in aligning academic systems with broader civic and moral goals (Hallinger & Huber, 2012). Administrators and teachers must therefore construct systems that increase curriculum creation, instructional methods, assessment, and learning resources while instilling public-mindedness as a moral foundation in students.

public-mindedness is defined as an individual's knowledge and readiness to act in the interests of others and the general good. This principle is congruent with the National Education Act of 2017, which emphasizes the development of learners who exhibit ethical behavior and positively contribute to their communities. However, fast societal change, technical innovation, and increased media impact have made it difficult for schools to maintain these principles. Similar challenges appear internationally, where secondary schools struggle to integrate civic values into curriculum structures and school culture (Pawar et al., 2025). Strengthening public-mindedness through effective academic management has thus become a top concern for secondary education, particularly in OBEC schools dedicated to producing competent, ethical, and socially responsible citizens.

Previous research in Thailand frequently treated character education and moral training as separate ideas, without linking them to school management techniques. Although studies on volunteer programs and civic learning activities have produced valuable insights, few have examined how these initiatives may be integrated into academic administration systems. Global research in international school contexts similarly shows that character education is most effective when embedded in whole-school management structures rather than isolated programs (Pulgarin, 2022). This gap emphasizes the necessity for a comprehensive framework that connects administrative operations with the development of civic awareness among students. Creating such a model would help to implement the 20-Year National Education Strategic Plan, which aims to balance academic brilliance with social and moral development. This study's conceptual framework is built upon the merging of educational administration theory and public-mindedness frameworks. It examines six important factors influencing public mindedness: social interaction, civic consciousness, media influence, educational background, social networks, and historical context. In global research, the rise of digital media has led to increasing emphasis on digital citizenship as a foundation for ethical and civic behavior in schools (Searson et al., 2015), reinforcing the importance of media influence as a key dimension. Academic management encompasses curriculum creation, instructional organization, assessment and evaluation, and learning resource augmentation. Combining these aspects enables schools to provide a comprehensive learning environment that fosters both intellectual aptitude and civic consciousness.

To achieve its objectives, the study was conducted in three phases. The first step was to evaluate the literature and previous studies to develop a conceptual model that linked academic administration and public-mindedness. The second step used quantitative approaches to assess the actual and intended conditions of academic management in OBEC secondary schools, utilizing the Modified Priority Needs Index (PNI_modified) to identify areas for improvement. The third stage used qualitative methodologies to create and assess strategic guidelines for academic management that encourage civic consciousness and social involvement among students. The mixed-methods approach yielded both empirical evidence and practical ideas.

The study's expected outcome is a strategic academic management approach that encourages students' moral integrity, civic duty, and lifelong learning. As a result, the research will investigate how academic management strategies could be developed in OBEC secondary schools using the concept of public-mindedness. The study focuses on the following research questions:

RQ1: What are the current and desired conditions of academic management in OBEC secondary schools based on the concept of public-mindedness?

RQ2: What key factors influence the effectiveness of academic management aligned with public-mindedness?

RQ3: How can strategic guidelines be developed to strengthen academic management that promotes public-mindedness among students?

Research Hypotheses

Based on the conceptual foundation of academic management and the principles of public-mindedness, this study proposed the following hypotheses to examine how these factors interact in the context of secondary schools under the Office of the Basic Education Commission (OBEC):

H1: The current and desired conditions of academic management according to the concept of public-mindedness differ significantly across all dimensions.

H2: The dimensions of public-mindedness and academic management are positively correlated at a statistically significant level.

H3: The developed strategic model of academic management integrating public-mindedness demonstrates high appropriateness, feasibility and practical applicability for OBEC secondary schools.

These hypotheses were developed and tested using the conceptual framework indicated in Figure 1. The framework asserts that successful academic management occurs when civic values are consistently integrated into school operations, connecting moral awareness to effective educational administration.

The model identifies three primary relationships:

- First, attributes of civic-mindedness such as social interaction, community awareness, and responsibility towards others form the ethical base of learners and educators.
- Second, academic management elements, including curriculum development, teaching processes, assessment and resource utilization, act as practical channels for applying these civic principles in daily school practice.
- Third, the integration of both aspects generates strategies that support participatory learning, collaborative culture and sustainable school improvement.

This approach presents civic awareness as both a developmental foundation and an operational drive in educational management. It emphasizes the sequential relationship between value creation, instructional management, and institutional performance.

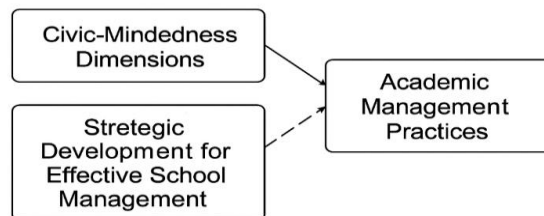


Figure 1. illustrates the conceptual structure that guided the quantitative analysis and qualitative interpretation of the study.

Method

Research Design

This study employed a multi-phase mixed methods methodology, incorporating both qualitative and quantitative approaches, to investigate academic administration strategies for secondary schools under the Office of the Basic Education Commission based on the notion of civic-mindedness. The design was carried out in three stages: the first focused on developing a conceptual framework through document analysis and expert review; the second examined the current and desired states of academic administration using quantitative data; and the third synthesized the results to develop and validate strategic guidelines. The use of combined approaches enabled both statistical analysis and in-depth comprehension, ensuring triangulation and reliability of the results.

Participants

The quantitative phase's target population included 2,358 secondary schools operated by the Office of the Basic Education Commission (OBEC) in six Thai regions. A multistage random sample strategy was utilized to choose 342 schools with varying school sizes and regional distributions. Each selected school contributed four respondents: one principal, one deputy director or head of academic affairs, one teacher, and one student, for a total of 1,368 participants. The sample included schools of varying sizes, ranging from small (1-499 pupils) to extra-large (more than 2,500 students), and it included the northern, central, northeastern, eastern, western, and southern regions. The Faculty of Education at Chulalongkorn University

Academic Administration Strategies of Thai Secondary Schools Based on the Public Mind Concept under the Office of the Basic Education Commission, Thailand approved permission to conduct the study. The Institutional Review Board provided ethical approval.

Table 1. Distribution of Sampled Schools by Region and Size (N = 342)

Region	Extra-Large	Large	Medium	Small	Total
North	2	2	11	15	30
Central	15	15	22	37	89
Northeast	11	11	34	79	135
East	3	3	7	9	22
West	2	2	7	7	18
South	3	6	15	14	48
Total	36	39	96	171	342

As shown in Table 1, the research sample includes 342 secondary schools under the Office of the Basic Education Commission, chosen by multi-stage random sampling to represent Thailand's six regions: North, Central, Northeast, East, West, and South. The sample included schools of all sizes, including extra-large, big, medium, and smaller institutions, to ensure equitable representation across the country. Each school had four participants: one principal, one deputy or head of academic affairs, one teacher, and one student, for a total of 1,368 responses. This distribution enabled the study to capture a variety of opinions from both administrators and students, reflecting the current structure of secondary education management in Thailand.

The study included quantitative and qualitative methodologies. Quantitative data were obtained using structured questionnaires to investigate the actual and desired conditions of academic management in accordance with civic-mindedness concepts. Expert reviews and focus group discussions provided qualitative data on the acceptability and feasibility of the recommended tactics. These datasets combined to provide a thorough picture of how civic ideals could be incorporated into secondary school academic management procedures. Table 1 shows the demographic characteristics of the participating institutions, which served as the basis for subsequent analysis in this study.

Instruments

Quantitative Instrument

The questionnaire consisted of three parts:

Demographic Criteria: region, school size, OBEC type, and respondent job (principal, academic deputy/head, teacher, student).

Academic management (current and desired): topics from four categories (curriculum development, learning process, assessment and evaluation, and learning resource development) scored on a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree).

Open-ended comments: provide space for other viewpoints and suggestions.

Item development aligned with the study's two conceptual frames (civic-mindedness and academic management). Nine experts using IOC examined all issues; indices ranged from 0.80 to 1.00, resulting in language modifications. Minor modifications were made based on a pilot study with 60 participants from 15 non-sample schools. Internal consistency met acknowledged norms, with Cronbach's alpha values of .80 or above across all sections.

Content validity was determined by expert evaluation in educational administration and civic education, assuring coverage and compatibility with the Thai secondary school context. This procedure confirmed that the instrument captured both current and desired practices relevant to strategy creation.

Qualitative Instrument

The qualitative phase involved focus group talks with 18 experts and 15 stakeholders to create and validate civic-minded academic management techniques for secondary schools. Participants were deliberately chosen and offered comments on the acceptability and practicality of the proposed tactics. The discussions were recorded, transcribed, and examined using content analysis. The results were used to improve the tactics for practical use in Thai secondary school.

Data Analysis

Quantitative Analysis

Quantitative data were examined with SPSS 27. For each variable, descriptive statistics such as frequency, percentage, mean, and standard deviation were determined. The study sought to investigate the links between academic management methods and civic-mindedness indicators in secondary schools run by the Office of the Basic Education Commission. Correlation analysis and multiple regression were used to investigate how management elements such as curriculum development, learner management, assessment, and resource development influenced students' civic values. Statistical significance level was set at 0.05.

Qualitative Analysis

The qualitative data from in-depth interviews were analyzed using content analysis, which included data reduction, data display, and conclusion drafting. The data were categorized based on recurring themes of civic-minded actions in school administration. The themes highlighted administrators' perspectives, techniques, and obstacles in fostering civic ideals in the educational system. To establish credibility and consistency of interpretations, triangulation was used, which involved comparing qualitative findings with quantitative results.

Results

This section presents the results of both quantitative and qualitative analyses. The quantitative phase delineates the existing and targeted states of public-mindedness and academic governance, whereas the qualitative phase synthesizes expert insights employed in formulating strategic initiatives.

Descriptive Statistics of Key Variables

Tables 2 and 3 display the descriptive findings regarding the current and ideal states of public-mindedness within OBEC secondary institutions. All six dimensions received excellent ratings across both conditions, with mean scores ranging from 4.01 to 4.55. The PNI_{modified} (Modified Priority Needs Index), a metric employed to evaluate differences between current and desired conditions, indicated that media influence, self-awareness, and social interaction displayed the most notable gaps. To statistically verify these differences, paired t-tests were performed across all dimensions. The desired scores were considerably greater than the current scores at the 0.05 significance level, thereby supporting H1.

Table 2. Mean and Standard Deviation of Current and Desired Conditions of public-mindedness Characteristics (Office of the Basic Education Commission)

public-mindedness Characteristics	Current Condition ($\bar{x}$)	S.D.	Level	Desired Condition ($\bar{x}$)	S.D.	Level
1. Social Interaction	4.13	0.88	High	4.28	0.83	High
2. Self Public Consciousness	4.05	0.90	High	4.22	0.86	High
3. Media Influence	4.01	0.89	High	4.19	0.86	High
4. Educational Background	4.40	0.78	High	4.51	0.74	High
5. Social Network and Peer Influence	4.45	0.78	High	4.55	0.74	High
6. Historical Context	4.40	0.81	High	4.51	0.78	High
Total	4.24	0.84	High	4.38	0.80	High

Table 3. Modified Priority Needs Index (PNI_{modified}) of public-mindedness Characteristics

public-mindedness Characteristics	Current (D)	Desired (I)	PNI _{modified}	Rank
Social Interaction	4.13	4.28	0.036	3
Self Public Consciousness	4.05	4.22	0.042	2
Media Influence	4.01	4.19	0.045	1
Educational Background	4.40	4.51	0.025	4

Social Network and Peer Influence	4.45	4.55	0.022	5
Historical Context	4.40	4.51	0.025	4

Paired t-test Results for H1

To statistically assess the differences between the current and desired conditions of public-mindedness, paired t-tests were carried out across all six dimensions. The findings demonstrated statistically significant differences at the 0.05 level across all dimensions, verifying that respondents consistently rated the desired condition more favorably than the current condition. These findings offer empirical validation for H1 and are consistent with the PNI values displayed in Table 3, which likewise identified measurable gaps that necessitate further development.

Table 4. Paired t-test Comparing Current and Desired Conditions of public-mindedness

public-mindedness Dimension		Current Mean	Desired Mean	Mean Difference	t-value	p-value
Social Interaction		4.13	4.28	0.15	4.12	.000*
Self	Public	4.05	4.22	0.17	4.63	.000*
Consciousness						
Media Influence		4.01	4.19	0.18	4.88	.000*
Educational Background		4.40	4.51	0.11	3.02	.003*
Social Network & Peer Influence		4.45	4.55	0.10	2.81	.005*
Historical Context		4.40	4.51	0.11	3.09	.002*
Overall		4.24	4.38	0.14	4.89	.000*

*Significant at the 0.05 level.

Correlation and Regression Results for H2

To examine H2, which proposes that academic-management components are positively correlated with public-mindedness, Pearson correlation analysis was performed utilizing five composite variables. All variables demonstrated positive and statistically significant correlations. A multiple regression analysis was additionally conducted to determine the predictive significance of each academic-management component in relation to public-

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mindedness. The model demonstrated statistical significance, suggesting that academic administration is a crucial factor in forecasting civic-mindedness outcomes.

Table 5. Pearson Correlation Matrix for public-mindedness and Academic Management Variables (N = 1,368)

Variables	1	2	3	4	5
1. public-mindedness (Overall)	1.00	.58**	.66**	.55**	.52**
2. Curriculum Development	.58**	1.00	.72**	.69**	.63**
3. Learning Process	.66**	.72**	1.00	.68**	.64**
4. Assessment & Evaluation	.55**	.69**	.68**	1.00	.58**
5. Learning Resource Development	.52**	.63**	.64**	.58**	1.00

All correlations significant at $p < .01$.

Table 6. Multiple Regression Analysis Predicting public-mindedness (N = 1,368)

Predictor	β	t	p
Curriculum Development	.24	6.91	.000
Learning Process	.38	10.82	.000
Assessment & Evaluation	.19	5.47	.000
Learning Resource Development	.14	4.12	.000

Model Summary

R = .74	R ² = .55	Adjusted R ² = .55	F(4, 1363) = 417.02, p < .001
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Strategic Model Evaluation for H3

To evaluate H3, which proposed that the strategic model integrating public-mindedness and academic management would exhibit high appropriateness and feasibility, expert validation was performed during the qualitative phase. Experts in educational administration, civic education, and OBEC policy frameworks examined the strategic orientations. Consensus ratings revealed that all four strategy groups (SO, ST, WO, WT) exhibited strong suitability, feasibility, and clarity for implementation within secondary institutions. These findings endorse H3, affirming that the devised strategic model is structurally robust and consistent with the prevailing OBEC management environments.

Table 7. Summary of Strategic Directions Supporting the public-mindedness Model

Strategy Type	Strategic Focus	Key Application Areas
SO (Strength Opportunity)	Integrate strong academic leadership with community collaboration to reinforce civic values.	Community-based learning, joint school–community initiatives.
ST (Strength Threat)	Use existing academic capacity to mitigate negative media influences and shifting social values.	Media literacy, ethical leadership training, value-based school culture.
WO (Weakness Opportunity)	Address gaps in teacher capacity and pedagogy by leveraging policy support and digital resources.	Teacher training, digital civic-learning platforms, professional development.
WT (Weakness Threat)	Build protective structures to reduce civic disengagement among youth through cooperative networks.	Monitoring systems, family–school cooperation, social support networks.

Discussion

The results of this study underscore the significance of integrating civic-mindedness into academic administration as a strategy to enhance the overall quality of secondary education under the Office of the Basic Education Commission. Both the present and aspirational states of academic management were evaluated as high, indicating that educational institutions already demonstrate significant administrative competence and a collective dedication to civic development. These findings correspond with global dialogues that regard civic-mindedness as a fundamental element of effective school governance, especially within systems seeking to harmonize academic excellence with ethical and social objectives. The strategic recommendations formulated through expert consultation were thus deemed appropriate for enhancing academic effectiveness while fostering the development of responsible and community-focused learners.

Public Mind as a Foundational Element of Academic Administration

Public mind refers to the moral and civic consciousness that inspires pupils to act responsibly toward others and the community. Within the Thai secondary education system, this functions as a fundamental principle for cultivating learners who exhibit empathy, discipline, and responsibility. The concept endorses learning methodologies that combine academic advancement with ethical and social progression. International research similarly underscores that successful educational systems integrate civic values into their curricula and school environments, as exemplified by Finland, Singapore, and South Korea. Thai civic education research concurs with this perspective, demonstrating that enhancing public-mindedness

supports schools in achieving national reform objectives concerning moral citizenship and community engagement.

The research revealed that the incorporation of public opinion into academic management within the Office of the Basic Education Commission yielded high appropriateness ratings across all six dimensions. These factors encompassed social interaction, self-awareness, media influence, educational background, social networks, and historical context. The consistency of these findings suggests that civic and ethical considerations are inherently integrated into Thailand's school administration practices, especially in domains concerning social relationships and media literacy, which persistently influence students' moral and intellectual growth.

These findings also correspond with wider international discourse on education for global citizenship. Systems like those in Singapore and Finland prioritize curriculum development, assessment, and teacher training that foster civic participation and ethical judgment. The findings of this study indicate comparable potential within OBEC schools. As Thai education progressively adapts to social and technological advancements, integrating the public mindset into academic administration offers a pragmatic approach for fostering responsible learners who make constructive contributions to their communities while upholding cultural and ethical values.

Current and Desired Conditions of Academic Administration

Effective academic administration depends on sustaining alignment between existing practices and established standards, thereby enabling institutions to identify deficiencies and strategize for focused enhancements. Within the Office of the Basic Education Commission, this alignment aligns with national reforms that prioritize teaching excellence, student participation, and the incorporation of civic values into school activities. Previous research in Thai education similarly indicates that analyzing both current and ideal conditions offers critical insights for establishing achievable development objectives and maintaining institutional advancement.

The results of this study demonstrate that both the existing and ideal conditions of academic administration, as assessed through the public mind concept, received high ratings across all components, reflecting a broad implementation of civic-oriented practices. However, the Modified Priority Needs Index identified areas in need of additional development, specifically media influence, self-awareness, and social interaction. These priorities exemplify the growing influence of digital environments and personalized learning behaviors on students. Among the elements of academic administration, the learning process exhibited the most significant disparity, indicating that classroom practices still require more robust participatory and reflective methodologies.

The disparities between existing and aspirational states emphasize the necessity of formulating targeted strategies that enhance both instructional excellence and civic growth. Enhancing student engagement, advancing media literacy, and fostering social responsibility can contribute to narrowing these disparities. Aligning administrative planning with the public

mind framework allows educational institutions to cultivate learning environments that promote both academic excellence and ethical and civic development.

Practical Implications for Educational Administration

The findings indicate that integrating public-mindedness into academic administration necessitates a transition from conventional hierarchical management toward more collaborative and value-driven approaches. Civic responsibility, ethical reasoning, and media literacy should be incorporated into curriculum development, instructional strategies, and assessment methods to guarantee that civic values are regarded not as supplementary but as fundamental to the educational experience. Administrators can implement this by encouraging student involvement in community-based initiatives and promoting collaboration among educators, families, and local organizations to cultivate a more civically engaged school environment.

Equally significant is the contribution of teacher development in maintaining this approach. Professional development should emphasize cultivating accountability, empathy, and responsible media consumption, equipping educators with the competencies to exemplify civic-mindedness in everyday classroom activities. Leadership also assumes a vital role in shaping a school ethos that emphasizes integrity and collaboration, aligning with national objectives of cultivating informed and responsible citizens. Through these measures, schools overseen by the Office of the Basic Education Commission can establish sustainable academic administration practices that promote both educational excellence and social responsibility.

Theoretical Implications

This study underscores the theoretical connection between civic-mindedness and academic administration by demonstrating that value-based education can function effectively within organized management frameworks. The incorporation of public mind principles into OBEC's academic framework correlates with character-based management theories and reinforces the notion that moral development enhances institutional effectiveness. It also exemplifies the broader tradition of social constructivism, which highlights the importance of learning through social context and civic engagement, as demonstrated in international contexts such as Japan and Finland, where civic education is integrated into both the curriculum and governance structures (Hoskins & Kerr, 2012; Niemi et al., 2021).

Furthermore, the findings enhance the development of educational administration theory by positioning public-mindedness within current global trends that emphasize active learning, ethical reasoning, and digital citizenship. Similar to the United Kingdom's focus on "character education" or South Korea's comprehensive moral curriculum, the Thai model illustrates how civic awareness serves both as an individual skill and as a systemic facilitator of a positive school climate. These theoretical contributions enhance the development of leadership frameworks in secondary education, proposing that civic-based governance can provide a sustainable foundation for academic and ethical excellence within both Thai and comparative international settings.

Limitations and Future Research

This study was conducted at secondary schools operated by the Office of the Basic Education Commission, which may limit the generalizability of the findings to other educational contexts such as vocational or private institutions. The study also included self-reported data and expert ratings, which could add subjective bias despite cross-validation using mixed techniques. Furthermore, the quantitative component of the study was mostly descriptive and comparative in nature, implying that future research could benefit from structural modeling or longitudinal designs to better quantify causal correlations.

Future research should investigate how public-mindedness tactics can be implemented in the classroom and through professional development programs for teachers. Comparative studies across countries or educational levels could shed light on how contextual variables influence the integration of civic-mindedness principles into academic administration. Finally, including technology-driven models such as AI-supported learning environments and media literacy programs may improve our understanding of how digital citizenship and public-mindedness intersect in modern education.

Conclusion and Recommendations

This research examined administrative strategies in secondary schools operated by the Office of the Basic Education Commission, based on the principle of public-mindedness. The study was conducted in three phases: establishing a conceptual framework, evaluating the present and target states, and devising effective management strategies. The findings provided a comprehensive framework for incorporating civic awareness into educational administration. The findings confirmed that both the public-mindedness and academic administration frameworks were appropriate for implementation. public-mindedness encompasses six dimensions: social interaction, self-awareness, media influence, educational background, social networks, and historical context. Academic administration encompassed curriculum design, instructional management, assessment, and the development of learning resources. These elements, when combined, facilitate responsible student development. However, integrating these frameworks within educational environments may necessitate specialized training, access to current resources, and institutional backing to address obstacles such as limited instructor capacity or resistance to change.

The quantitative results confirmed that both the present and desired conditions of academic administration were strong, although several aspects still necessitated focused enhancements. Key priorities encompassed examining the impact of media, fostering greater self-awareness, and encouraging social participation among students. While the SWOT analysis highlighted current strengths in curriculum development and resource accessibility, it also revealed deficiencies in instructional design and issues concerning student disengagement. These findings emphasize the significance of participatory learning environments and the necessity of ethical reflection. Nevertheless, effective implementation may necessitate investment in teacher training, digital resources, and ongoing community collaborations to address systemic constraints and secure the enduring integration of public-mindedness principles.

Four strategic models were developed and assessed for their feasibility within the OBEC context. The SO strategy concentrated on leveraging existing strengths to advance community-centered learning. The ST strategy prioritized mobilizing educational resources to counter media influence. The WO strategy effectively addressed the varied requirements of students by integrating localized and technical educational resources. The WT strategy sought to decrease social withdrawal by promoting collaboration and empathy among students. Together, these targeted strategies provide a systematic framework for incorporating civic education into school management while addressing practical implementation obstacles.

It is recommended for educational institutions to incorporate public-mindedness into curriculum development, instructional methodologies, and assessment frameworks. Administrators should support educators in developing instructional frameworks that foster reflection, empathy, and civic responsibility. Professional development initiatives are essential to assist educators in designing contextually relevant learning activities. However, the implementation of these adjustments may necessitate resources such as funding for teacher training, allocated time, and institutional backing. Partnerships among educational institutions, communities, and agencies can effectively address these challenges and cultivate environments that support both academic excellence and civic-mindedness principles.

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