

MAJOR: EDUCATIONAL LEADERSHIP

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INTERNATIONAL SCHOOLS/PRINCIPALS. BOONNADDA JAYANAMA:
MULTICULTURAL LEADERSHIP FOR GLOBAL CITIZENSHIP OF
PRINCIPALS IN INTERNATIONAL SCHOOLS IN BANGKOK.
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This research study ascertains the profiles of multicultural leadership for global citizenship for principals in international schools in Bangkok. It also finds out the gap between the actual practices and the ideal expectations of principals concerning their multicultural leadership for global citizenship in international schools in Bangkok. A questionnaire was constructed to assess the multicultural leadership for global citizenship based on Lynch's educational goals (1989) in multicultural education in a global society. From the population of 83 principals, simple random sampling was conducted, and questionnaires were sent to 42 principals (50% of the population). 40 questionnaires were returned and used for data analysis.

The findings were as follows: Attitudes and values were rated to be the highest in all three dimensions, followed by skills, and then knowledge in the actual practices as well as ideal expectations of multicultural leadership for global citizenship of principals in international schools in Bangkok. The researcher found significant gaps between the actual practices and ideal expectations of multicultural leadership for global citizenship in all three dimensions, knowledge, (-4.53**), skills (-6.10**), and attitudes and values (-5.24**), the highest being the dimension of skills. Gender affects multicultural leadership for global citizenship of principals in some sub-dimensions of attitudes and values. Women rated sub-dimensions such as encouraging abolition of environmental pollution and facilitating ability to judge own country in world history significantly higher than men. Ethnic background does affect multicultural leadership for global citizenship of principals in some sub-dimensions of skills and knowledge. Caucasian principals ranked significantly higher than Oriental principals in skills such as encouraging communication, problem-solving and conflict resolution. For knowledge, Oriental principals ranked significantly higher than Caucasian principals in cultivating an awareness of economic and power motivations in human relationships. In addition, Caucasian principals ranked significantly higher than Indian principals in encouraging understanding of impact of technology on people and biosphere.

The findings along with extensive documentary research has been developed into a strategic plan, verified by experts, and proposed to principals, teachers, administrators and other educators in international schools in Bangkok in order to further enhance their multicultural leadership for global citizenship.

Recommendations for further research include finding out the obstacles that leaders encounter in their actual practices that prevent them from achieving their ideal expectations, student perspectives on multicultural leadership, and the impact of the policies of the Ministry of Education on multicultural leadership for global citizenship in international schools.