An Administrative Model of Educational Management in a Multicultural Society for Ethnic Groups: A Case Study of Watdonchan School

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Abstract

The objectives of this mixed‐methods research were to investigate the current states and requirements, study the educational management guidelines, construct an educational administration model, and evaluate the administrative model of educational management in a multicultural society for ethnic groups: A case study of Watdonchan School. The instruments used were an in-depth interview with a semi-structured interview form, a drafted model, a verification form, and an evaluation form. Data were analyzed using percentages for a verifying form, the mean and standard deviation for an evaluation form, content analysis for a semi‐structured interview form, and classified by issues for a drafted model. The results revealed as follows: The current states and requirements for educational management consisted of seven aspects; the guidelines for educational management consisted of five aspects; the development of an administrative model of educational management comprised five model components as follows: principles, purposes, guidelines of implementation, evaluation, and conditions for success; the verifying results of the accuracy and suitability were overall at 100.00 percent; and the evaluation results of the benefit and feasibility were overall at the highest level.

Keywords: The administrative model, Educational management, Multicultural society, Ethnic groups

Introduction

Accordingly, the National Strategy (2018‐2037) establishes a framework for developing individuals' potential throughout their lives. Focus on qualitative human development at all ages from early pregnancy, childhood, adolescence, school age, adulthood, working age, and the elderly. I aim to create potential human resources, have skills and knowledge, be a good person, be disciplined to learn by myself at every age, and live and work with others in a multicultural society. (Office of the Royal Gazette, 2018). In line with the National Economic and Social Development Plan Issue twelfth, 2017-2021 (Office of the National Economic and Social Development Board, Office of the Prime Minister,

2017), that discusses the world security situation, being an aging society. There is multiculturalism, and inequality in society tends to expand further, etc. The National Education Plan 2017‐2036 (Office of the Education Council Secretariat Ministry of Education, 2017) also gives importance to education. It is one of the social and cultural communities. Therefore, in Thai society, including acceptance and appreciation of the value of living together in a multicultural society and indicators is the percentage of educational institutions that have teaching/activities to promote living together in a multicultural society has increased, including

development guidelines by providing teaching/activities to promote coexistence in a multicultural society.

In studies of educational management within multicultural societies, Inrak (2014) investigated primary schools in northern marginal areas, identifying various significant issues such as inadequate utilization of information systems via websites, failure to implement evaluation findings, lack of community engagement, teachers' deficiency in classroom research and data utilization, and challenges in policy implementation. Similarly, Bhanduaram and Mangkhang (2023) explored innovative multicultural education at Ban Hong Rattana Wittaya School in Thailand, emphasizing coexistence, cultural understanding, equity promotion, and bias reduction, demonstrating its efficacy in fostering national citizenship. Thongpan and Dejamonchai (2023) examined multicultural classrooms, focusing on legal frameworks, policies, and management models for social studies teachers in areas with dense migrant populations (Samutsakhon, Pathumthani, and Nakhonpathom). They found that Thailand's policies support multiculturalism, enabling migrant children to access education, with teachers guided by principles of justice, equality, non-discrimination, peaceful coexistence, tolerance, and cultural respect. Effective multicultural classroom management necessitates considering policy frameworks and school environments and recognizing their interconnected impact.

The emergence of multicultural classrooms presents new challenges for teachers, as observed in various educational contexts. Based on experiences from schools and higher education institutions in the Russian Federation, Sachkova et al. (2021) identified three primary challenges: the absence of a common language or lingua franca, differences in students' values, beliefs, and behavioral norms due to diverse cultural backgrounds, and the necessity for teachers to unify and effectively manage these classrooms. Similarly, Güven et al. (2023) explored cultural diversity-related challenges in primary education, highlighting issues related to socioeconomic status, language barriers, ethnicity, and disability. Teachers faced significant obstacles such as low academic achievement, student adaptation difficulties, bullying, and curriculum implementation challenges. Addressing

these challenges, strengthening multicultural education in Thailand requires promoting democracy and educational equality through a curriculum that embraces cultural diversity. Such an approach reduces inequalities and prepares students for active citizenship by fostering cultural integration, awareness, and an appreciation of diverse behaviors and lifestyles, contributing to a more cohesive and inclusive society.

Education in a multicultural society requires recognizing diversity, fostering understanding, and promoting cooperation among various groups. Arphattananon (2018), in a study on multicultural education in Thailand, found that while schools appear to embrace cultural diversity, their practices often reflect a form of assimilation rather than true inclusion. The dominant features of 'Thainess' remain intact, and merely incorporating culturally specific content is insufficient to alter the unequal power dynamics between majority and minority groups. Thus, effective educational management in a multicultural society involves acknowledging and supporting cultural diversity and actively promoting understanding, responsibility, and collaboration. By fostering unity and ensuring equal learning opportunities, such an approach enables meaningful cooperation among different groups, essential in an era of rapid information dissemination and global interconnectedness.

Watdonchan School's 2022 status (Watdonchan School, 2022) is a school of ethnic groups in Chiang Mai Province. The policy focuses on improving school quality, aiming to develop students with morality, concentration, wisdom, and competencies according to the curriculum. It includes policies for students from 12 ethnic groups, including orphaned children and those with special needs. The school aims to create an open learning atmosphere, support cooperative learning, and promote peace and cooperation. It also supports teachers in teaching about culture and supports community activities and social services. The focus is on system development and management, improving the structure and administration of education, and promoting participation from all sectors in education management. The research team is therefore interested in developing an educational administration model for ethnic groups in a multicultural society: a case study of Watdonchan School. To be helpful in the administration of education in other multicultural societies.

Research objectives

The research objectives include investigating the current state and guidelines for educational management. Based on these findings, the research will construct an administrative educational management model for ethnic groups in a multicultural society at Watdonchan School. Finally, the study will evaluate the effectiveness of this administrative model to ensure its benefit and feasibility in enhancing educational management for multicultural students.

Materials and methods

The research method was divided into four phases as follows:

Phase 1: The investigation of current states and requirements for educational management in a multicultural society for ethnic groups: A case study of Watdonchan School was conducted using in-depth interview. Key informants selected by purposive sampling consisting of teachers, educational personnel, school board committee, parent representatives, community representatives, representatives of ethnic groups, and monks, for eleven respondents. The instrument used was a semi-structured interview form concerning the current state in terms of cultural diversity, creating an open learning atmosphere, supporting cooperative learning, supporting arts and culture, etc., and the requirements for educational management in terms of building an understanding and respecting for cultural diversity, creating peace and cooperation, promoting learning and skill development, teacher development, etc. The instrument used was a record from the interview. The data were analyzed by content analysis and classified into issues.

Phase 2: The study of the guidelines for educational management in a multicultural society for ethnic groups: a case study of Watdonchan School was organized as a workshop. Key informants were selected by purposive sampling consisting of school administrators and representative teachers' experts related to educational management in a multicultural society for nine ethnic groups of respondents. The instrument used was a record form in a workshop. The data were analyzed by content analysis and classified into issues.

Phase 3: Constructing an administrative model of educational management in a multicultural society for ethnic groups: a case study of Watdonchan School organizing a connoisseurship. Key informants were selected by purposive sampling consisting of experts in educational administration, school administrators, educational supervisors, experts in the field of multiculturalism and ethnology, and the research team, for a total of 13 informants. This phase was divided into two steps as follows:

Step 3. 1: Draft an administrative educational management model in a multicultural society for ethnic groups: a case study of Watdonchan School. From synthesizing the results from Phase 1 and Phase 2, the research team selected the important issues to draft a model.

Step 3.2: During connoisseurship, all experts and the research team edited and verified the accuracy and suitability of an administrative educational management model in a multicultural society for ethnic groups: a case study of Watdonchan School. The study used a verification form as the instrument, and the data were analyzed using frequency and percentage.

Phase 4: Evaluating the administrative educational management model in a multicultural society for ethnic groups: A case study of Watdonchan School was conducted through brainstorming sessions. Key informants were selected by purposive sampling consisting of school administrators and teachers of Wat Don Chan and the school board committee, for 21 informants. The instrument used was an evaluation form. The data were analyzed using mean and standard deviation.

The research conceptual framework is explained in Figure 1.
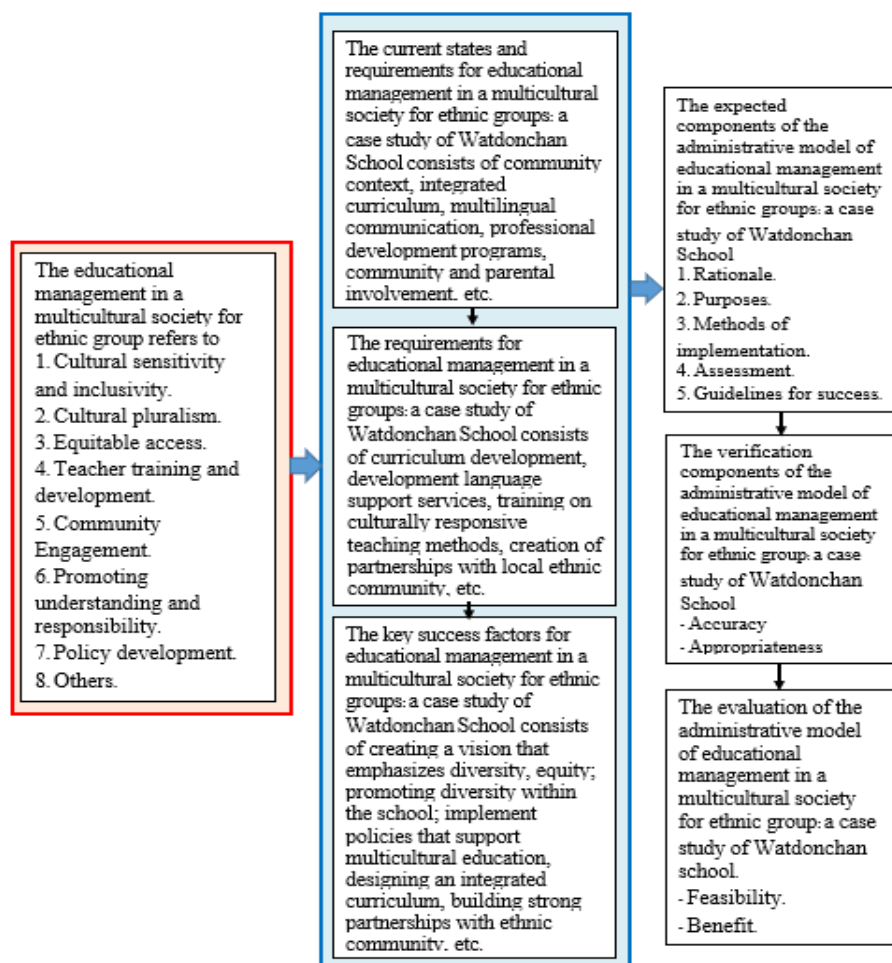
Figure 1 Research conceptual framework

Results and discussion

The current states and requirements for educational management in a multicultural society for ethnic groups: a case study of Watdonchan School.

The research team conducted an in-depth interview using a semi-structured interview form. teachers, educational personnel, school board committee, parent representatives, community representatives, representatives of ethnic groups, and monks, for eleven respondents. The data were analyzed using content analysis and classification of thirteen issues. The research results consisted of seven aspects, as follows:

From Table 1, the current status for educational management includes diversity of student population, cultural sensitivity, language barriers, inclusion and equity, conflict resolution and cultural understanding, student support services, and continuous evaluation and improvement. These include training teachers,

addressing language barriers, ensuring equal access to resources, providing counseling services, and addressing personal and academic concerns. Full-time counselors are not available. The requirements for educational management at Watdonchan School should focus on diversity, cultural sensitivity, language barriers, inclusion, conflict resolution, student support services, and continuous evaluation. Teachers should receive training to teach in multicultural classrooms, and the curriculum should reflect the diverse backgrounds of students. Language support programs should be provided for non-native speakers, and policies promoting equity and inclusion should be implemented.

From a study of educational management in a multicultural society for mountain students of primary school in at northern marginal area, Inrak (2014) found that found that the problem status identified several high-level problems in a school, including inadequate use of a website for information systems, failure to

implement evaluation results, insufficient community cooperation, teachers lacking classroom research and data, and inability to implement policies. Similarly, Bhanduaram and Mangkhang (2023) examined innovative multicultural education at Ban Hong Rattana Wittaya School in Thailand, focusing on coexistence principles, understanding cultural differences, promoting equality, and reducing bias, highlighting its effectiveness in promoting state citizenship.

Thongpan and Dejamonchai (2023) suggest that teachers should teach from three guiding principles: promoting equality, justice, international friendship, and respecting other cultures. They should emphasize the importance of considering both the internal and external environment in multicultural classrooms. Accordingly, Güven et al. (2023) explored the cultural diversity-related challenges in the primary classrooms and examined the reasons, effects and solutions; the findings indicated that issues about socioeconomic level, language, ethnicity, and disability were common among elementary teachers. The most significant obstacles were low academic accomplishment, student adaptation, bullying, and difficulties implementing the curriculum.

It may be because Thailand's educational management promotes diversity, cultural sensitivity, language barriers, inclusion, conflict resolution, and student support services. Teachers should receive training, curricula that reflect diverse student populations, language support programs, equity policies, counseling, mentoring, and continuous evaluation are crucial.

The guidelines for educational management in a multicultural society for ethnic groups: a case study of Watdonchan School.

The research team organized a workshop. The data were analyzed by content analysis and classified into issues. Key informants consisted of teachers, educational personnel, the school board committee, representatives of parents, representatives of ethnic groups, representatives of the community, and a monk, for a total of twenty informants participating in a workshop. The research results consisted of five aspects, as follows:

Firstly, in terms of personnel administration, school administrators should foster an open, individualized learning environment for all students and staff. They should provide training and knowledge development opportunities, support protection and welfare, promote creativity, and foster open communication. They should also support diversity by building multicultural teams and expressing opinions about ethnic needs. Conflict management is crucial for effective school management. Lastly, administrators should foster cooperation and teamwork among a diverse workforce, promoting understanding and cooperation in learning plans and management.

Secondly, in terms of academic administration, school administrators should prioritize comprehensive curriculum planning for ethnic students and investing in appropriate learning spaces and equipment. They should support teachers and staff in training and developing teaching skills. They should also encourage flexible learning and creativity. Monitoring and evaluating learning outcomes is crucial for improving teaching processes. Schools should collaborate with the community to develop relevant learning plans and projects. Collaborative learning with the community enhances understanding of ethnic groups' culture. A supportive system should allow teachers and staff to express opinions and suggest improvements.

Thirdly, in terms of student affairs administration, school administrators should foster a learning environment that respects ethnic diversity, encourages collaboration and teamwork, and provides opportunities for students to participate in activities related to their cultures. They should also provide life skills development, such as continuous learning and problem-solving, for adapting to everyday life. Additionally, they should encourage innovation and creativity, and provide teachers and staff with knowledge of ethnic cultures and their needs.

Fourthly, in terms of parent coordination, school administrators should establish an open communication system to facilitate information exchange between schools and parents. Schools can achieve this through online platforms or regular meetings. Parents should be encouraged to share their opinions and suggestions on school management and support for ethnic minority students' education. Schools should establish a guidance program to inform parents about their children's progress and encourage home learning. Regular meetings should be organized to discuss and solve student education issues. Languages should be easily

understood, and parents should be encouraged to participate in school activities.

Lastly, in terms of building networks in a multicultural society, school administrators should foster understanding and cooperation with the community by studying and learning about the cultures, traditions, and opinions of ethnic groups. They should create an open and thoughtful learning space that supports cultural diversity, allowing students and the community to express opinions and art. Schools should collaborate with organizations and community committees to support ethnic groups and develop community-based learning projects. They should also support ethnic students' commitment to learning and encourage extracurricular activities. Teachers and staff should be educated about the culture and needs of ethnic groups and support their work with the community and students' families. (Supising et al., 2023)

Table 1 Results of the current status of educational management and the requirements for educational management

The current states for educational management	The requirements for educational management
1. Diversity of Student Population	
Provide training and support for teachers to teach in multicultural classrooms effectively.	Provide training and support for teachers to teach in multicultural classrooms effectively.
2. Cultural Sensitivity	
There may be challenges in ensuring that the curriculum, teaching methods, and school policies are sensitive to all students' cultural backgrounds and needs.	Develop a curriculum that reflects the diverse cultural backgrounds of the student population.
3. Language Barriers.	
Some students may face language barriers if their primary language differs from the language of instruction.	Offer language support programs for students who speak languages other than the primary language of instruction.
4. Inclusion and Equity.	
It is important to ensure that all students, regardless of their ethnic background, have equal access to educational opportunities and resources.	Implement policies and practices that promote equity and inclusion within the school.
5. Conflict Resolution and Cultural Understanding.	
Providing accessible counseling services for students and staff to address conflicts and emotional issues stemming from cultural misunderstandings.	Provide opportunities for students and staff to learn about and understand different cultures, promoting empathy, respect, and conflict-resolution skills.
6. Student Support Services.	
No full-time counselors are available to address personal and academic concerns and a special focus on cultural adjustment and integration issues.	Offer additional support services, such as counseling and mentoring, to address the specific needs of students from diverse ethnic backgrounds.
7. Continuous Evaluation and Improvement.	
Irregularly gather student feedback regarding teaching methods, curriculum, and support services and never solicit input from parents to understand their perspectives and concerns.	Regularly assess the effectiveness of educational management strategies in addressing the needs of ethnic groups at Watdonchan School and make adjustments based on feedback and outcomes.

From a study of educational management in multicultural society for mountain students of primary school in a northern marginal area, Inrak (2014) indicated that for the guidelines, the school had to cooperate with the community to plan and process all activities for promoting their cultures. The teachers should have a seminar or training to learn the local culture and integrate it into curriculum development and instruction. The related organizations should support enough budget to develop the quality of multicultural education.

By the National Education Plan 2017-2036 (Office of the Education Council Secretariat Ministry of Education, 2017), Thai society must adapt to changes and promote peaceful living, maintaining sovereignty and overcoming threats. Civic education, including acceptance of multicultural values, is crucial for stability and development. Increased educational institutions are implementing these activities by providing teaching/ activities to promote coexistence in a multicultural society.

School administrators should create an inclusive learning environment, offer training, and promote diversity. They should prioritize curriculum planning for ethnic students, invest in resources, and support teachers. They should also collaborate with the community, respect ethnic diversity, and foster understanding by studying and learning about ethnic cultures.

The development of an administrative educational management model in a multicultural society for ethnic groups: a case study of Watdonchan School.

The research team organized a connoisseurship of the thirteen experts in educational administration, school administrators, educational supervisors, and experts in the field of multiculturalism and ethnology, and the research team. This phase was divided into two steps as follows:

Step 3. 1: Draft an administrative educational management model in a multicultural society for ethnic groups: a case study of Watdonchan School. From synthesizing the results from Phase 1 and Phase 2, the research team selected the important issues to draft a model comprised five model components as follows: 1)

principles, 2) purposes, 3) guidelines of implementation, 4) evaluation, and 5) conditions for success.

Step 3. 2: During connoisseurship, all experts and the research team edited and verified the accuracy and suitability of an administrative educational management model in a multicultural society for ethnic groups: a case study of Watdonchan School. The instrument used was a verification form. The accuracy and suitability were at 100.00 percent.

The evaluation results of the administrative educational management model in a multicultural society for ethnic groups: a case study of Watdonchan School.

The evaluation of the administrative model of educational management in a multicultural society for ethnic groups: A case study of Watdonchan School was conducted through brainstorming sessions with 21 informants. The instrument used was an evaluation form. The benefit and feasibility were overall at the highest level.

The components of the administrative model of educational management in a multicultural society for ethnic groups: A case study of Watdonchan School, after verification and evaluation, is explained as follows:

1. Principles consist of

1. 1 Foster an understanding of different cultures among administrators, teachers, students, and the community.

1. 2 Design and implement a curriculum that incorporates multiple cultural backgrounds of all students.

1.3 Provide continuous professional development opportunities focused on cultural competence, and inclusive teaching practices.

1.4 Engage with local ethnic communities, families, and organizations to build strong partnerships and involve them in the educational process.

2. Purposes consist of

2. 1 To define specific, measurable, achievable, relevant, and time-bound objectives that align with the institution's mission and vision for diversity and inclusion.

2.2 To identify needs and resources available to address effectively.

2. 3 To facilitate effective communication and collaboration with community stakeholders to support student learning.

2.4 To offer continuous professional development opportunities focused on cultural competence, inclusive teaching practices, and understanding the needs of diverse student populations.

3. Guidelines of implementation consist of 'DONCHAN'

D=Design: Design to ensure inclusive, equitable, and effective student education.

O=Organize: Organize and implement teaching practices and curricula that reflect and respect the cultural backgrounds of all students.

N=Needs of students: Continuous support and resources for teachers to address the needs of a diverse student population.

C=Collaborative learning: Encourage teachers to share best practices and strategies for multicultural education through workshops and collaborative learning communities.

H= Honor: Honor cultural diversity by establishing clear guidelines for respectful communication, interactions, and behaviors.

A= Attitude: Engage students in discussions, projects, and activities celebrating cultural diversity and encouraging positive attitudes towards multiculturalism.

N=Network: Create networks or support groups for parents and families from diverse cultural backgrounds to share experiences, support one another, and advocate for their children's educational needs.

4. Evaluation consists of

4.1 Establishment of systems to monitor and evaluate the effectiveness of multicultural educational practices and programs.

4.2 Conduct regular evaluations of programs and policies to meet the needs of a diverse student population.

4.3 Develop a plan for regularly monitoring and evaluating programs, policies, and practices, using qualitative and quantitative data.

5. Conditions for success consist of

5.1 Establish policies that promote equity, address discrimination, and ensure inclusivity in all school operations.

5.2 Integrating multicultural content, perspectives, and histories into the curriculum to reflect student diversity and promote cultural understanding.

5.3 Collaboration with families, local ethnic communities, and community organizations to support student learning and well-being.

5.4 Effective communication strategies that engage parents and community members in school activities, decision- making processes, and cultural events.

This model emphasizes fostering cultural awareness among all stakeholders, integrating diverse cultural perspectives into the curriculum, offering ongoing training for educators, and actively involving ethnic communities in the educational process. The objectives are to define specific objectives, identify needs and resources, facilitate effective communication, and offer continuous professional development. The implementation guidelines are 'DONCHAN', which includes design, organization, student needs, collaborative learning, honor, attitude, and network. Evaluation involves monitoring and evaluating the effectiveness of multicultural educational practices and programs, promoting equity, addressing discrimination, integrating multicultural content, collaborating with families, ethnic communities, and community organizations, and using effective communication strategies to engage parents and community members in school activities.

Khamtan et al. (2020) studied the educational supervision model for establishing multicultural teaching. The study found that the school principal had a role in implementing the policy regarding multicultural teaching and learning into action and reinforcing empowerment. That was the principal supports the teachers to engage in multicultural education, allows teachers to involve in the decision- making process; supports teachers to independently and collaboratively create the multicultural curriculum, lesson plans, and teaching strategies and tools; supports them with a required budget, and provides constructive feedbacks on teachers' teaching based on his classroom observations.

It is similar to Aricindy et al. (2023), who developed multicultural education models in Indonesian schools, focusing on social studies learning. They found that multicultural education is essential for Indonesia's pluralistic society, reducing conflicts and promoting respect for diversity. The study aimed to achieve educational equality for students from diverse racial, ethnic, cultural, social, and linguistic groups through innovative learning approaches.

Conversely, Thongpan and Dejamonchai (2023) indicated that Thailand's laws and policies promote multiculturalism, providing opportunities for migrant

workers' children to study in the education system. Teachers teach based on principles of justice, rights, equality, non- discrimination, peaceful coexistence, tolerance, and respect for other cultures. Teaching

management in multicultural classrooms should consider the policy environment, school environment, and school environment, all of which affect each other internally and connectedly.

The model's name is 'PPG(DONCHAN)EC'
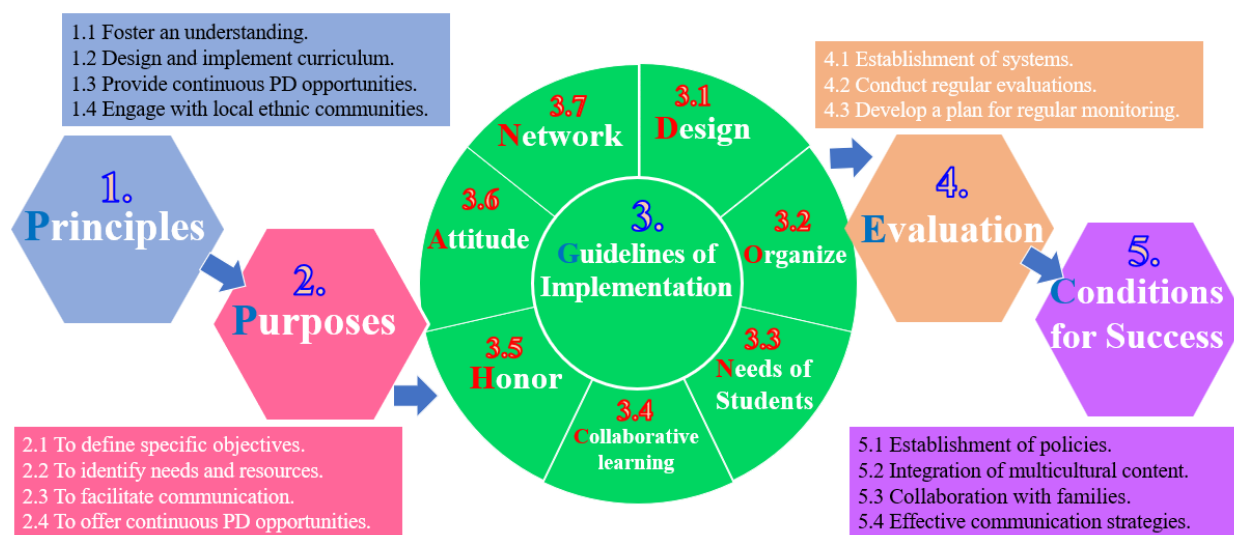
Figure 2 The administrative model of educational management in a multicultural society for ethnic groups: A case study of Watdonchan School.

Conclusions

An educational administration model in a multicultural society for ethnic groups: A case study of Watdonchan School offers benefits such as cultural sensitivity, inclusive policies, effective communication, enhanced learning outcomes, and community engagement. It promotes understanding and respect for diverse cultural backgrounds, fostering a harmonious environment. The model serves as a foundation for policy formulation, curriculum development, teacher training, conflict resolution, and continuous evaluation and feedback, ensuring an inclusive and effective educational system in multicultural settings. Adopting this model can lead to a more inclusive and supportive educational environment for all students, regardless of their cultural background.

Recommendations from this research

This administrative model can be applied to organize training programs for teachers and staff, focusing on culturally responsive teaching, conflict resolution, and integrated classroom management

techniques. By equipping educators with these essential skills, schools can create a more supportive and integrated learning environment for students from diverse cultural backgrounds. Schools with multicultural student populations can also adapt the administrative model to develop policies that encourage diversity, promote equity, and foster a sense of belonging among all students. This approach ensures that educational institutions are well-prepared to address the needs of diverse learners while promoting social cohesion and academic success.

Recommendation for further research

Future research should include a comparative study of Watdonchan School's administrative model with those implemented in regions with similar multicultural contexts to identify global best practices. Such a comparison would provide valuable insights into effective strategies that can be adapted to enhance educational management in diverse settings. Additionally, further examination of various models of community engagement and partnerships between

schools and local ethnic communities is essential. Understanding different approaches to collaboration can strengthen relationships between educational institutions and the communities they serve, ultimately improving the inclusivity and effectiveness of multicultural education.

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