

Chapter 1

Introduction

1.1 Origin and Significance of the Problem

Presently, Thailand is populated with people of ethnic diversity with various languages, religions, customs, traditions, and ways of life, particularly in the economic area like Chiang Mai. There is migration and immigration of foreign ethnic people and Thais from other areas to come work and study. They reside temporarily and permanently (Buadang, Kwanchewan, Punyasaranai, Panadda. and Leepreecha, Prasit, 2003: 13). It is also the case in the areas attached neighbouring countries such as the provinces in upper north. The residents are Lanna Thais and various hill tribe people. in north-eastern part in some provinces like Si Sa Ket and Buri Ram in some sub-districts there would be people with Cambodian and Suay residing along Thais in the Northeast. in lower south such as Songkhla, Pattani, Yala, Narathiwat, and Satun, there are Malay Thai residing along southern Thais and Chinese Thais. in the western part attached to Burmese border such as Kanchanaburi, Ratchaburi, and Phetchaburi, there would be people with Burmese, Mon, Karen, and Lao lineages co-residing with Thais. Even in the central provinces like Samut Sakhon and Samut Songkhram, there are many migrants from Myanmar, Cambodia, and Lao PDR residing (Yongyuan, Banyat Tanasettakorn, Panadda. and Chumchua, Vasunun, 2010: 1). This is congruent with the information from the report in the study on contemporary, problems, and trend of contextual change of the world and Thai society under globalization, which indicated that, at the present, millions of laborer from neighboring country had illegally spread into Thailand including the hill-area people and quite a number of minority group people who had originally resided in the country and had to no citizenship. Most of these cross-national workers and hill-area people were at reproductive age. Many of them have had their children while residing in Thailand. When children of foreigners grow up to the age of entering school, they should go to school or they might become a social problem for Thai society (Office of the Education Council, 2008b: 12). This ethnic diversity has led

to the societal changes. Anansuchatkul, Buppa (2011: c) stated that the co-existence of the people in the area and migrants could come in two types. in economic sense, the co-existence had contributed the country's economy. in sociocultural sense, it had created the gap within it. This was also noted by Khongkaew, Ngawsilp, Benjawittayatham, Somnuek. and Rattanapimol, Suwichanon. (1994: 9) who stated that Thai society was the society with cultural diversity co-existed by diverse group of people. in Thai society, however, ethnic groups had been treated as minority whose human dignity had not been recognized. They lack life freedom as do their counterparts in many countries all over the world.

The gap of being regarded as minority group people of ethnic people had led to a societal problem. in Thailand, rights of ethnic groups and tribal people had been directly or indirectly violated. There had been some rights threatening and violation through legal process and practice on the ethnic people determination of their life future. It is their human rights on development. Ethnic people had deprived economic, social, and cultural rights. They had been looked down on or discriminated against in various ways through prejudice. Prejudice is a big problem for minority and for the Thai society as well. Violation of social and cultural rights occurred all along. Most hill-area people have been looked down up and regarded as dirty, barbaric, ignorant, deforesting in the water-source areas, drug trafficking, and threatening the nation's security (Catholic Commission for Social Development, Department for Ethnicity, 2010: 31-32).

Social change resulted from co-existence of people with diverse culture besides affecting economy and socio-culture, have affected educational provision. This is due to the fact the migrant workers often bring their family along. Consequently, the school should have curriculum adjusted. The teachers should adjust the instructional activities to fit the real situation of the classroom in setting up the instructional activities in the classroom with cultural diversity or ethnic diversity, prejudice and bias could occur as the consequence of the large society's missocialization on such negative attitude. Concerning this, Dullaya-Anukij, Sompong (2006: 63-64) has pointed out that in each society, there were various patterns of life maintenance or culture. Members of each society had been influenced by culture through the socialization to realize social orders and values, beliefs, tradition, and behaviour. Consequently, members of the society had become getting used to their culture and felt strange or unable to accept anything

differing from their own ones. They tended to believe that their own culture was the best or above all others. They strongly held the cultural norm of their group. Anansuchatkul, Buppa (2011: e) had noted that, in providing education for the co-existence of people with diverse cultural background, most of the school personnel and people in the society still lacked knowledge and understanding and awareness on rights to education of non-citizen children particularly in the aspect on developing the skills needed for learning to maintain cultural identity of the ethnic groups. Moreover, these personnel still had negative attitude and prejudice against the children. This perspective came up from their sticking to the definition of “Being Thai” under the single-culture framework in spite of the fact that the present Thai society is full of cultural diversity. Concerning educational provision for the children at the present, Kesmanee, Chupinit (2012) had recommended that the state should promote the multicultural education at basic education level to socialize the student’s awareness on rights of different group of people to maintain social and cultural differences in the society. To achieve such goals, there is a need for the school to develop certain values and attitude such as tolerance, open-mindedness, acceptance for different point of view and ways of life in the society, flexibility and ability to adjust oneself to co-existence in the midst of diversity, etc. Moreover, the state should provide special budgetary supports for the higher education institution producing teachers with readiness for organizing multicultural education focusing on knowledge concerning cultural context, instructional innovation along cultural sensitivity, cross-cultural training, cross-cultural research, and job opportunity on multi-cultural roles.

Consequently, the classroom instructional provision had to be modified to support the student’s cultural diversity give up ethnic prejudice and discrimination by utilizing the guideline for organizing multicultural education for instructional provision multi-ethnic classrooms. Concerning this, Anansuchatkul, Buppa (2011: e) stated in the recommendations of the research project on the model for providing education for second generation heirs of the migrants from Myanmar that the policy for providing education in the century to come had to promote multicultural education in the sense of education provision to campaign for peaceful co-existence among culturally diverse people, respecting and equalizing human dignity, and attempting to reduce and get rid of the existing prejudice that has stimulated separation and discrimination. All these moves had to be done along the campaign for understanding fellowmen who differ. This

vision is congruent to the main goal of multicultural education pushed forward by Manning & Baruth (2004) who insisted that multicultural education was to build up equal opportunity in achieving the success in learning of students resulted from the instructional process to encourage the students to have awareness of, acceptance for, and appreciating diversity in culture, ethnicity, social class, gender, religion, and special needs. Multicultural education process should also implant onto the students the knowledge, responsibility, democratic orientation, justice, and equality. These visions are also congruent with the 21st century educational provision which would enhance the student's skills in learning and utilizing digital communicative innovation to facilitate life skills and work requiring interaction among the diverse cultures (Office of the Education Council, 2013: 62).

In Thailand, multicultural education has not gained much popularity due to the fact that Thailand has no clear and formal multi-culture concerned policy. On the contrary, the regime has stressed the unity of all people regardless their ethnicity attempting to make everyone Thai. The alertness on multi-culture in the society has come up in reacting to conventional vision on unity of Thai state whose citizens are mostly Thais (Sunanta, Sirijit, 2013: 11). After some socio-cultural changes occurring at the present, it is undeniable that education has to recognize the significance of this issue as the socio-cultural changes have fallen onto educational system. School and classroom have been directly affected. Bennett (1995) had mentioned the goals of multicultural curriculum that it was pushed forwarded for 4 values supporting the philosophical foundations of the curriculum model. These are (1) Acceptance for and appreciation of cultural diversity, (2) Respect to human dignity and human rights, (3) Responsibility for the world community, and, (4) Respect to the world. Thus, instructional provision in culturally diverse classroom to equip the students with the characteristics along the main goals were having students respect rights of others and accept and co-exist in the society cultural diversity.

From review the related literature on teacher competency development for organizing multicultural education, it was found that almost every country in the world, teachers had problems in organizing instructional activities in the culturally diverse classroom. Yongyuan, Banyat, et al. (2010) had studied on developing the multicultural education model in primary education school and found that the model on educational

provision of the schools affiliated with Kanchanaburi Office of the Primary Education Service Area 3 was still the model prescribed by the central authority, utilizing sets of knowledge centrally prescribed to teach the students. Most teachers believed that it was not necessary to integrate the contents on nationality, language, religion, tradition, and way of life foreign students to those on Thai. Ratanabhan, Jitlada, Nitchanet, Chirawat, Buadit, Chayapon, and Boonsang, Thawat. (2017: 115-145) had studied the model development providing education to promote multi-cultural co-existence between Thai students and transnational students in 4 early childhood schools in Phangnga Province, and found that there had not been any program for personnel capacity development for organizing multicultural education. The model focused on enabling the transnational students to adjust to Thai society. The model was not to organize multi-cultural education. The finding was similarly found by Manning & Baruth (2004) who found that if there was an instructional provision requiring the cultural integration, sometimes the teachers had bias against the students, elders, persons with impairment, foreigners, etc. This bias had been deeply rooted to the point of normality. The person was not aware that he/she had bias. However, the teacher could be able to turn negative attitude to the positive one if he/she had realized the significance of multicultural education for the students. Concerning skills, the teachers had to have understanding on various instructional strategies including group learning, collaborative learning, motive construction, competitive learning, etc. Belief and perception in each culture could reduce bias and discrimination. The teacher should try to build up good attitude, equality, and values to encourage the students to learn to their best along their cultural foundation. Thus, the teachers who provided multicultural education had to be well equipped with knowledge, attitude, and skills. These three characteristics had to be interrelated as to assure the highest effectiveness of the instruction. Concerning knowledge, the teacher had to have knowledge on facts and information on ethnicity and cultural diversity of the students. Concerning teaching competency, in general there had not been any preparation for the teachers to have knowledge on multicultural education, culture, ethnicity, and social stratification to gain understanding about ethnicity, bias, injustice, and cultural diversity of the students to set up the instructional plan and effectively carry out the instruction to suit the students with cultural diversity. Concerning attitude, the teacher at primary and secondary school levels had to have

good attitude, be democratic, respect rights of the students, be aware of the difference among students, have ability in perceiving the event in different culture, have understanding the complexity of culture and ethnicity, have willingness and want to work with others who differ from oneself.

Teacher competency development for preparing the teachers for the instructional provision in different context from that in school and classroom is then very important. Concerning this, the Office of the Education Council (2013: a) had stated that the quality of teacher was very important for developing the quality of education as the quality teachers would produce the students with quality. The teacher then had significant role in developing students to be perfect human in physical, mental, and intellectual aspects, having knowledge, morality, and culture in maintaining their life to happily co-exist with others. Quality of teachers then was the important factor to lead to the change of the student's learning. The findings of many researches reveal the students who had opportunity to learn with the teachers who could effectively teach would gain more developmental progress for 3 times than those learning with teachers who had not teach well. Development of the teacher's quality is a significant educational policy of every government so far. It is apparent that, at the present, the instructional provision has to be changed due to technological progress and the preparation for students to have the skills to respond to vision of the 21st century educational provision. The teachers had to change their roles or gain development on instructional provision such as carrying out the instructional provision along the real learning environment, project-based curriculum, creativity, focusing on the things the students know and able to do and feasible, placing significance on student-centered research and inquiry, and serving as the facilitator or coach, be concerned with diversity of the students, and not sticking oneself with "One Size Fits All" or "One Style fits All" attitudes (Sanrattana, Wirot, 2013: 105-106).

Consequently, the preparation of teachers to teach the classroom with students of cultural diversity is very important as the students in the classroom are not like the old ones who came from the same culture but they are now from many ethnic groups with different culture. The teachers have to adjust their instructional activities to fit the students with cultural diversity. Yongyuan, Banyat and Padungpong, Chaiwat (2007: 3) who insisted that the equality of opportunity to get education and opportunity to get

educational success could be the case, there had to be an adjustment on the instructional method and educational policy to facilitate students from every cultural group to assure equality. If this process is used in school, problem of educational opportunity inequality encountered by some minority people. From the study on competency of teacher in instructional provision in multicultural classroom by Jared (2010) Vescio et al. (2009) Manning & Baruth (2004), and Allen & Labbo (2001) it was similarly found that the competency needed for instructional provision for the teachers were the preparation for teaching students with cultural diversity, the integration of teacher's culture and student's culture, knowledge and understanding on the difference among student's ethnicities and nationalities, prejudice, bias, democratization, respecting rights of students, and working with others who differ.

At the present, Teacher competency development on instructional provision in the classroom with cultural diversity is then very important. So far, it was found that a certain group of teachers have not been ready to take care of the children in rural areas nor those with different culture. This was the basically the problem challenging teacher training all along leading to certain professional dissatisfaction. The situation is worse if the teacher could not speak local language nor understand the values, social order, and expectation of the locality (Office of the National Education Commission, 2002: 9) teacher competency development could be done in many ways such as workshop, training, study tour, using information technology, including furthering study as high level. The Office of the Education Council (2013: 85) had analysed the situation of teacher development as the whole and provided recommendations for developing teachers for the student quality, it was found that the main weak point concerning the teachers was that some of them still lacked of techniques for teaching and organizing the instructional process to encourage the students to think, analyze, and use reasons in solving the problems by themselves. They lacked of the experience of real practice in the subject they taught resulting the inability of the graduates to apply knowledge to work or maintain career. Besides, educational institutions at the same level and of the same type differ in their educational quality, management, budget, personnel, and the readiness for relevantly providing curriculum. The teachers lacked of understanding in constructing curriculum and they had not seriously use the created curriculum in the instructional provision. in measuring and evaluating the instructional, the teachers had

placed more significance on the content than any other desirable behavior and characteristics of the students.

Concerning the solution to the problems on teacher development, the National Institute for Development of Teachers, Faculty Staff, and Educational Personnel (NIDTEP) (2007) had studied and followed up the progress of Teacher Watch project province by province and developed the mode for teacher development responding to the situation and problems encountered by the teachers in proceeding their duties. From mobilizing the ideas from the teachers representing the higher education institutions in the local areas, representatives of school administrators and teachers from large, medium, and small schools including the officials from the office of educational service areas and concerned agencies at the regional level of 4 regions, the gained information had confirmed the model of teacher development along the same direction. It was the training model which was coherent and basing on the problems confronting teachers. It was also found that most teachers had wanted the development model that would not have teachers to leave the duties behind. The training could also be done by the concerned agencies or resource persons to facilitate the teachers to exchange their experience with others on continuous basis. Moreover, Dachakupt, Pimpan and Khangkhan, Pornthip (2008) contended that the teachers had to maintain their self-development in various forms such as learning exchange and experience reviews among the colleagues during their task performance which was the learning exchange from real practice similar to that of school-based teacher development model. All these are the guideline for new age of teacher quality development in 2nd decade (2009-2018). This model of personnel development had proved to be economical saving the budget working along the real situation of problems and needs of the school and the teachers who were the target group of the training. Participation in the training was on voluntary basis not top-down order by the affiliated agency. Developing method emphasized practice in the real place utilizing collaboration of all the sides concerned in collaboratively planning, solving problems, and operating with the supervision and follow-up for the trainees on continuous basis leading to the culture of continuous work developing (Office of the Education Council, 2012: 34-35).

The development of the teacher's competency in teaching in the classroom with cultural diversity was to equip the students with the attitude and characteristics of respecting rights of others, accepting cultural diversity and co-existing in the society with cultural diversity by utilizing the guideline for organizing multicultural education to organize the instructional process to reduce and get rid of the student's ethnic prejudice and discrimination in the classroom. Concerning the teacher's instructional competency in classroom with cultural diversity, there had not been any study on teacher's behavior needed to have in the classroom to develop the students to have characteristics in respecting rights of others, accepting cultural diversity and co-existence in the society cultural diversity. The researcher then had become interested to construct and develop the factors and indicators for teacher's instructional competency in classroom with cultural diversity using the behavioral synthesizing technique to synthesize the teacher's instructional provision behavior from the texts, documents, researches, and articles both inside the country and foreign countries for about 20 of them before coming up with a set of indicative behavior on instruction of teachers. These indicative behaviors were checked for their reliability and validity by experts in the field. Exploratory factor analysis was carried out to check the suitability of indicators and validate the indicative behavior for the teacher's competency on organizing instruction for ethnic students one more time before using them as the main factors crucial for constructing the model for teacher's instructional competency development in classroom with cultural diversity to have the students acquire the characteristic of respecting rights of others, accepting the diversity and co-existence in the society with cultural diversity. However, one crucial point in the teacher's instructional competency development in classroom with cultural diversity was the use of personnel development theory as the guideline for development. In this research, the researcher had used the human resource development process modified from that of DeSimone, Wemer, and Harris (cited in Misomnai, Chaloemphong, 2012: 5-16). The process of human resource development was composed of 4 main steps, namely, (1) Assessing needs for human resource development, (2) Designing human resource development plan, (3) Carrying out the human resource behavior development, and (4) Evaluating the human resource development. All these steps were conducted along the

use of effective teacher development model to be able to use the results for applying in the classroom and other teacher's tasks.

As the result of this research, the researcher hoped that factors and indicators developed from the synthesis of the materials from the textbook, documents, research works, articles, and exploratory factor analysis. They were also validated by experts' ethnic students and directly concerned individuals – the teachers who taught in the classroom with culturally diverse students to be reliable and suitable for developing the teacher's instructional competency development model for teaching in the classroom with cultural diversity. Besides, schools, community, office of primary educational service area, office of secondary educational service area, as well as the faculty of education of various universities which produced teachers and educational concerned personnel in every sector could use the findings of this research to instructional provision and teachers so that they could use it to teach the students leading them to respect rights of others, accept cultural diversity, and happily co-exist in the society with cultural diversity. The educational process could help reduce any possible ethnic prejudice of students and narrow the gap between people in the society with cultural diversity resulting in the happy coexistence of all people.

1.2 Research Questions

1. What are the factors and indicators of the teacher's instructional competency in classroom with cultural diversity to develop the students to have the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity?

2. What should the appropriate model for developing teacher's instructional competency for the classroom with cultural diversity to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity be like?

2. What are the results of using the model for developing teacher's instructional competency for the classroom with cultural diversity to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity?

1.3 Research Objectives

1. To analyse factors and indicators of the teacher's instructional competency in classrooms with cultural diversity to develop the students to have the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity

2. To develop the model for developing the teacher's instructional competency in the classroom with ethnic diversity to develop students develop the students to have the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity

3. To study the results of using the model for developing the teacher's instructional competency in the classroom with ethnic diversity to develop students develop the students to have the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity

1.4 Scope of Research

Scope of Population in Step 1

Scope of population used for developing factors and indicators of instructional competency of teachers in classrooms with cultural diversity are of 3 groups as follows:

Group 1 - This group was for analysing indicative behavior of teacher's instructional competency in classroom with cultural diversity which included textbooks, documents, researches, and articles concerning instructional provision both inside the country and in foreign countries.

Group 2 – This group was for checking the appropriateness of indicative behavior of the teacher's instructional competency in classroom with cultural diversity which included lecturers affiliated to the Office of the Higher Education Commission concerning educational provision in the classroom with cultural diversity.

Group 3 – This group was to analyse the Exploratory factors on teacher's instructional competency in classroom with cultural diversity which included the students learning in the classroom with cultural diversity in the schools affiliated to Secondary Educational Service Area Office and Primary Educational Service Area

Office in 14 northern provinces, namely, Kamphaeng Phet Chiang Rai Chiang Mai Tak Nan Phayao Phitsanulok Phetchabun Phrae Mae Hong Son Lampang Lamphun Sukhothai and Uthai Thani.

Scope of Population in Step 2

Scope of population used in developing the model for developing teacher's instructional competency in classrooms with cultural diversity are of 3 groups as follows:

Group 1 – This group was to confirm the appropriateness of indicative behavior of teacher's instructional competency in classroom with cultural diversity. They were the ethnic students, Faculty of Education Chiang Mai University, and faculty of Education, Chiang Mai Rajabhat University.

Group 2 – This group was for find the method or guideline for teacher's instructional competency development in classroom with cultural diversity which included:

2.1 Lecturers affiliated to the Office of the Higher Education Commission to be for studying on providing education in the classroom with cultural diversity.

2.2 Superintendents and the teachers with teaching experience in the classroom with ethnic diversity affiliated to Secondary Educational Service Area Office, Bureau of Special Education Administration, and Primary Educational Service Area Office in 14 northern provinces, namely, Kamphaeng Phet, Chiang Rai, Chiang Mai, Tak, Nan, Phayao, Phitsanulok, Phetchabun, Phrae, Mae Hong Son, Lampang, Lamphun, Sukhothai, and Uthai Thani.

Group 3 – This group was to confirm the appropriateness of the teacher competency development model for instructional provision in classroom with cultural diversity which included:

3.1 Lecturers affiliated to Office of the Higher Education Commission who had been concerned with providing education for the classroom with cultural diversity.

3.2 Teachers who had teaching experience in teaching the classroom with cultural diversity affiliated to Secondary Educational Service Area Office, Bureau

of Special Education Administration, and Primary Educational Service Area Office in 14 northern provinces, namely, Kamphaeng Phet, Chiang Rai, Chiang Mai, Tak, Nan, Phayao, Phitsanulok, Phetchabun, Phrae, Mae Hong Son, Lampang, Lamphun, Sukhothai, and Uthai Thani.

Scope of Population in Step 3

This is the population used for studying the results of using the model on teacher's instructional competency development in classroom with cultural diversity was of the schools where instructional provision in the classroom with cultural diversity had been carried out. They were affiliated to the Primary Educational Service Area Office in 14 northern provinces, namely, Kamphaeng Phet, Chiang Rai, Chiang Mai, Tak, Nan, Phayao, Phitsanulok, Phetchabun, Phrae, Mae Hong Son, Lampang, Lamphun, Sukhothai, and Uthai Thani.

Scope of Content

1. Development of factors and indicators of the teacher's competency in providing instruction in the classroom with ethnic diversity. The researcher had constructed the indicators of the teacher's instructional behavior derived from synthesizing behaviors on instructional provision of teachers which included using textbooks, documents, researches, and articles concerning instructional provision both inside the country and in foreign countries and analyzing the factors and indicators by using statistics in the process of exploratory factor analysis.

2. In constructing and developing the teacher competency development model in instructional provision in multiethnic classroom, the researcher had analyzed factors and indicators along personnel development theory and studied the characteristics of students expected to occur in this research which was the acceptance of, respect to, and co-existence in the society cultural diversity.

1.5 Operational Definition

Instructional Competency Development Model is referred the operational method or process of teacher development which shows factors and interrelationship of such factors related to instructional competency development which is composed of 8 components, namely, (1) Goals, (2) Vision, (3) Principles, (4) Workshop for developing teacher's instructional competency, (5) Classroom with cultural diversity, (6) Teacher's instructional competency, (7) Learning organizing process, and, (8) Characteristics of student in the society with cultural diversity. This is the school-based teacher development model.

Instructional Competency is referred to knowledge, skill, attitude, and characteristics of teachers related to instructional provision in classroom with cultural diversity. They were obtained from variety of workshop along the model for developing the teacher's instructional competency in the classroom with cultural diversity. It was evaluated by using the test on knowledge on ethnic students, questionnaire on rights respect of students, forms for observing instructional provision in classroom with cultural diversity to equip students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity, form for recording student's behavior, reflection of teachers, and reflection of students on teacher.

Indicators of Teacher's Competency is referred to the observable behavior or the embedded behavior of teachers expressed during instructional provision in the classroom with cultural diversity combined with the results of literature reviews on documents, textbooks, researches, and articles concerning instructional provision both in Thailand and foreign countries. The competency starts in the process of planning for instructional provision, creating instructional media, carrying out the instructional provision, and evaluating the instructional provision.

Ethnic Student is referred to the student whose father or mother is foreigner or ethnic people. It is also referred the transnational child who followed their parents in migrating to reside in Thailand or the child who has different cultural background.

Classroom with Cultural Diversity is referred to the the classroom learned together between students who have single culture like those students in the low land

areas whose father and mother are from the same cultural background and co-study with ethnic students who have at least two cultures in maintaining life maintenance. These two cultures are of their parents and that of the mainstream Thai culture.

Characteristics of Students are referred to the good characteristics of the student expected to be after he or she had learned through instruction provided by the teacher who had taken part in the development program along the model of teacher's instructional competency development in classroom with cultural diversity in respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity

Respecting Rights of Others is referred to behavior that would not look down, disregard, make fun of, or violating rights of classmates in the classroom with cultural diversity through body, words, or sexual harassment.

Acceptance for Cultural Diversity is referred to the perception, understanding, appreciating, and realizing the cultural difference of classmates in classroom with cultural diversity in life maintenance, using language, religious belief, dressing, culture, tradition, and plays.

Co-Existence in Culturally Diverse Society is referred to physical and verbal behavior expression in a polite way, providing help, and sympathizing classmates in the classroom with cultural diversity in communicating, group working, emotional managing, and understanding oneself.

Effectiveness of the Model is referred to the whole features of the models that could satisfy the criteria on appropriateness of the activities to be carried out in the workshop and operating the model of instructional competency development in classroom with cultural diversity to achieve the set objectives along the evaluation of the model users with average score of 3.50 and up.

School-Based Teacher Development Model is referred to process for developing the teacher's competency in instructional provision in the classroom with cultural diversity by organizing the activities for all the teachers to have part in solving the common problems and exchange their learning gained through real practice in the classroom which is a part of normal instructional provision along the supervision and follow-up on continuous basis.

1.6 Outcomes of the Research

1. Obtaining factors and indicators on the constructing competency needed for the teacher in organizing the instruction in the classroom with cultural diversity to build up on the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity. Indicative behavior was derived through the synthesis of documents, textbooks, research works, articles on instructional provision both inside and outside the country before being checked for appropriateness by experts. After that they would be checked through exploratory factor analysis and passed through the appropriateness checking by ethnic students to serve as the basics for developing the model for developing the teacher's instructional competency in classroom with cultural diversity.

2. Obtaining the model for developing the teacher's instructional competency in classroom with cultural diversity to train the students to have characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity. The model was more developed and checked for its appropriateness by the experts.

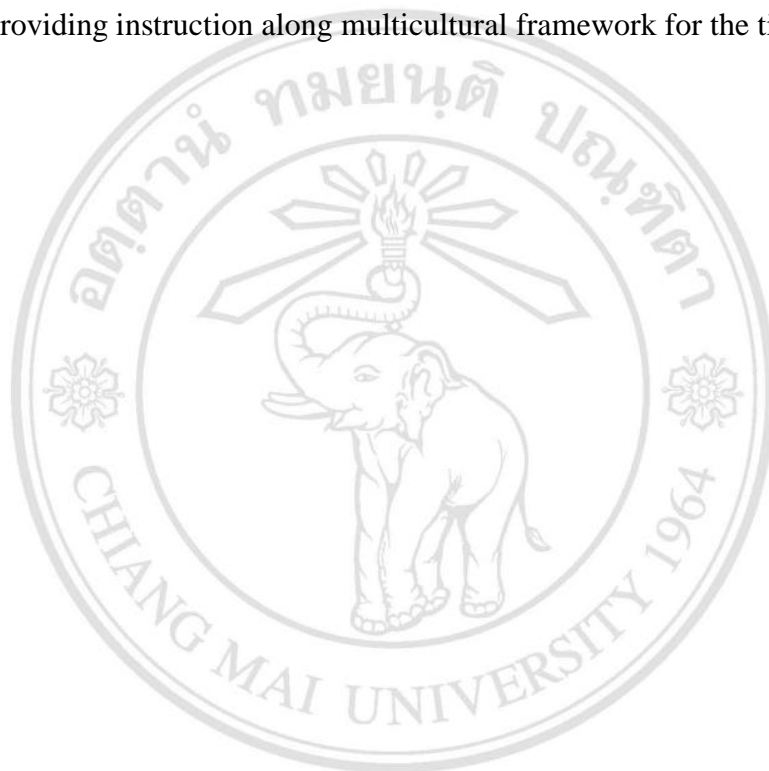
3. Getting the results of using the model for developing instructional competency of the teachers to be carried out in classroom with cultural diversity to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity which also serve as the information for the concerned agencies at the school and community levels, the Primary Educational Service Area Office, Secondary Educational Service Area Office, Bureau of Special Education Administration, as well as the Faculty of Education of various universities which produced teachers and the persons concerning education in every sector use for developing the students to have characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity.

4. Obtaining the model for organizing instructional activities in the classroom with ethnic diversity along with the academic managing model of the school administrators.

5. Obtaining the model for developing the teacher's instructional competency in the classroom with ethnic diversity responding to the 21st century educational provision in developing learning skills of students for the 21st century educational provision.

6. Obtaining the model for developing the student's characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity.

7. Serving as a guideline for studying and research conducting of those who are interested in providing instruction along multicultural framework for the time to come.



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