Chapter 2

Related Literature Review

In conducting the research on the model for developing teacher's instructional organization competency in multi-ethnic classrooms to equip the students with the ability to respect others, accept cultural diversity, and co-existing in society with cultural diversity, the researcher had studied the related literatures as follows:

1. Concepts of Ethnicity
2. Concepts on Multicultural Education
3. Concepts Concerning Teacher's Instructional Organization Competency
4. Concepts on Educational Personnel Development
5. Concepts of Indicators
6. Concepts Related to Teacher Development Model Construction
7. Related Literature Review

2.1 Concepts of Ethnicity

Basic Information on Ethnic Groups

Most ethnic groups in high areas of Thailand live the areas distributed in 20 provinces, namely, Chiang Mai, Chiang Rai, Mae Hong Son, Phayao, Ramphun, Prae, Nan, Lam Pang, Tak, Phetchabun, Phitsanulok, Loei, Sukhothai, Kamphaeng Phet, Kanchanaburi, Uthai Thani, Suphanburi, Ratchaburi, Prachuap Khiri Khan, and Phetchaburi. From the in-depth population survey in 2008, there are 15 hill-tribe groups composing 964,916 populations spreading over 3,829 villages. In the 13 northern provinces, there are 851,282 people or 88.22% of all the hill-area population in the country. Among these, Chiang Mai has the highest number of hill-area population coming up to 244,291 people or 25.31%, followed by Tak and Chiang Rai that have 130,065 and 130,054 population respectively (Institute for Research on High Areas, http://www.hrdi.or.th).

General Perception of Thai People on Ethnic Group in Thai Society

Thai Society is the society with cultural diversity but ethnic group had been regarded minority people whose human dignity has been minimized to the point of losing all the life freedom which is the situation found in many countries all over the world (Khongkaew, Ngaosilp, et. al., 2537, 9). It is apparent that, in Thailand, the violation on rights of the ethnic group and tribal people have come up in variety of forms both directly and indirectly, such as the threat and right violation through the legal process and practice, the violation of rights in life maintenance, one's life determination, etc. The violation of ethnic group people's rights is also found in the midst of development. Their economic, social, and cultural rights were violated. They have been looked down upon. Others have prejudice and discriminated against them in various ways. They have been taken advantage of. Their cultural heritage has been utilized for commercial and tourist purposes. The forest resources in their areas are taken over accusing them of natural resource destroyer to the point of threatening the national security. They are also accused of distributing narcotic substances. The prejudice against ethnic people has become a serious problem for the ethnic group people and other Thais in the society. Hill area people have been looked down upon and treated as dirty, wild, low-educated, deforestation, damaging water sources, selling drugs, and threat to the national security (Catholic Committee for Social Development, the Plan on Ethnic Group People, 2010: 31-32). Violation of rights or having been treated as a minority group have many social problems on the ethnic group people.

Prejudice and Discrimination against Ethnic Group

Prejudice, discrimination, or social segregation has been wide-spread in the present Thai society. Ethnic group or indigenous people have been tremendously affected by prejudice and discrimination leading to the societal segregation and conflict later on. Similar observation was also made by Dullaya-Anukij, Sompong (2006: 63-64) who had explained the ethnic prejudice that each society had differed in its life-maintaining patters or culture. Member of each society had been influenced by the societal culture which trained them to directly and indirectly learn about social order in forms of beliefs, tradition, and expressive behavior leading the members to be familiar with their culture. They would be surprised to or not accept the things differing from

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those they originally acquired. They tended to believe that their culture was the best or better than others by using the cultural standards seen in their society as the basis. Those who had ethnic prejudice or been centered at their culture were those who had narrow experience and got used to only their culture. They tended to be self-centered and had prejudice which sometimes led to the social conflict (Adivattanasit, Jumnong, et al., 2004: 27-28). This research then was to study deeper into how to reduce the prejudice and discrimination of the people in the society that is of multiple cultures, especially between that of the lowland people and ethnic group to come up with some principles to be applied to solve the society's problem.

Attitude Toward Ethnicity and Behavioral Expression

Chuenmanuse, Orrathai (1973: 44-49) had analyzed the attitude concerning ethnicity and behavior having been acted out as follows.

1. In most human society, people tended to appreciate their characteristics and had prejudice against outsiders who were ethnically different particularly those who had lower socio-economic status.

2. Component of certain societal structure could lead to the prejudice or social segregation.

3. Normally, people in general could not realize how much prejudice they had. They often rated their prejudice much lower than what they actually had. They could not realize the impact of the prejudice they had on their expression and were not guilty to feel so. On the contrary, they often took their strong feeling or hate that had against minority people as something normal. Further than that, they felt what the minority people deserved being treated because they had bad behavior.

4. Those who had prejudice against a ethnic group would easily have prejudice against other group and other.

5. Stereotype of ethnic group people in every society would have similar nature.

6. Those who had prejudice against ethnic group would find it difficult to remove it though the socio-economic conditions of the society had differed from the previous ones.

7. Those who had prejudice against certain ethnic group would maintain their memory on members of the ethnic group that they had prejudice and would come up with the proportion of the ethnic group they did not like much higher than what it was.

Moreover, Chuenmanuse, Orrathai (1973: 87-90) had cited the impacts of the prejudice people had against a certain ethnic group that the ethnic groups that were put under limitation and imposed with the stereotype would have three kinds of reaction as follows:

1. Avoiding interacting with the majority
2. Accepting whatever consequence that follows
3. Expressing regression to resist to the majority

They also had variety of personality which might come in form of self-doubt, luck depending behavior, emotional burst-out, deviant, violating law and regulation, having inferiority complex, unhappiness within the family, or poor mental health as studied by Goodman (1952 cited in Chuenmanuse, Orrathai, 1973: 90-91) who found that among school-age children, Negro children were more oversensitive with race then the White ones. They also had conflict with other concerning values. They always had imagination that led them to avoid the real-life situation as well as constantly felt that they were treated or put down simply because of their racial background.

It could be concluded that prejudice is not something people are born with but it is the product of learning, particularly from the family through the imitation on the way of thinking and behavior of the parents having been expressed or from friends. They have had experience to learn that those who dissociate from them would be regarded as inferior. When prejudice occurs, it would jeopardize the co-existence in the society and have impact as well on the individual who had been looked down upon via such prejudice.

Causes of Prejudice

Ummnoey, Jutharat (2008: 204) pointed out that prejudice was caused by the factors ranging from societal ones to those at mental level which included conscious and self of an individual. The details of the analysis are as follows:

1. Prejudice due to Social Factors

      1.1 Social structure – Every society had rule and regulation for its member to comply to. Such rules also served as the measure to exclude outsiders as well.

      1.2 Citizenship – a measure to define who are citizens of a nation in the world community. It had been defined by the law prescribed by its member to regulate all to maintain the nation's authority.

      1.3 Race – People with ethnicity had encountered social prejudice that claims biological factors in combined with cultural one to justify the difference on the look.

      1.4 Caste was the system to differentiate people in the society basing on socio-economic status or origin that differs.

      1.5 Politics, government, and political party had involved with certain issues to become political – All of these were the factors used to single out the issues one has supported from those he or she has not. It could lead to prejudice between and within groups of people.

      1.6 History was the story that connects socio-economic and cultural structures of the society. The transmission of historical knowledge in certain way could create prejudice among groups of people such as the conflict between Thai and Burmese, the conflict in the three-southern provinces, for example.

2. Prejudice due to cultural factors

      2.1 Custom and tradition of dressing are outside look that differs. It could cause prejudice when one member of a cultural group was proud of his or her culture and viewed that his/her culture was better than that of others.

      2.2 Language was an important sign showing identity. Meanwhile linguistic difference created social gap and obstructed the communication and mutual understanding leading to separation and discrimination.

      2.3 Religion was the key factor of prejudice both prejudice within the same sect or between religions such as Roman Catholic and Protestants and prejudice between those who believed in different religions which promote different values,

beliefs, and method of life maintenance. All of these often led to conflict and violence as had been the case in the present world society.

3. Prejudice due to Physiological Factors

3.1 Physical appearance which differed such as skin, body, shape, face, skin odour, etc. were all used as the bases for having prejudice toward other group of people.

3.2 Gender which is the natural entity since one was born. It has been used to set social, cultural, and mental differences.

4. Prejudice caused by Psychological Factors

4.1 Conflict of interest due to the physical, property, and mental needs.

4.2 Defense Mechanism – This was the mental mechanism used by some people as the protector to protect them from the confrontation and conflict generating situation. Whoever came to threat or destroy it would be fought back by this mechanism in physical or verbal. It differed from case to case.

4.3 Self-respect – Everybody had self and consciousness in sticking to his or her self. Many murderers who were found guilty to the point of putting into death toll had this construct. Whoever tried to destroy his or her self-respect would be fought back.

4.4 The needs that had not been satisfied because of certain obstructs would lead to disappointment and prejudice.

4.5 Mental and instinctual abnormality and getting a certain mistaken signal could lead to the prejudice and norm-deviant action such as a mother who had killed her baby because of her getting signal from Indra, for example.

Chuenmanuse, Orrathai (1973: 151) pointed out that the prejudice viewed from social and cultural factors could be regarded as a kind of attitude – the product of direct or indirect learning during the time one was alive living in the midst of his or her environments. Societal and cultural conditions had created the person's prejudice. The process could be described as follows:

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1. Social learning process was the process by which a child was taught to maintain his/her life his or her culture. He or she would learn about things that the society and culture expected him or her to actualize along various beliefs expected to be held.

2. The consequent conclusion from one having seen via the social learning could lead to the prejudice basing on what one had seen or heard. The conclusion was a step forward through which the person simply overlooked the facts, imitated other, and submitted to the societal influence.

3. Whether one would like or dislike someone depended on the person's beliefs which often depended on those of others. This was the case than ethnicity or ethnicity of the target individual.

From the literature review, it could be concluded that prejudice was created by many factors, namely, social, cultural, or physical ones causing prejudice of the people in such community. Hence, in order to solve the problem concerning prejudice, there should be more focus on the factors causing prejudice in various context of such physical area to be able to effectively solve the problem along the goal set.

Prejudice Reduction and Solution to the Discrimination Problem

Prejudice was not unchangeable situation. It could occur or change with the correct measure. Pennington, Gillen, and, Hill (1999: 341) had suggested the method to be used to reduce prejudice and the discrimination problems as follows:

1. Super-ordinate Goals – This type of goal was set to solve the problem to be surely solved if two groups had lent hands due to their realization on the value of working together to carry out a certain task. With this goal in mind, members of the groups would collaboratively think, act, and commonly get the outcomes of such collaborative action. On the contrary, the task performance always failed if one group put themselves above the other.

2. Re-categorization – As social class had often existed in most society, the people in certain group often have discrimination against those outside their group. Consequently, the reorganization of the group was necessary. It would make the border that had differentiate between insiders and outsiders change. When this occurred, those who had affiliated with the new group would have to comply to the rules and

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regulations of the new group which differed from the past. The person should develop positive thinking about things which was the key factor to condition people to be part of a larger group. They also learned the conditions on when people worked together. Moreover, the regrouping could also help deconstruct the social stratification and divide it to the new units making their members just an individual with unity and could no longer be divided. This concept was opposite of the idea to setting up the new larger group in which members would lose their self-esteem.

3. Reducing the conflict within the group through ratification on part of it members – Between the groups that differed in ethnicity, psychologists, politicians, mass leaders, and the likes, liked to use to reduce prejudice and conflict. Under the situational change due to the ratification, the prejudice on part of the group's member had decreased and there were some positive changes and the relationship was embedded with friendliness. This kind of attitude would also occur when the individual interacted with people from different social background reducing the societal desegregation while promoting homogeneity.

Chuenmanuse, Orrathai (1973: 164-177) discussed the solution to the prejudice problem or reducing the prejudice via sociocultural process as follows:

1. Offering the information to lessen the prejudice through social learning process or socialization some of which had provided wrong information in the past leading the individuals to overgeneralize about thing and wrong reasoning. For example, one who had overgeneralization that any members of minority people were superior and they had to work only as the servants. This example would prompt the attempt to provide the target people with the true fact that was opposite of the one having been acquired. The process could help the target group change their mind set and look at the scenario from different perspective resulting the reduction of the prejudice.

2. Changing pattern of Interaction between Group – This process could enhance interaction between groups and help reduce the prejudice as it fostered learning among the individuals. One member of the group could set up his/her thought and behavior to be seen differently by people outside of such group. The consequences were the outsider's acceptance leading to getting rid of the non-common beliefs. Moreover, there was another method known as the shared coping approach which was based on the

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assumption that the relationship between groups continued to work out the common objectives both groups had. Responsibility then followed. This type of relationship would help reduce the prejudice. The shared coping approach continued to assume that when the level of interdependency increased, the prejudice decreased. The common experience helped to get rid of strong feeling of hate between groups. As this new experience helped enhance the friendship among people who came from different groups as shown in the chart below:
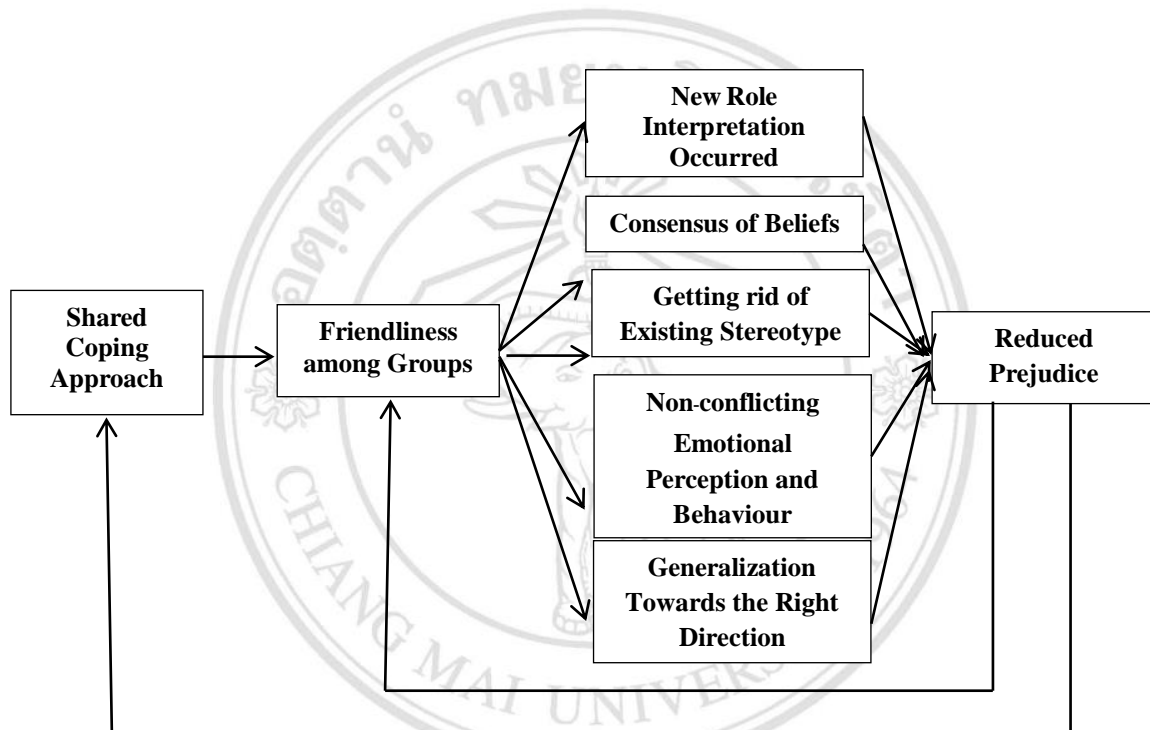
Figure 2.1 The Shared Coping Approach

Source: Chuenmanuse, Orrathai (1973: 7-8)

Common goal was referred to the goal to which everybody from any group had to work together and collaborate the whole operation. Goals could come up in two forms:

1. It was the goal which all members of the group were insured and decided if it was the thing they all had wanted, such as a religion-support groups had commonly carried out the activities to collect the donation to support the temple and other types of religious facilities.

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2. It was the situation required every individual in the group to carry out thing in collective way to achieve each individual's goal. This was well illustrated in the case of a group of people in the dinghy lifeboat. They all had to help one another to keep the lifeboat float to assure the safe arrival at the bank of the sea.

Share Coping is referred to the needs of individuals to work or operate together to reach a goal common to everyone. Aiming so, all members of the group would help one another to move forward toward the goal. The highest degree of collaboration could occur when the situation had come up. The situation required share coping make some individuals who had mistakenly known about people and others got the more correct perception. If collective effort was needed but members got the wrong perception about people and things, the opportunity for the collective effort to realize the goals would be less. Besides, share coping situation could also allow the one who was with prejudice had the opportunity to let go the former assumption contending that other individuals from different groups would have non-congruent beliefs aside from his or her. The situation which required that everybody had to cooperate would become the group's influence that socialized members to be harmonious resulting less belief conflict. The situation would reduce, if not totally get rid of, the strong feeling of hate basing on ethnicity. On the contrary, friendliness would come up.

Factors for Getting Rid of Prejudice - Share Coping Approach
1. Products of Cooperation

The products of cooperation would lead to achieve the common goals. The product mentioned here was referred to the operation to actualize the common goal or fail to do so. The success or failure has the force to maintain interpersonal relationship among people of different groups. If not achieving the goal, new problem might come up. In case of people from different ethnicity come to work together and failed, such outcome might, on the other hand, light up and increase prejudice among them. Everyone would accuse others to maintain his/her dignity. From those people's perspective, the blame put upon others would make his or her attitude and action more justified.

2.   Status-based Relationship during the Interaction

In some situation in which individuals contacted others within the group or commonly engaged to push forward for the common goals, prejudice might not be lessened due to the inequality of the status of the group's members. Status difference could obstruct the effort to lessen or get rid of the prejudice as such situation had created the difficulty for both sides to build up friendliness. They had no incentives or there was no supporting condition to help each side to start it. Even in the group where members were with the same ethnicity, dissatisfaction might occur. Unity among individuals with status difference was hard to create compared to that of those with the same status.

3.   Norm of the Community Surrounding the Contacting Situation

Norm was referred to the atmosphere surrounding share coping situation which had a lot of influence. Norm that could help reduce personal prejudice was the norm on equality and the norm that regulated against prejudice among the people.

4.   Personality and Demographic Factors

Components of the individual's personality and his or her demography were the key factors that might lead to the convenience or difficulty on getting rid of prejudice. Everyone had personal characteristics and attitude with them while participating in the share coping situation. These factors could not be ignored if the effort to get rid of or lessen the prejudice was the case. Personal characteristics that affected the participation as viewed by the Share Coping Approach included the followings.

4.1 Age – the attempt to reduce prejudice worked better when the target group was children.

4.2 Dictatorship or authority could help reduce the aggression and tended to reduce the prejudice as well.

 From reviewing the related literatures, it could be concluded that the prejudice reduction and solutions to the discrimination problem could be done by selecting the solution appropriate to cope with the occurring prejudice problem or combining all the three approaches. This research is to use this combinational approach.

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Concepts Related to Acceptance of Others

Erbsuksiri, Achara (2013: 288-289) had reviewed on the acceptance of others by studying nature of individual difference required for one's understanding and acceptance. The author contended that a good relationship could occur in the situation where, beside their understanding and acceptance of themselves, the school personnel had to understand human nature and individual characteristics. Such conditions would lead the individuals to accept and forgive one another. One consequence was their feeling good with the good relationship expressed out to let others feel that they had been accepted. The involved individuals had to express their acceptance in term of the following behaviors:

1. Good listening was not only through the ears but eyes and heart to assure the correct understanding and ability to judge what being listened to. It could also create dialog between speaker and listener signalling the listener was listening with attention making the speaker feel good about him or her.

2. Expressing the admiration relevant to the time and space basing on reality and not pretention. It was an act of being optimistic attempting to look for the good part of others to admire, and avoid the act of fault finding on others or humiliating.

3. Having good attitude towards others, realizing value of others, not looking down at them but sticking with human equality principle, sympathizing, forgiving, being generous, all with sincerity and internalizing as part of habit.

4. It could be concluded that acceptance was an act of recognizing significance of one another increasing the good interrelationship in the society at large or workplace making people happily co-exist making the society constructive with unity and true happiness.

Moreover, Erbsuksiri, Achara (2013: 286-287) had suggested that understanding others involved the following factors:

1. Biological factors included physical features that had impact on behavior such as gland system, muscular system, nervous system, etc. All had been determined by heredity and reinforced or weakened by environment. Biological factors had impact on the quality of behavior as how much individuals could express their behavior as appropriately depended on the quality of their intelligence or physical condition. It had

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been widely realized that the person's appearance always had something to do with the attitude of others.

2. Environmental factors such as culture, tradition, geographic features, and climate all of which had determined behavior. People in each society had way of life and behavioral pattern that differed such as people in Middle East, Thai, Europeans, or Chinese would have behavior pattern to fit time and space, e.g. greeting. People in the hot or cold weather areas had different habits. Besides, social institutions such as family, community, school, etc. had influence on the implantation of beliefs and attitude for the individual's life maintenance. People from different environments had differed in their beliefs and behavior.

3. Self of individual both the real self or ideal self both of which were part of self-concept that determined the individual behavior and cognition.

Having studied the basic factors related to the individual's behavior, we could then look at the people's behavior along the following issues to enable us to accept, understand, forgive, and smoothly adjust to one another.

1) Needs and interests
2) Life expectation and goals
3) Knowledge, ability, and aptitude
4) Emotion and expression
5) Strength and weakness

Besides behavioral characteristics of others that we need to understand, we need to study on human nature as follows:

1. People had individual difference
2. Everybody always thought they were significant.
3. Everybody was interested in himself/herself than others.
4. Everybody needed freedom and was displeased if was controlled or forced.
5. No one would like to see others better than him/her leading to his/her jealousy.

From the review on the topic, it could be concluded that in solving the problem concerning prejudice and discrimination, there was a need to utilize the theory or concept in integrative form such as social identity theory, self-discrimination theory, ecological theory, philosophical theory on human nature, concept and method people

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used to perceive others, and concept on first impression to help analyze and solve the problem on prejudice between groups of people and the concept on acceptance of others, for example.

2.2 Concepts on Multicultural Education

Definition of Multicultural Education

Banks & Banks (2007) had defined multicultural education and came up with 3 parts. Firstly, the concept contending that every student of whatever gender, and from whatever social class, ethnicity, or culture should have opportunity and equality in obtaining education. Meanwhile, students who had constraints on their appearance and background should have better opportunity to be educated instead of being limited or discriminated against by students from other groups with different cultural background. Secondly, reform-movement had come up and attempted to change school to assure students from every social class, gender, ethnicity, language, and cultural group to have equality in studying. Lastly, the process on changing the school system including educational environment should not focus solely on curricular change. So far, multicultural education which was the process aiming at the goals had not been validly defined nor fully realized.

Bennett (1995) had defined the term multicultural education as the guideline for learning and teaching basing democratic values and beliefs to promote multi-culture in the society with cultural difference and the connect world. There were dimensions on this, namely, (1) movement towards equality, (2) approach for organizing multicultural curriculum, (3) the process leading to multi-culture, and, (4) determination to fight against bias and prejudice.

Manning & Baruth (2004: 8-9) had described the characteristics of multicultural education provided for children and teenagers. It could be concluded that:

1. Cultural difference was a good initiative. It had value to the society as it could help everyone to find his or her self and increase opportunity in learning things differing from those he or she was familiar with.

2. Multicultural education was the education provided for every student.

3. The instruction basing on cross-cultural paradigm in which teacher and students had their own culture in terms of background, custom, tradition, beliefs, and even prejudice but culture could convey everyone to respect roles of one another.

4. Multicultural education should be included in the school curriculum rather than solely depended on central curriculum.
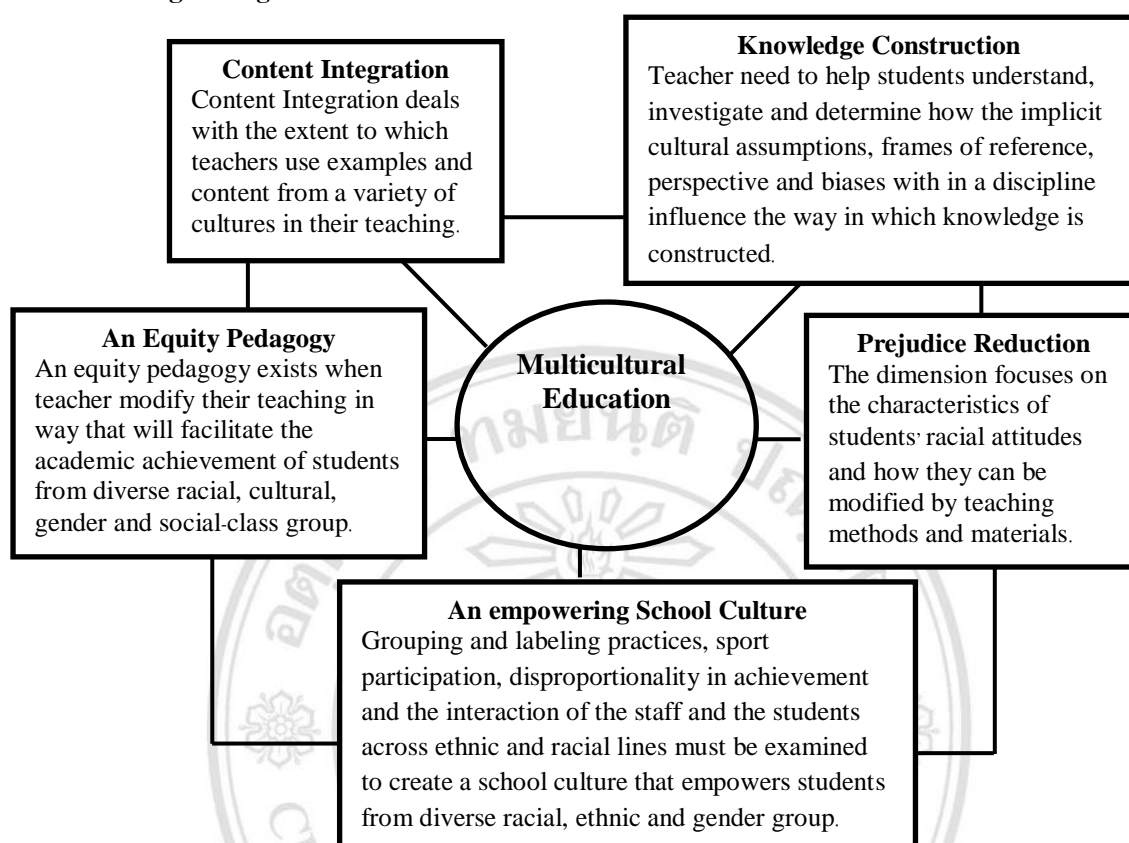
5. A single educational provision system could not be used for every student as the students differed. Some were from poor family or had different cultural background. For all these, problems encountered by each students would differ requiring different method to cope with.

6. School had to increasingly recognize the significance of cultural difference as, every year, there had been more and more students with cultural difference born in the society.

7. The school at primary and secondary levels had to be responsible for improving multicultural education to enhance the personnel's understanding on cultural difference which would lead to the solution of conflict problem in the society and would help reduce the prejudice on ethnicity, gender, and class segregation in the society.

From the review, it could be concluded that multicultural education was the educational provision for every student expected to be facilitated by the teacher who had to take full responsibility in providing education to encourage the students to recognize value of other persons who differed from them in terms of ethnicity, language, religion, tradition, way of life, gender, social class, special needs, and others. This could be carried out via the mechanism to promote excellence and educational equality to facilitate the student's learning and development to the peak of the capacity of each of them. Each student should acquire awareness and acceptance for cultural difference, to be proud of their culture while accepting the value of other cultures including the cultural skills on co-existence with those from different culture in a happy way without any prejudice against one another, segregation, nor discrimination.

Model on Organizing Multicultural Education

Content Integration
Content Integration deals with the extent to which teachers use examples and content from a variety of cultures in their teaching.

Knowledge Construction
Teacher need to help students understand, investigate and determine how the implicit cultural assumptions, frames of reference, perspective and biases with in a discipline influence the way in which knowledge is constructed.

An Equity Pedagogy
An equity pedagogy exists when teacher modify their teaching in way that will facilitate the academic achievement of students from diverse racial, cultural, gender and social-class group.

Multicultural Education

Prejudice Reduction
The dimension focuses on the characteristics of students' racial attitudes and how they can be modified by teaching methods and materials.

An empowering School Culture
Grouping and labeling practices, sport participation, disproportionality in achievement and the interaction of the staff and the students across ethnic and racial lines must be examined to create a school culture that empowers students from diverse racial, ethnic and gender group.

Figure 2.2 The Dimensions of Multicultural Education
Source: Banks (2006: 204)

Banks (2001, 2008 cited in Yongyuan, Banyat et al., 2010: 16-18) had reviewed the methods of organizing multicultural education by developing the model for providing multicultural education that could be used as the guideline for educational provision in the classroom with ethnic diversity as follows:

1. Content Integration – Through this the student's culture was taken consideration by various subjects. The teachers could still teach the subjects they had done but inserted the substances on culture of various groups of students. The teacher could bring up the story related to ethnicity, language, religion, custom, tradition, way of life, art or architecture of various group of students in the classroom in school in the community to serve as the case to discuss.

2. Knowledge Construction Process – In this process, the teacher would switch from the role of informer on knowledge on culture of various ethnic groups for the students to retain the content of existing knowledge. The organization of instructional activities in this process was to stimulate students to use their thought concerning causes or factors that produced prejudice and bias on part of the people in the community which differed from other in term of ethnicity or culture. The teacher might also have the students search for information to write up a report on history of various ethnic groups in the community. The report should be done to analyze and compare the cases. The information was gathered through reading on historical records, interview with certain individuals, for example. This process should help students to acquire the correct knowledge and understanding. They should realize their own world view and began to sympathize those who had ethnicity and culture different from theirs.

3. Prejudice Reduction – In this process, the teacher would set up the environment and organize effective curriculum to make students to equip them with positive attitude towards ethnicity and culture of others and acquire democratic values. This process was carried out on the assumption that most children entering school with negative attitude towards ethnicity and culture of others reflecting the attitude of their parents as well. The basic goal was to find how school and teachers could implant desirable attitude towards ethnicity and culture of others and implant attitude and values on democracy onto the students. The guideline for setting up the desirable environment is as follows:

3.1 Provide positive reinforcement for students in every ethnic group

3.2 Have students recognize and understand the difference on ethnicity and culture that had existed in the classroom and in the society

3.3 Modify the curriculum contents to facilitate the promotion on accepting cultural diversity

3.4 Use learning activities that required collaboration than competition and open opportunity for students from various ethnic groups to interact with one another

4. An Equity Pedagogy – In this process, the teacher would adjust her instruction to facilitate and support students of every ethnicity and culture in the classroom to have equal opportunity to succeed in the study. Students from various

ethnic groups had to thoroughly take part in the activities organized in the classroom and school. For example, the teacher should open opportunity for ethnic group children to discuss and express opinion and have opportunity to work in group. This would lead to effective learning that could assure the student's best learning and get academic achievement to the peak of each. The teacher had to well-understand culture, language, values and learning pattern of the students in her class.

5. An Empowering School Culture – This process opened for the teacher to adjust organizational culture of the school to fit students of various group to assure equality among them. The administrators, teachers, and, school personnel, and every concerned person in school including parents should have part in the decision process, creating atmosphere of cooperation, adjusting communication pattern to facilitate every member of the school, and modifying curriculum and instruction, including extra-curriculum activities to assure the development for all groups of students.

Hence, in providing multicultural education along the model as mentioned above should be carried out in comprehensive way to achieve the goals of multicultural education. That is to implant the nation's youths who had differed from one another in ethnicity, language, religion, custom, tradition, and way of life to have opportunity to succeed in the study on equal basis and have desirable characteristics of good citizens of democratic society, accept cultural difference, and happily maintain life in multicultural society.

Guideline for Instructing Multicultural Contents in the Classroom

Banks & Banks (2007) had proposed 14 ways for instructing multicultural contents as follows:

1. Teacher was important factor in instructing multicultural contents. If she had knowledge, attitude, and skills for instructing the contents on ethnicity, she could carry out the lessons by utilizing experiences of the people with different ethnicity, race, and culture.

2. Knowledge on ethnic groups was important for instructing the content on ethnicity in an effective way. Book reading on history and culture of ethnic groups experienced by the United States could be very helpful.

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3. The instruction would aim at equipping the students with knowledge about themselves, their attitude, behavior, and terms referring to various ethnicity used in classroom.

4. In making sure that the classroom had positive attitude towards ethnic group, the teacher should set up the board and poster displaying matters on ethnic diversity.

5. In realizing the student's attitude on ethnicity and race of the students, the teacher should start with the beliefs generally held with bias by certain group in the society.

6. Utilizing instructional media to help students realize the diversity of ethnicity, race, culture, and language

7. Using books, movies, and video to enhance knowledge on ethnicity and suggesting view points on ethnicity for the students

8. Students should be helped to get used to their cultural heritage and ethnicity, share on the stories about ethnicity and culture with the class to create atmosphere in classroom to equip students with the understanding on the essence of ethnicity and to assure the instructional effectiveness.

9. Students should be well-informed on the contents concerning ethnicity. If the teacher was keen on the instructional materials, there was no need to use books.

10. The teacher should be aware of the developmental stages of the students to select concepts, contents, activities related to ethnic groups, and learning activities. Elementary school students and preschool students should be helped to have clear and concrete ideas about the issue. They should be taught to see the similarity and difference on prejudice or bias more than abstract issue such as suppression. Novel and personal history could be used to present good model on the issues. When students step up to higher level of study, they could then explain the more abstract concepts and deal with complicated tasks.

11. Don't leave out the students with colored-skin.

12. Keep in mind that colored-skin people have interests in education and want their children to succeed in education.

13. Utilizing cooperative learning and group-learning techniques

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14. Setting up the display and exhibition in school on matters concerning ethnicity. Students of every ethnic group have equal opportunity to present their own story in school.

Yongyuan, Banyat, et al. (2010: 86-87) who had designed multicultural education program provided the framework for the school to organize instruction for students of ethnic diversity in primary schools in Kanchanaburi as follows:

1. Instructional activities were to encourage the teachers to integrate knowledge on history, ethnicity, language, tradition, and way of life of the people with Burmese, Mon, Karen, and Lao origins in the core-curriculum. The media included as well the real situation video, real materials, picture, demonstration, and the real practice on part of the student. Concerning instruction, the teachers were encouraged to use cooperative learning method to open opportunity for Thai and foreign students to have opportunity in carrying out the activities together. The students of various gender and ability were put in the same group to open opportunity for them to exchange experience, ideas, and attitude and to learn about habit of others enabling them to adjust themselves to friends from other ethnicity and culture.

2. Extra-curriculum Activities - The school set up extra-curriculum activities such as boy-scout, internal sport competition, morality-camping activities, Children's Day, Father's Day, Mother's Day, etc. to open opportunity for Thai and foreign students to have opportunity to exchange knowledge and experience on ethnicity, language, religion, tradition, and way of life through variety of activities leading the acquisition of knowledge and understanding about culture of friend from other ethnicity making students from various groups to have good attitude towards those of other groups, accept and respect racial diversity and culture. Besides, the schools were encouraged to persuade parents and students of various ethnic groups and cultures to increasingly participate in the activities with the school.

3. School's atmosphere to promote multicultural attitude was set up to enhance the awareness - the administrators, teachers, and school personnel had to join hands in building up multicultural atmosphere promoting equality, justice, democracy, and acceptance for cultural diversity.

Hence, it could be concluded that the guideline for providing instruction using multicultural contents for students with cultural diversity, the teachers had to have knowledge on ethnic group, had good attitude towards students, with justice and should be aware of the developmental stages of the students to choose the concepts, contents, and activities relevant to ethnicity.

Roles of Teacher in Providing Multicultural Education

The provision of multicultural education could be done with the principle of cultural diversity along the process aiming at providing education with freedom and justice to get rid of prejudice and discrimination against those from different ethnic groups. The process had to be continuously carried out to assure educational equality for every student. The administration and management in the schools with cultural diversity had to be based on the creation of equal opportunity and justice in obtaining education of students from diverse culture, ethnicity, religion, gender, and social status. Concerning this, Yongyuan, Banyat & Padungpong, Chaiwat (2007: 3) had stated that "Equality of the opportunity for getting education and in succeeding education required the adjustment on instruction and educational policy to facilitate students from every cultural group to assure equality for all of them. If school could effectively implement it, it could help solve the problem of inequality encountered by some minority people." Equality in opportunity for getting education of students with cultural diversity in school could be copped by the teacher who had significant roles on it. The most important role of the teacher was not solely on the provision of instruction in classroom. The teacher had to not only take care of students and keep them safe from environments that could be dangerous to their body and mind, but she had to help keep balance between ideas and beliefs that differed between teacher and teacher, teacher and students, and the school and community as well. For all these, teacher had significant roles as follows (Yongyuan, Banyat & Padungpong, Chaiwat, 2007: 11-14):

Firstly, the teacher had significant roles in promoting the right attitude and values on ethnicity for the students through instructional process and setting herself as the model of non-prejudice. Hence the student's perception on attitude and behavior of the teacher concerning difference in ethnicity, religion, and culture of the students had be on the constructive direct. Prejudice of teacher, if any, would become a big impact

and had wider effect starting from within school to the community and even the society at large, the point that was hard if not impossible to control.

Secondly, the teacher had to be the one who had accepted cultural difference and mutual existence in the society that was with diversity. The teacher did not have to respect or faith to the beliefs held by the students, and colleague teachers, she had to accept that, in a society, there were various beliefs. To accept it as personal rights of others helped the teacher smoothly carry out the instruction. Students later on would become the product of learning along the model set by the teacher and could behave themselves well in the society with cultural diversity in the future. The students could offer themselves to support others community though their beliefs had differed from them.

Thirdly, the teacher had to have knowledge, attitude, and skills in communicating in the classroom. She should create atmosphere in the classroom and organize the activities in certain lesson for all students to equally learn so that they could understand and accept cultural difference and diversity. Consequently, in building up understanding onto the students, the teacher had to provide information for comparing various cultures for the students to realize their concept and beliefs which had differed as well as the justification for such beliefs without jumping to condemn the culture that had differed from theirs.

Fourthly, the class teacher and subject teacher in the society with cultural diversity had to have significant roles in promoting attitude for accepting individual and group of individuals that differed from them no matter such difference would be on ethnicity, religion, language or culture. When acceptance had been taken, honoring and respecting personal rights of others in other culture could follow.

Fifthly, the teacher had to be without prejudice or bias against students differing from them. She should also learn about students who were from different group to lead to communication and organizing instructional activities in an appropriate way to promote mutual acceptance among them.

To develop students in the cultural diversity context to have the desirable knowledge and characteristics to suit the school's context, there had to be the vision of societal solidarity and care for one another. Then students had to be implanted with attitude, values, and feeling making them realize that difference was not something bad

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but the thing people had to work with. From that basis, the process had to be developed to lead to learning to build up knowledge by the students themselves which would lead to personal development along reasoning and relevancy leading further to behavioral change. Such results were the products of getting involved with new knowledge and true understanding on things. The successful multicultural education provision tremendously depended on the teacher's capacity.

Problems Coming up from Classroom Instructional Management on Ethnic Diversity

From studying the project on educational provision model for second generation heirs of the migrants from Myanmar carried out by Anuntsuchartkul, Buppa (2011: 103-104) who studied the problems and obstacles of carrying the instruction in the government school system in which there were some alien children studying along with Thai students, it was found that all schools in every area under the study - Chiang Mai, Mae Hong Son, Chiang Rai, Tak, Samut Sakhon, and Ranong, the schools had not designed the curriculum nor instructional activities that were culturally sensitive concerning the needs and problems of non-citizen students. There was some exception, however, as some schools had modified the curriculum and instruction, as in their schools that had a lot of non-citizen students attending. These non-citizen students had differed from their Thai counterparts in their social and cultural backgrounds. They studied in the school basing totally on Thai culture. There were a lot of problems for providing instruction of the teacher as follows:

1. Concerning Students

1.1 The students had lacked of knowledge and understanding on Thai language affecting their learning in other subjects. They were left behind in the class. Their Thai speaking with accent led them to incorrectly write the words as they wrote along their pronunciation.

1.2 The non-Thai citizen students entered school with the age older than Thai students at the same grade particularly at primary education level making the instruction more difficult. However, age difference could affect both negatively and positively. The teacher who taught these students had found that they could get

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readiness to learn faster as their maturity was higher than their classmates. However, being older than other classmates, they had taller body. Sometimes, there were quarrels with other classmates. They were found bullying young friends and had aggression and stubborn, and not conforming to the school's rules and regulations, for example.

1.3 They had language and cultural tradition differing from Thais and had not fully understood Thai language nor known some of Thai culture causing them to have problems in socializing and self-adjustment.

1.4 They could not do the homework as at home when working on the home work, their parents could not understand Thai language, they then could not help their children in doing the homework. This also led them to pay less attention, if at all, to their children's study. All these had caused a lot of problems for the non-citizen students. They hardly provided cooperation in carrying out the school activities or the class assignments.

1.5 Their motivation to further education at higher level was minimal as they thought they were not Thai citizen. They lacked of ideology needed as their mental protector. They were touchy, depressed, and isolated. They had problem on school record and procedures as they had no citizenship documents.

1.6 Their parents were poor. Some had not schooling materials and equipment. They had not brought lunch from home and had not enough clothing. They had lacked of opportunity to access learning outside school.

1.7 Their parents were afraid of being caught by the police. They then did not disclose the information about their family for fear of the authority making their problems unknown or unclear to the school and difficult of the school to provide any help.

2. Curriculum

Schools in every school district have used Thai core-curriculum and used Thai as the classroom language. In some school districts, there were a lot of foreign students and the schools began to realize the needs and problems of non-Thai citizen students who had differed from their Thai counterparts. Having used the curriculum and instructional activities used with Thai children to teach made it hard for non-Thai citizen students to achieve the set objectives. These schools, then, had to adjust

themselves and to select more the contents relevant to students. The schools had to teach Burmese language for communicative purpose and used the 3 languages – Thai, English, and Burmese to facilitate more learning of non-Thai citizen students. Some schools stressed the significance of social study subject for this group of students to enable them in adjusting themselves to Thai society, being good citizen and being Thai, for example.

Moreover, the study had found the problems and obstacles in educational provision for foreign children due to their knowledge, understanding, attitude, and education provision by educational personnel as prescribed by the Education Act and the promotion of children's right to education. The teachers were the ones who were closest to the students in school. Their attitude could be either positive or negative. It was interesting to find that teacher's negative attitude was found in every area and its number was higher than that of the positive one. (Anuntsuchartkul, Buppa, 2011: 96). Those who had negative attitude would believe that taking care of non-Thai citizen students stole away the budget which otherwise could be used for developing Thai citizen students lowering the quality of education. They might also express their worry about the national security. Those who had positive attitude contended that the realization of the significance and benefits of providing education to non-Thai citizen students was a mechanism to push the country up to reach the universal standard which would also had yielded the good results for the national security.

Besides, Kesmanee, Chupinit (2012: 139-141) had provided recommendations for the government in carrying out multicultural education to suite the present condition of the classroom as follows:

1. Concerning Education – The government should promote the concepts and guidelines for providing education in form of multicultural education at basic education level to socialize the students to realize the rights of those who differed in social and cultural level. There was a need to implant them with some values and attitude such as endurance, listening to opinion of others, acceptance of different views and way of life in the society, flexibility, and ability to adjust themselves and coexist in the midst of difference, for example.

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2. Understanding the Principle of Human rights – This should also be included in the curriculum taught for early level of basic education to implant awareness on the principle of equality, freedom, and justice in the society including respecting the principle of self-governance of local community organizations.

3. The state should support the attempt to set up the "Community-level Curriculum Development Center" to work in parallel with schools in the community to serve as the arena for bargaining in integrating the local curriculum to the core-curriculum. From experience done in Canada, this kind of curriculum development center served as the space for mutual working between the educators who were professional in their field and knowledgeable persons from the ethnic group. The center also invited the participation from the community in providing education. From the real situation in Thailand at the present, local curriculum development had been solely responsible by the teachers most of whom could not yet effectively do it. Besides, setting up the curriculum development center at the community level also assigned the missions for the local knowledgeable persons. As the curriculum development was a continuous process, the community-level curriculum development center would then have continuous mission to do.

4. The state should use variety of methods to study cultural diversity both in school and out of school as well as via informal education such as the setting up the museum as the center to collect all knowledge about cultural diversity in Thai society and create the media in various forms to be presented via mass media, for example.

5. The state should provide special budget for the higher education institution that had produced teachers to go out and carry out the curriculum development to get readiness to organize multicultural education. The teacher training program should focus on knowledge on cultural context, cultural sensitive instructional innovation, cross-cultural training, cross-cultural research, feedback, and job opportunity on playing roles on multicultural activities.

From the operational guideline of the state to support educational provision that was facilitative to classroom at the present, one issue was the classroom ethnic diversity which would require educational provision along the principle of multicultural education to be assured that teachers and students had understanding about their roles

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and opened their heart to accept the diversity that existed, respecting rights of others, and happily coexisted.

Educational Provision in 21St Century

Office of the Education Council (2013: 71) had referred to the teachers in 21st century who would become crucial mechanism in promoting learning on part of the students without too much concentrating on knowledge but to emphasize the development of the students to have skills to search for knowledge. The teaching program would create the process to have students feel the challenge and engage in the activities of active learning. They were expected to run out to find knowledge by themselves making the instruction not boring. The mutual activities to engage by teacher and students are as follows:

1. The teacher had to shift their beliefs from knowledge transfer which solely focused on feeding the knowledge onto their students to the one that enable the students to think and search for methods to obtain the answers along the learning pyramid theory. At the base of pyramid, it was clearly illustrated that the heart of successful learning was the discussion and sharing.

2. The 21st century education teacher would have more significant roles than those had been done. At this time, it was not solely that of teacher but the facilitator to train the students to have necessary skills. Teachers have to adjust their role to become the designer to generate the program to facilitate children to have learning skill through the learning activities in form of project for the students to carry out so that they could apply the knowledge having been acquired to their life.

3. Teacher was a very important person for education to move forward to 21st century. The society had created the teacher who dared to try and dare to act out. They had to join the unity to put forward the new idea.

4. The desirable change did not have to start first by the national level agency. It could be initiated and push forward by small group of people who shared the same goal such as equipping the students with the skills ready to move forward to 21st century which was the issue for everybody in the society as well.

The classroom in 21st century when compared to the one of 20th century, was found to differed as shown in the table below.

Table 2.1 Comparing Between 20th Century and 21st century Classrooms

20th Century	21st Century
• Teacher-centered, students studied alone in classroom; Segregated curriculum; Focusing on memorization	• Along learning environments in real life; Project-based curriculum; Creative thinking
• Time-based	• Outcome-based
• Emphasizing on memorization of facts irrelevant to real life	• Emphasizing on what the students know and could do and possible things
• Emphasizing on low level skills of Bloom 's taxonomy	• Emphasizing high level skills of Bloom 's taxonomy
• Placing significance on textbooks	• Placing significance on and inquiry and research
• Waiting for instruction (Passive Learning)	• Learn by themselves (Active Learning)
• Alone in the square room	• Open world wider to meet the classmates and others
• Teacher was the center of interests and information source	• Students-centered facilitated or coached by teacher
• Minimal learning freedom	• High level of learning freedom
• No trust nor motivating students	• Trust one another, mutually learn, with high motivation
• Segregated curriculum	• Integrated or interdisciplinary curriculum
• Gave high value for average grade	• Give high value on what having been learned
• Low expectation	• High expectation for student's success
• Teacher as evaluator	• Student, classmates, and others as evaluators
• Curriculum and school were separated having no meaning to students	• Curriculum was concerned with interests, experience, special ability, and the real world

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Table 2.1 (continued**)**

• Printed materials are the basic carrier for learning and evaluation	• Implementing the project and variety of media for learning and evaluation
• No concern with diversity	• Concerned with diversity of of students; Not stick with principles "One Size Fits All" or "One Style fits All"
• Focused on 3 R's – reading, writing, & arithmetic	• Focused on Multiple Literacies - Multicultural, Media, Information, Emotion, Ecological, Financial and Cyber Literacies)
• Along factory model responding to the needs of factory employers	• Global Model – responding to high-tech society; accessing internet; setting up website got in by teacher and students to mutually learn things and projects all over the world
• Sticking with the assertion "No Child Left Behind" and standard test	• Still with standard test but also with other evaluative tools

Source: Sarrattana, Wirot (2013: 105-106)

From the review, it was found that educational provision and classroom instructional management at the present still have weakness on every aspect starting, namely, management, school personnel, goals to be achieved by students, etc. The educational provision in Thailand had to be developed to fit the changed societal and world contexts. Part of a document produced by the Office of the Education Council (2013: 62) stated that the teacher was a school personnel who was highly significant for learning in 21st century. The educational development which was the main system of learning organization to develop, promote, and the teachers to effectively perform their duties. As the teacher in 21st century had to change the goal of facilitating learning of the students that focused solely on knowledge to developing the significant skills for learning to maintain one's life. The role of teachers had shifted from instruction – as "Teacher" to the "Coach" for student's learning. They had to inspire their students who

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would learn through the practice. Students had to acquired learning skill – know how to access or search for knowledge more than the knowledge itself. The teachers then had to change their roles and way to work from doing it along to working with others - teachers and school personnel, and others. They learned along their students while teaching. Teacher development was important as it would directly affect quality of students leading to the upgrade of educational quality and standard, realizing learning of Thais along goals of the nation's educational policy.

2.3 Concepts Concerning Teacher's Instructional Organization Competency Definition of Instruction

Jaithiang, Arporn (2007: 2-4) asserted that instruction was the process of interaction between teacher   and students to achieve the student's behavioral change along the set objectives. The process had to depend on both science and art of the teacher. She continually stated that instruction had 3 aspects concluded as follows:

1.   Instruction was process of interaction between teacher and students opening for the students to acquire experience. This definition required interacting process by which both students and teacher had to have continuous interaction along the Steps to assure student's learning or behavioral change. Teacher and students had to take part in the activities, cooperate and share experience. Students expressed through speaking, writing, creating, problem solving, etc. The teacher was the one who prepared the situation and stimuli.

2.   Instruction had been aimed at having students to have behavioral change along the set objectives. The process stressed the importance of instructional goals to promote behavioral change in 3 dimensions, namely, cognitive domain - knowledge and thought, affective domain – attitude, and psychomotor domain – skills. Students had to have behavior change on these three domains to regard the effectiveness of the instruction. Such complete instruction could help students to apply the new experience in their real life.

3. Instruction would well achieve the objectives had to depend on both the science and art of being teacher. It should be the instruction that emphasized the

competency of which included academic and profession knowledge and ability, and instructional skills and techniques of the teacher.

Khipanawattana, Siriporn (n.d.:2) stated that learning and teaching was the process emerged from the interaction between students and teacher both of whom mutually carried out the activities covering the activities carried out by the teacher, by students, and by both.

Hence, instruction could be carried out utilizing the process of interaction between teacher and students with instructional goals. The instruction would be successful if teacher knew how to use both science and art.

Components of Instruction

Instruction could be carried out requiring many components to make it successful. Jaithiang, Arporn (2007: 6-9) had concluded on the instructional components from reviewing the concepts proposed by 3 educators, namely, Supin Boonchuvong, Lampong Boonchuay, and, Paitoon Sinlarat, that the instruction could be analysed into 2 main components as follows:

1. General Components – the structural components that form the instruction including:

    1.1 Teacher or resource person

    1.2 Students or learners

    1.3 Curriculum or what to be taught

2. Specific Components – are referred to the components in detail of instruction which had to be composed of all these processes to make the instruction complete which included the following sub-processes:

    2.1 Setting up the instructional goals

    2.2 Prescribing the contents

    2.3 Organizing the instructional activities

    2.4 Using Instructional Media

    2.5 Assessing

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The instructional components of both types could be illustrated in the chart below.

Instructional Components

General Components

Specific Components

Stude
nts

Curric

ulum

Teacher

Stude

nts

1
2
3
4
5

Curric

ulum

Teacher

1
2
3
4
5
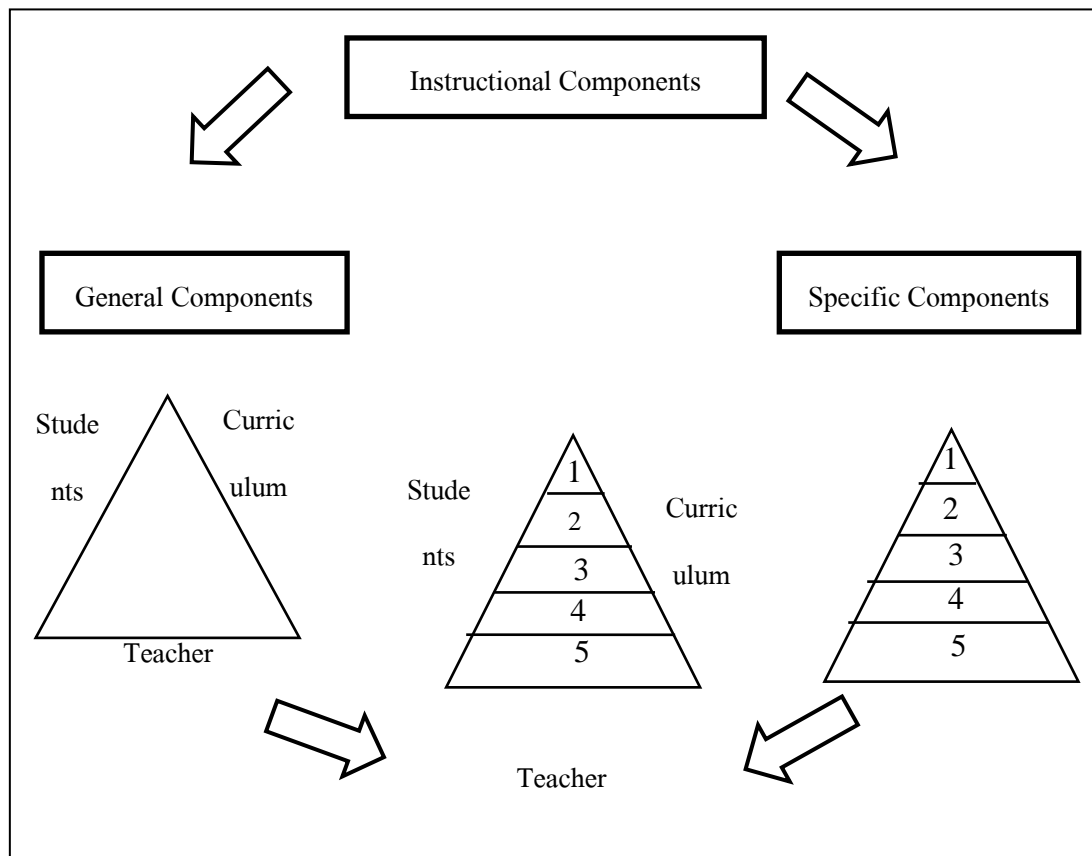
Figure 2.3 Instructional Components

Source: Jaithiang, Arporn (2007: 7)

From the chart: 1) objective setting, 2) content prescribing, 3) Organizing instructional activities, 4) instructional media usage, and 5) assessment

Specific Components are as follows:

1. In setting up the instructional objectives, the teacher would be more certain of what to teach, what type of behavioral change expected, and what the instruction was for, what types of behavior the students should have, etc. The instruction had to have goals to help the teacher prepare the relevant contents, choose the instructional methods and media, design the learning and teaching process, and carry out the right assessment.

2. Prescribing the contents would make the teacher more certain on what to teach, choosing and arranging the content topics, etc. All these would make the instruction had the valuable contents and time-worth, and beneficial to the students.

3. Arranging instructional activities would help the teacher well aware of how to teach, what instructional methods to be used for the presentation or construct experience for the students all of which were relevant to the contents, students, classroom condition, and instructional objectives.

4. Instructional Media Usage – This would ascertain the teacher to know what to be used as the instructional media to enhance experience for the students to assure their best learning.

5. Assessment would make teacher know how much the instruction having been carried out had achieved the goal enabling the teacher to solve and correct the mistakes at the right points.

It could be concluded that general components were to help construct the instruction while the specific components were the parts to help fulfill the effectiveness of the instruction and enhancing its value for the students.

Instructional Provision Competency

Definition of Competency

Shermon (2004) had defined competency as the ability of individual to effective work out the responsible tasks utilizing personal characteristics to assure the success of the assigned tasks.

Western Australia Government (2004) had defined competency as the totality of one's characteristics on knowledge, capacity, skills, and attitude that enabled individual or group of them to succeed in performing the tasks.

Office of the Education Council (2008a: 3) had defined competency as the performance behavior resulted from knowledge, skills, ability, behavior, etc. to help build up more outstanding piece of work than that of others.

From the review, it could be concluded that competency were knowledge, skills, ability, and characteristics of teacher required for performing the tasks to effectively achieve the goals. Teacher competency was highly needed for performing the teaching professional task to effectively achieve goals set up by the educational profession.

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Guideline for Organizing Learning and Teaching to Enable Students to Acquire the Desirable Characteristics

From studying the project operated by Moral Promotion Center (2009) in the project Accelerated Project for Building Good Character of Thai Children and Youth, it was found that character education innovation both formal and informal processes aiming at developing desirable thought, beliefs, values, and behavior for the target group individuals to push forward for good society had created character education innovation which came up in various types as follows:

1. Integrated curriculum-Innovation – Moral-focused activities were set up to achieve the goals.

2. In-trend Innovation – Organizing activities to spread out the movement and use the values emerged at the time as the matter for designing activities draw the student's attention.

3. Integrated-process Innovation – Organizing activities integrating operational process of students activities on continuous basis.

4. 108 Student-initiated Innovation – Organizing activities initiated and designed by the students to lead to character development

5. Institutionalized Innovation – Organizing activities that had high-level operational goals and made them normal tasks of school by setting them us as the main plan.

6. Service Learning-based Innovation - Organizing activities that opened opportunity for students to acquire learning from carrying out the task that came in form of social service.

7. Innovation Forum – Organizing activities to enhance the student's learning through the meeting in form of assembly or seminar for sharing learning experience.

8. Living Values Innovation – Organizing activities basing on the concept "Values for Life" to promote the concept for mental development for students to be in calm and learn to develop themselves to maintain their life in a valuable way.

9. Routine Habit Innovation – Organizing activities by the teacher who had set up the characteristics needed for being developed onto the students and continued practice them to become habits in daily life.

10. Self-Development Innovation – Organizing activities to train the students evaluate themselves had self-development in various forms such as passion-burning activities.

11. Real World Application Innovation - Organizing the activities by using behavior occurring in the real world to show in school.

Besides, the Moral Promotion Center (2009) had proposed the strategies for the people and agencies concerning the building of good characteristics of Thai children and youths by mobilizing ideas from the experts on child and youth development. Such strategies could be synthesized and came out as the followings:

1. Creating the Model/Leaders on Characteristic Development – There had to be good models of parents, teacher, or other models in the society

2. Making the morality development, characteristics, and others to be the way of life congruent with nature. People were reminded to continuously develop themselves using integral process in life, studying, work performing, etc. by connecting relationship between people and environments or man and nature. They should be able to realize the relationship between society and culture with learning and teaching.

3. Student Self-development - Creating creative space and opening opportunity for children and youths to use their ability, capacity, and practice along their beliefs and creative thinking in the context of merit making and participating the societal development activities.

4. Setting up the values system for the children and youths to clearly see how to behave themselves. Clear goals for development were set and related to the things close to the children and youths to make them conform to and modify their way of thought and morality.

5. Creating cooperation to join the effort from the school administrators, teachers, parents, and others in family, community and society.

6. Organizing the activities to develop characteristics of the children and youths relevant to the school context, nature, and age of the children. Strengthening family and community and mutual carrying out activities to mutually learn about things.

7. The school had to have the policy that was not solely on academic matters.

8. There were some networks to reinforce the children after they had not good deed to the school, community, and society.

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Along he attempt to develop good characteristics onto the children and youths through various activities, there should regularly be some assessment to monitor and follow-up the progress of the development on continuous basis to encourage the operation to continue leading the sustainable development later on.

Competency on Classroom Management to Create Positive Atmosphere (Classroom Management Competency)

Dachakupt, Pimpan, and Yindeesuk, Payao (2014: 133) defined classroom management competency to create positive atmosphere was the characteristics and behavior that indicated the ability and proficiency in using the existing knowledge, understanding, and skills for classroom management to create positive physical and mental learning atmospheres. The person had both characteristics and positive attitude towards classroom management.

Physical Atmosphere

Creating good physical atmosphere or environmental atmosphere in the classroom had led to effective learning and teaching and good attitude of students. The characteristics of the classroom that had appropriate physical atmosphere should be as follows (Dachakupt, Pimpan and Yindeesuk, Payao, 2014: 135-136):

1. The classroom was pleasant and good to look at, good air circulation, and appropriate without noise disturbance, and big enough for the number of students.

2. The classroom should have free atmosphere for studying and group working as well as for movement in all types of instructional activities.

3. The classroom had to be clean and healthy, livable, and orderly.

4. Objects in the classroom such as desks, chairs, various kinds of instructional media such as white board, screen, and projector could be movable and changed the pattern to facilitate instruction and organization of various kinds of activities.

5. The classroom should set ready for each instruction – suitable for the instruction process such as group working, lecture, drama, etc.

Mental Atmosphere

Mental or psychological atmosphere was tremendously important for learning and teaching as the latter could be carried out lively or smoothly, students and students, and teacher and students had to have relationship and interaction. They had not had any suspicion towards each other. The interaction had to be without condemns nor negative criticism. Instead, it should be the atmosphere of cooperation in which both teacher and students had lent hands to create common mental atmosphere. The mental atmosphere should be as follows: (Dachakupt, Pimpan and Yindeesuk, Payao, 2014: 137-143)

1. Atmosphere of familiarity or good relationship between teacher and students – This atmosphere was mutually created by the teacher and students as in below.

1.1 Teacher's Personality - This included her smiles, polite and clean dressing, with amusement, appropriate manner, using appropriate terms, and had pleasant speaking tone. All of these would help maintain the student's attention to the instruction.

1.2 Teacher's Instructional Behavior - It was the behavior of the teacher that opened opportunity for the students carry out the activities or study by themselves, opened opportunity for questioning or arguing, or the instruction carried out by teacher who had democracy and desire to have classroom continue with enjoyable and learning and teaching joyful and lifeful.

1.3 Student's Learning Behavior - The students had willingly taken part in creating the classroom atmosphere by participating in the activities set up or guided by the teacher, without unreasonable criticism, students knew and were familiar with and trusted one another. They could rationally answer the questions made by the teacher or their classmates fitting time and space.

2. Free Atmosphere – This was the atmosphere that opened opportunity for the students to search for knowledge by themselves using the knowledge search process and stressed on team-working opening for the students to exchange ideas and incorporating one another idea. This kind of atmosphere would help make the learning and teaching lifeful and joyful leading to their good attitude towards the subject or topic being taught. The process also developed the students to have characteristics of a thinker who was board-minded, rational, accepted opinion of others, not stuck with one's own ideas, had eager to learn, not jump to conclude anything without the intensive review.

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3. Challenging Atmosphere – It was the atmosphere created by the teacher to keep the students active, interested in, following, searching for the information, etc. The atmosphere could be created by posing questions that required deep thinking, additional information, etc. The questions used for creating this kind of atmosphere were those relevant to the present situations in the society or world. Assigning complex but challenging job that required effort to make it done. The atmosphere could also be created by assigning competition among individuals or groups, for example.

4. Atmosphere of acceptance and respecting – This was the atmosphere where the students had accepted and respected to the teacher as the one who had provided knowledge, had ability both in forms of the content and the process, and had be able to transmit knowledge to assure the student's success. The teacher had knowledge and could apply it both in the work and in daily life. Besides it was the atmosphere where the teacher could accept the students as individuals who had different ability, intelligence, aptitude, and skills. The teacher had accepted value of each learner and utilized such value or ability of each individual student. The teacher had acted out the saying "No one was too old to learn." She made it clear to the class that no one had ever been so smart that he or she would need any more learning. It the teacher could create such atmosphere, the students would be able to find his or her own value, the characteristics facilitating learning and teaching the most.

5. Regulating Atmosphere – It was the atmosphere controlling the students in classroom to have self-discipline to follow the rules and regulations of the classroom and knowledge set up by the teacher. The students had to be responsible for their tasks, be punctual in arriving and leaving the classroom was well as they had to dress up with proper uniform, with polite verbal and non-verbal language. The had to pay respect to someone with higher status and had to realize that the teacher's familiarity with students was the good thing but students had to be trained to be considerate and well-behaved in physical, verbal, and metal forms.

6. Attention-stimulating Atmosphere – This atmosphere was to stimulate the student's interests. It was the atmosphere the teacher made it occur. It motivated the students to the goals set and the teacher knew how to reinforce to have students increased their frequency of their desirable behavior.

Reinforcement

Psychologists had discussed about the psychological construct of the student saying that normally everybody had intellectual drive, curiosity, self-esteem, needs for fame and acceptance, etc. All these were significant the students in having need for achievement. Consequently, the teacher had roles stimulating the student's need for achievement (Dachakupt, Pimpan and Yindeesuk, Payao, 2014: 144-147) as follows:

1. Stimulating the student's intellectual drive, presenting challenging stimuli to have the students need to know and search for knowledge to fulfill their interest.

2. Helping students to realize their value, ability, and aptitude.

3. Creating or opening opportunity for the students to be respected by friends.

The teacher should reinforce and know the techniques for doing it when the students got a success. The positive reinforcement which was used when the student had achieved something could be explained as follows:

1. Verbal Reinforcement – The kind of reinforcement was done by saying out good thing to an individual student when he or she had done something good. The expression like "Good", "Very Good," "That's an interesting idea!", "Excellent!", for example. The teacher had to speak up the fact along the condition in which the students had expressed the behavior. However, the teacher should use it too often to the point where the student felt too familiar and had no longer any feeling about it.

2. Gesture Reinforcement – This kind of reinforcement could be done through the teacher's gesture such as expressing acceptance by nodding, smiling, attentive look, crapping, eying with interest and satisfaction, touch and expression of acceptance, for example.

3. Reinforcement by giving various types of award or symbols such as objects, displaying the person's work and praise, announcing and displaying on the bill board, giving out the outstanding symbol, for example.

Teacher's Instructional Techniques for Stimulating Motivation

1. Having standard procedural Steps of instruction and to interests the students from time to time

2. Using variety of models, methods, and techniques of instruction

3. Having students the center of instruction along their interest and aptitude

4. Giving opportunity for each student to show his/her ability, intelligence, and capacity

Organizing learning and teaching centering on students was a crucial method to develop Thais to have characteristics of modern age or those prescribed by educational reform along 1999 Education Act and, 2nd with 2002 Amendment. Thai people had to keep up with the world, be modern, be up to date, be quick-witted, know ways to learn and way to think including able to think, knowing how to do research, and develop themselves to become a good man with high quality, know others and oneself, be good, clever, and happy man along the expected goals, etc. It was found that in organizing the student-centered instruction, the key factors teacher should realize were physical and mental atmospheres. The key factor was the teacher who had to have the 4 required skills to serve as the model for developing students. In order to become such the individual with such characteristics, the skills requires (Dachakupt, Pimpan and Yindeesuk, Payao, 2014: 147) were as follows:

1. Skill in knowing oneself or "Know me" was the ability to understand one's emotion to serve as a guideline to develop self-discipline, and self-control for learning experiences.

2. Skill in understanding others or "Know them" was the ability to mutually work well with others, being happy, able to communicate, using hands and heart in working along with others, voicing up opinion, listening to comments of others, and sympathizing others.

3. Skill in being systematic and able to well adjust which was the life-maintaining ability in a happy way with responsibility and self-adjustment ability, being flexible to the situations, etc.

4. Skills in decision making – This was the intellectual ability used in evaluating various situations in a smart and careful way, realizing their self's and society's values.

From reviewing literature on competency on classroom management to set up positive atmosphere for the students both of physical and mental atmospheres including providing reinforcement to assure the student's learning, and desirable characteristics. The most significant person in the classroom was the teacher who would manage the

classroom and serve as the model on learning and the organizer of the activities to enable the students to achieve objectives set.

Good Characteristics of Teachers

Limarksorn, Wannee (2011: 155-159) stated that, in carrying out good instruction, the teacher had to have the following characteristics:

1. Having knowledge on the contents to teach and instructional guideline. In organizing learning and teaching for any subject, the teacher had to have knowledge in that subject more than the students. She should also know what instructional methods were suitable to the subject. When the teacher had sufficient knowledge in the subject to teach, she could confidently teach the subject.

2. Having knowledge on students and their way to learn. The teacher had to be well-informed about the students – characteristics, developmental task, intellectual level, aptitude, ability, interest, attention, family socio-economic background, goals for the study, and academic achievement so far. All these would help teacher to set up the plan for organizing the instruction to fit nature of the students and could find the ways to prevent or problems that might occur along the instructional process.

3. Critical thinking and Problem-solving Skills Instruction – At the time of instruction, the teacher had to confront the situation with a long of problems. Sometimes, number of problems was more or less the same as number of students. The occurring problems included those directly related to the contents to teach, the problems concerning the classroom atmosphere, or problems concerning conflicts and emotional problems among the students. All these classroom occurring problems had to be copped by the teachers to get rid of them or as much as possible. The teacher had to have ability and critical thinking which guided them how to clearly analyze the problem coming out with causes and ways to solve them. Critical thinking ability and problem-solving skills could facilitate teacher in teaching. The teacher, then, had to train herself to analyze the problem and solve them on continuous basis all of which would then implant the teacher with this instructional skill.

4. Skills for Instruction and Communication - Instruction was a significant process which the teacher could organize for the students to equip them with the learning process. It was obvious that teaching required communication – gestural,

verbal, written language, writing, picture drawing, ability to use instructional media of various kinds to help students acquire knowledge and understanding of the concepts on what had been studied in correct and quick ways. The good teacher had to be able to select the materials and equipment suitable for teaching the content to fit intelligence, ability, and age of the students.

5. Decision Making Concerning the Classroom Operation - The teacher had many decisions to be made all the time no matter they were related to instruction, classroom management, or problems concerning inappropriate behavior of the students. For all these, the teacher had to use reasoning in making decision. The decision basing on emotion would even make the relationship with students even more complicated.

6. Knowledge concerning oneself and self-management realizing his/her own strength and weakness - The teacher could then survey herself along with asking the close friends and relatives to feedback the information which would require the person's open-mindedness getting both positive or negative criticism with consciousness without the attempt to come up with self-defending responses. The he or she should use such information to improve or correct to be more perfect person. Besides, teacher had to have self-discipline and could manage herself to perform the duties to their best. Meanwhile, she should constantly acquire new knowledge and train herself to have increasingly effective instructional skills.

7. Applying results of educational researches – The teacher should regularly acquire knowledge by utilizing the research results to organize the instruction to keep up with the new knowledge for applying in the instruction enhancing its effectiveness without too much sticking to a certain set of instructional techniques. This was because there were constantly change on instructional technology. New instructional techniques could help the teacher to assure the student's interest in learning and easily learn things, saving a lot of time, lead the students to have good attitude toward the study, school, and teachers.

8. Reflection after the Instructional - The teacher had to check if had learned and how much, if any. Afterward, she would reflect back to the students to help them improve on the part that was not completely acquired. A good reflection should also include "How Much" which would tell the student his or her good performance that made the study successful. At the same time, the feedback should point out the obstacle

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that had blocked the students from good study to make the individual student correct his or her way of learning at the right point. When the reflection was on the good side, the teacher should also provide reinforcement. The effective reflection would lead to the assessment on teaching quality as well. If most students had learned well, it's because the teacher could effectively organize the instructional activities and had certain suitable characteristics. If the student had low academic achievement and minimally learned, it could be because the teacher could arrange the instructional activities as well as she should.

Moreover, the Office of the Education Council (2013: 49-50) had analyzed qualifications of teacher and came out that the teacher should have true faith in being teacher. The tools to build up good person were based on 2 main factors, namely, the faith and intelligence. The teacher had to have faith in teaching profession and also build up faith onto children as well. Concerning intelligence, teacher had to keep their brain constantly sharp through the attempt to learn and keep themselves modern and progressive. She also had to make her students eager to know and to learn, and to be generous to share good things with surrounding people. If the teacher had acted along such expectation, she would be the teacher who teach well, gain admiration, and earn respects as follows:

Teach Well is referred to the teacher organizing instructional plans starting from analyzing each individual student, setting up the learning plan for for student-centered instructional activities to help them gain experiences using variety of instructional media and learning sources, and authentically assess the instruction.

Gain Admiration is referred to the success emerged to the students along objectives and goals of educational provision. That is the students had become good and clever person who could maintain happy life in the society.

Earn Respect is referred to the results of the development and accumulation of good deed on part of the teacher who had transmit knowledge toe students and facilitated them to use the knowledge and experience obtained from the teacher to use for self-development and societal growth having been accepted at various societal levels resulting the teacher's inspiration to continue doing the good deeds for the youths and nation.

After the teacher had the appropriate qualifications and behavior satisfying the expectation of students, it would make them eager to enter the classroom and be happy with learning, the learning activities could successfully achieve goals.

Problems on Teacher Development

At the present, there are variety of teacher training. However, the teacher development model mostly carried out by various agencies were sending teacher to take part in the meeting, training, or seminar organized by various agencies. Other methods included were the study-tour, training or seminar in the school, inviting outside resource person to provide knowledge, sending the teacher to further study at higher level, internal supervision, classroom research conduction, assigning the teacher to read books on learning reform and teacher's learning via practice by circulating teacher to carry out the task of various duties, setting up working team to mutually learn and work, using various projects from outside to top up the teacher's operation within school, encouraging teacher to present her work in the professional sessions to as a publication work to support the academic standing move-up, and acquiring the admission from various agencies for sending the teacher to serve as a resource person in various sessions, and, last but not least, supporting the teacher to take part in various projects at national and regional levels to stimulate the teacher to be active in her self-development, for example (Office of the Education Council, 2007 cited in Office of the Education Council, 2013: 85). Similar findings were also found in the research report on development and research on school-based teacher and administrator development model in small-sized school, phase 1 (Office of the Education Council, 2012: 5) which found that teacher development model at the present still lacked new innovation. Most of them used overall training session having resource person give lecture or workshop or the small group discussion before each group's representative summarized it for the whole audience. Each time of such activity required a lot of budget because it was always set up in the big hotel in town or in university. Most expenses then were for the travel, boarding, and food as at each time there were a lot of participants. Method of lecture of the resource persons was simply the knowledge transfer. The participants had solely experienced one-way communication. The contents of the training were prescribed by the trainers most of whom were the corresponding central agency.

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Sometimes, the training site was far away from the real situation of the classroom. Training program always adversely affected the students as their teacher had to leave the classroom for the training. After the training, there was follow-up on to evaluate the use of knowledge gained from the training. It was found that the training participants had high interests with the training relevant to the increase of their academic standing. The training then had benefited the teacher than for solving problems concerning learning and teaching.

Nakornthap, Amornwich (1991) had compared the former teacher training model and the new one as follows:

Table 2.2 Comparing Former and the New Teacher Training Models

Former Teacher Training Model	New Teacher Training Model
1. Knowledge coming down from the superior and above agency	1. Knowledge come along horizontal sources: friends, and the school's teacher interested in the knowledge topic
2. Basing on the assumption that a curriculum could be used everywhere	2. Basing on the assumption that each space had unique issues
3. Taking short period of 1-2 days and knowledge passing through without sustainable existence	3. Training was a part of development in which the teachers could continuously learn.
4. Not being integrated to the problems in classroom	4. Content framework of the training was derived from the problems actually encountered by the teachers making it the "Problem-Based Training"
5. Having limited resources for the training and having no opportunity to put into practice	5. Training could be organized in term of action research for professional development with some funds to assist the teachers in conducting research along the training.

From the table, Comparing Former and the new teacher training models, that will improve the training of new as well. The knowledge gained can be put into practice. Because training of interest or voluntary teachers. Another problem is the problem of context and actually works as training for professional development and serious students.

2.4 Concepts on Educational Personnel Development

Definition of Human Resource Development

From reviewing the concepts of academicians both in Thailand and foreign countries and from instructional materials for the course Human Resource Development concerning definition of human resource development (Rojanasang, Chow, 2012: 5-7), human resource development could be defined covering the following three issues:

Firstly, human resource development had placed significance on the task. Human resource development in this sense was referred to training or educating to equip the trainees with ability suitable for the job and adjust to environment of the task as well as to increase higher knowledge and ability in performing the task to move up on the career position or increase duties and responsibility of the personnel.

Secondly, human resource development had realized the significance on effective performance of the responsibility. In this sense, human resource development was referred to the process enhance knowledge, skills, and proficiency in performing the task for each of the school personnel in the scope of the job including the progress up to higher level of duty or increasing the effectiveness of the system of the school personnel work performance resulting better organizational relationship as well as the personnel's better adjustment to the job environment. It was assumed that effective work performance would also increase the organization's effectiveness as well.

Thirdly, human resource development had emphasized on human as capital referring to technology   knowledge, skills, and, competency embedded in human who works an organization. Such things were required for performing the tasks. The knowledge, skills, ability, and experience everyone had were to build up the person's competency relevant and kept up with the changes of environments and satisfied the needs of the organization.

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Hence, it could be concluded that human resource development was the process provide education on continuous basis as human would face constant changes from the environment which had changed. Human resource development was aimed at carrying out 3 significant activities, namely, the training which provided learning assuring the individual's concentrating on the work at the present, education – the learning for carrying out the work done in the future to come, and development – the learning not aiming at working but the behavioral change of the individual in on the better direction.

Human Resource Development through the Work

Human resource development was aimed at building up knowledge, developing skills, adjusting attitude of the person for working on the tasks assigned by the organization in the future to come. The process of human resource development in the work could be presented in form of human resource development model as follows:
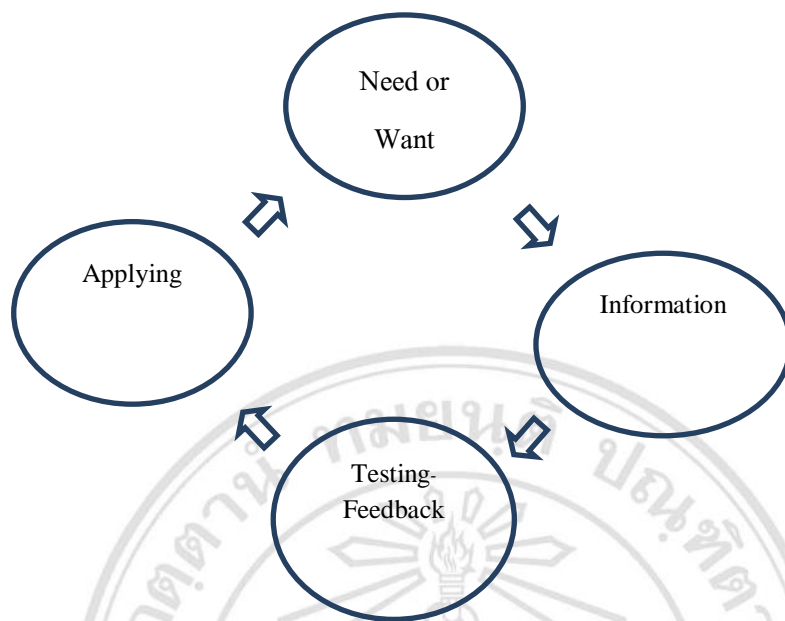
64
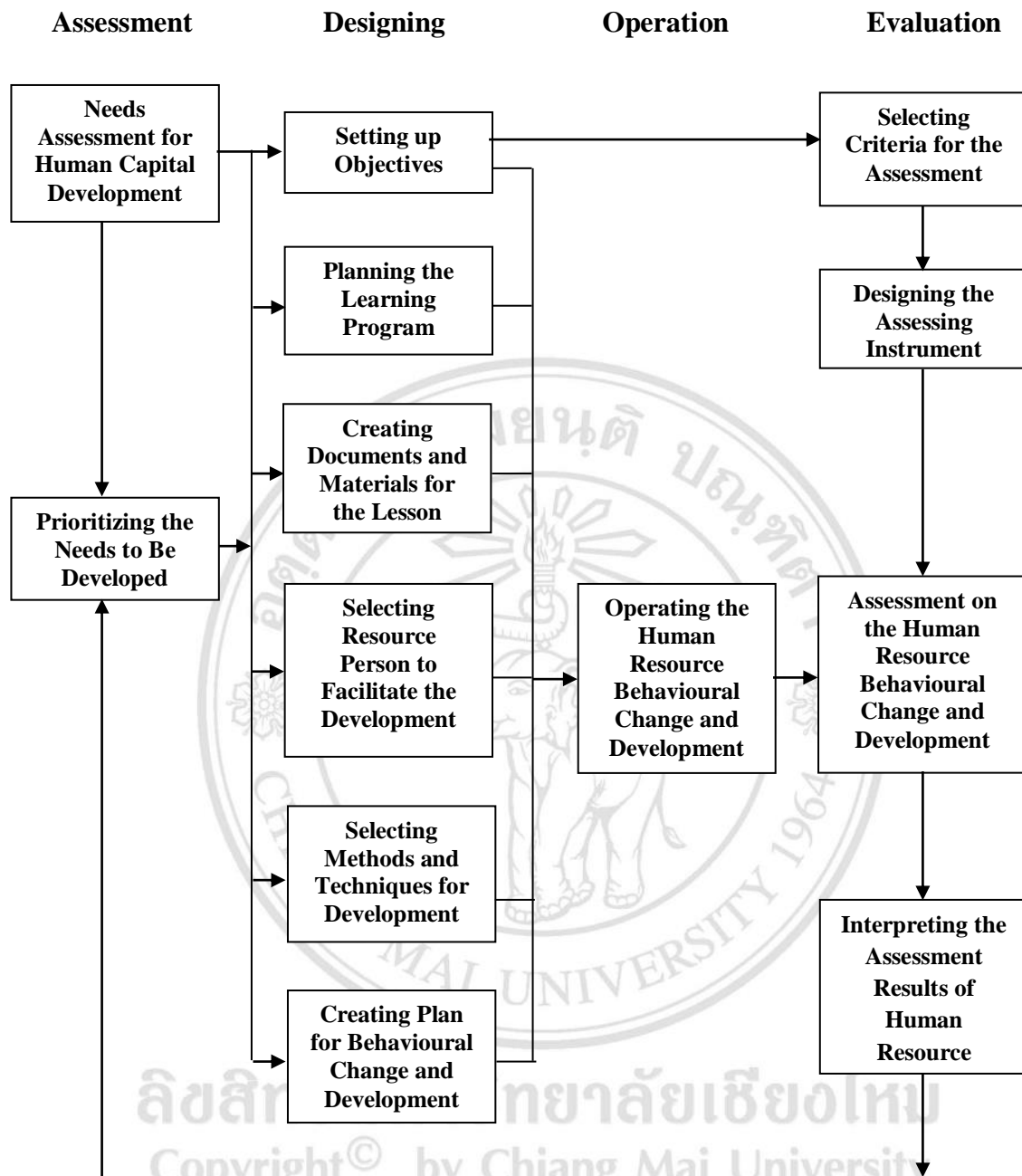
Figure 2.4 Human Resource Development Model

Source: Modified DeSimone, Wemer and Harris. Human Resource Development 3rd
ed. Ohio South-West, 2002: 127 (cite in Meesomnai, Chalermpong, 2012: 5-16)

How People Learn

Figure 2.5 Learning Wheel
Source: Watthanawong, Suwat, 2004: 5

From the chart, in the Learning Wheel, we could see that learning is a continuous process of actions and reflections. There were 4 steps in the Wheel which could be explained as follows: (Watthanawong, Suwat, 2004: 5-8)

Step 1: Need or Want - In learning, the most important things was to know what the individual had wanted to learn, what he or she would like to succeed, what answer or what problem needed to be solved, for example, "I would like to be able to drive car", "I want to have the qualifications relevant to being accountant."

Step 2: Information Gathering – The information would be collected by the individual starting from various subjects which was of formal education part while other part of information was gained from informal learning at home or at other places such as workplace. The individual had learned from reading newspaper, sport or music, watching television, listening to radio, reading computer handbook, participating in the short course training, for example.

Step 3: Testing and Feedback - The individual could learn from his or her attempt to learn something. The vocational test on basic practice of a certain career such as using computer, for example.

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Step 4: Applying and Reflecting – This is the step of applying information the students had gained in the situations. The individual could predict the results of having a test or results from the attempt to find the answer and applying the use of knowledge from what known to new situation. The learning skills could lead the individual to get involved with the use of new skills and transferred such skills for learning new things, such as in putting into practice knowledge on making old-styled Thai dessert, using computer program to do things by themselves, etc.

However, the most important learning application was the answer oneself what he or she had learned, how to use knowledge in the real situation, and others. The 4 steps learning, however, could overlap. In general, the cycle could follow these steps. Most learning would start from needs and interests to learn which was the first and important step.

Adult Learning Principles

Knowles, Malcolm (1980, cited in Wongthongdee, Siraphaksorn, 2013: 94-96) had come up with 6 principles of adult learning to be appropriately used in human resource development.

1. Need to Know – It was the necessity or needs for learning. Adults would enter the learning process when he or she would like to get the answer why he had to learn such thing.

2. The Learner's Self-Concept – Learner at adult age would have relatively clear self-concept and could use his or her analytical thinking to make decision on various issues by themselves.

3. The Role of Experience - In the learning process, adults could make use of the experience he or she had had as the resource for learning. A lot of experiences having been passed by the individual would make him or her learning easier and faster. On the contrary, if the past experiences were not congruent with the new learning, such experiences might be the obstacle for learning new thing or making it slower which might be attributed to the person failure to accept the new thing.

4. Readiness to Learn – adults should have readiness to learn as they had reached the maturity and would be more ready if having realized the needs to learn such as such learning could be used in performing the duty or usable in the real life.

5. Orientation to Learning – The methods suitable for instructing adults were taken from their real life. Adult people could perceive the things well if they were congruent to the events and situations being encountered.

6.   Motivation – Stimulus could motivate the adult's needs to learn as it attracted the person's internal drive. Some adults would like to learn to fulfill their hope or need to get something. Some wanted the success in learning to enhance the person's self-confidence and esteem.

From studying the principle on adult learning, it could be concluded that learning at adult age, the person would achieve the success if the individual had realized the uses of such learning – how it could be applied in his or her daily life and was congruent with the situation in their real life at the present.

2.5 Concepts of Indicators

Definition of Indicators

Johnstone (1981) stated that indicators were the information indicating relative quantity of something or conditions of the thing to be measured at a certain time. It did not need to specifically indicate the specific or clear conditions but they broadly indicated or reflected the situation that we were interested to check or provided with general concluding picture which could change in the future to come such as indicators used for comparing ability of students by year, for example. Indicators served as a general information about the condition or situation which we were interested to check. The examples are the indicators on education of the country, such as indicators on human resource in term of education in the future to come.

Kanjanawasee, Sirichai (2002:82-83) had explained that Indicators were the criterion and standards as follows:

Indicator was referred to factors or observable value used to indicate or reflect nature of the operational resources or results of the operation. Indicators were the thing connected to the criterion and standard which were used as the thing to judge the success or value of the operation or results gained from the operation.

Criteria were referred to the condition or level regarded as the quality of the success or suitability of the operational resource or operational results.

Standard was referred to the condition or level regarded as the quality of the success or suitability generally accepted within the profession.

From studying the definition of indicator, it could be concluded that indicator was the behavior needed to be studied. It was measurable, and could be compared with the criteria set. It could change from time to time.

Methods for Developing Indicators

Indicator development could be done through many methods each of which would focus making decision on the following issues (Johnstone, 1981):

1. Definition of Indicators – there were 3 methods as follows:

      1.1 Developing indicators by theoretical definition

      1.2 Developing indicators by empirical definition

      1.3 Developing indicators by pragmatic definition

2. Selection of factors of the things to study on was by putting all the concerned important factors together to create indicators by listing out the clear characteristics of the object to study by reviewing related literatures or opinions of the experts. One should not deal with too many factors as it would make the concept of the object to be studied too complex and hard to be interpreted. After that, one should selector the measurable factors for each of the characteristics to be studied by selecting only the factors that were relevant to each characteristic. At this step, one should avoid using too many factors for measuring the same characteristic nor factors that had much measurable error to obtain the indicators relevant to the characteristics of the thing to be study the most.

3. Setting up the method to integrate all factors together to create indicators – In general, there were 2 methods, namely, additive and multiplicative integrations.

4. Specifying the weight of factors – There were two ways to do it: equal weight and differential weight. In specifying the weight of factors that differed, one could use methods that had been rated by expert judgment. In determining the significance of the factors, one could consider the time or cost taken for carrying out any activity concerning such factor or using empirical data through statistical analysis.

5. Quality inspection of indicators – This was done along 2 principles as follows:

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5.1 Quality inspection on the factors and ways to select the factors

5.2 Reviewing the information on combining the factors

Quality inspection of indicators could be done by using theoretical framework or statistical methods. Statistical method was only to obtain the empirical evidence or information to assure the quality of the indicators. The real essence of quality inspection on indicators was at the theoretical framework of the researcher. If development started from unreliable theoretical framework, statistical methods could not help ensure the quality of the result of the development.

Exploratory Factor Analysis

Definition of Factor Analysis

Exploratory Factor Analysis (EFA) was the method used to study the set of factors without theoretical or conceptual frameworks to support such issue. It was done by collecting information from those factors and then organizing them by factor analysis or surveying to see set of the variable to see how many factors were there (Tirakanant, Suwimon, 2001: 21).

For all these, exploratory factor analysis was the way to analyze the factors that were interrelated and use such interrelation to organize them in groups to analyze the characteristics of such group of factors.

Steps of Exploratory Factor Analysis

Tirakanant, Suwimon (2001: 21-47) suggested the steps of exploratory factor analysis as follows:

1. Reviewing the research questions and the research objectives
2. Designing factor analysis
3. Checking the assumptions
4. Factor extraction
5. Rotation
6. Validation

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Index of congruence Among Evaluators

Rater Agreement Index (RAI) were indicators of agreement of the scores from two evaluators or more. These indices would have value 0-1. When the value approached 1, it showed that the evaluators could rate with high congruence. If it approached 0, it suggested that there was less congruence (Meechan, Surachai, 2004: 114).

Estimating the index of congruence among evaluators could be done via many methods. In this this research, the method of general estimation was used. This was when there were many behavioral indicators, many persons being evaluated, and many evaluators. The evaluation of the behavioral indicators in organizing the instruction of the teacher in classroom with ethnic diversity which had many indicators for behavior of many students to could be done through the process that follows. In this process, it began with classroom observation on the instruction carried out by the group of teachers and there were many evaluators which included the teacher, her colleague teachers, school director, and the researcher. The formula used for calculating the index of congruence among the evaluators was as follows:

$$RAI = 1 - \frac{\sum_{k=1}^{K} \sum_{n=1}^{N} \sum_{m=1}^{M} |R_{mnk} - \bar{R}_{nk}|}{KN(M-1)(I-1)}$$

Where   RAI   stands for   Index of congruence among evaluators

R_{mnk} stands for   Scores derived from evaluator m evaluating n on behavior k (m = 1, 2, 3, …,M   n = 1, 2, 3, …,N   and   k = 1, 2, 3, …,K)

$\bar{R}$ stands for   Average score of n who was being evaluated on behavior k calculated from formula:

$$\bar{R}_{nk} = \frac{\sum_{m=1}^{M} R_{mnk}}{M}$$

K   stands for   Number of all indicating behaviors

N   stands for   Number of all persons being evaluated

M   stands for   Number of all evaluators

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I   stands for   Number of all possible scores

                                   (Basing on scoring criterion)

2.6 Concepts Related to Teacher Development Model Construction Construction and Development of the Model

        Institute of Teachers and Education Personnel Development (2007: 14-17) had described the new-age model for teacher training and development whose goals, as appeared in the reports related to plans for teacher training in various countries, were to enhance capacity of teachers on skills on organizing learning that had kept up with the world and new knowledge to increase the student's learning and achievement to enable them to achieve desirable learning objectives as follows:

        1. ICT Based Training – Teacher training and developing basing on information and communication technology (ICT) model would be operated utilizing information and communication technology network. The training would emphasize the integration of technology to be part of the training including the use of various multimedia.

        2. School-based Training – The concept on managing the school as the base for facilitating the roles and duties for school could fully manage and develop the school to upgrade the quality of education provided by the school. In this regard, the teacher served as the main facilitator of learning. In this regard, to enhance the teacher's quality for organizing the quality learning was regarded the most significance. Thus, the school-based teacher training and developing model was a model clearly seen in the educational reform trend all over the world. The characteristics of the school-base teacher training and developing model included the collaboration with the training experts from outside institutions to come in and carry out the training. The strength of this type of training included whole school development approach. The school-based training was aimed at enabling the teacher to apply the acquired knowledge for the real practice in the classroom or school. This type of teacher development not only could empower teacher to be capable to organize learning but also to empower the school in serving itself as the good and explicit learning sources of children.

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3. Research-based Training – This is the type of teacher training and development that utilize the strategy of using research as the base for managing the training, such as training teacher to have basic research skills and could conduct the classroom action research. Via this research method, the teacher could conduct research and develop instructional or create and develop learning innovations in a systematic way.

4. Problem-based Training – This type of teacher training and development would use the problems encountered by the teacher as the starting point. The problem would be the post the questions to the teacher. Sometimes it was on the typical situation or crucial issue in education existing in the current movements and trends serving as the question for the training such as problems of violence in the school.

Institute of Teachers and Education Personnel Development (2007: 19) had summarized the characteristics of the model of modern teacher training that from the review and synthesis of the trends in teacher training and development of many countries, besides the clear and similar trend found in many countries, there were some notes on way to effectively organize the teacher training and development relevant to the context of the problems displaying the complex and various education at the present, such characteristics are as follows:

1. The teacher training and teacher development organized by various agencies always use the information from the research as the foundation for designing the training program.

2. The collaborative teacher training and teacher development collaborated by higher education institutions, academic promoting agencies, trainers, school, and teachers as well as the concerned individuals to help organize the training and share experiences.

3. Teacher development strategy had come out in proactive form using the problem question problems basing on the read situation or to upgrade the teacher's knowledge to keep up with the changing world. The training process then always focused on teacher herself, such as accessing the classroom via teacher's research and develop teacher or the school-based or problem-based teaching training, for example.

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4. There had been many alternatives for development, namely, current-movement-based development, development focusing on interests and needs of the teacher, etc.

5. The program designing basing on the teacher goals of various levels of education such as teacher at preschool level, teacher at primary school level, teacher at secondary school level, expertise-level teacher, mentoring teacher, etc.

6. The contents were set up in interdisciplinary curriculum aiming at developing new innovation along the training design.

7. Having clinic, counselling center, or hotline advice including providing mentors in assisting teachers to overcome the problem.

Besides, the Office of the Education Council (2012: 34-35) had noted that the school-based teacher and administrator development model was an approach congruent with the new age guideline for developing teacher's quality in operating the educational reform in second decade (2009-2018) as this model school personnel development was the method that helped save the budget. The development along the real problems and needs of the school and the teacher, it was the true voluntary development participated voluntarily without the command from the authority. Methods of the development emphasized the authentic practice at the workplace using participatory process opening for every concerned actor to participatorily plan, think, solve the problems, and put into practice. There was the supervision, monitoring and following up, and assisting the participants to continually get the development to constantly get at culture of development. If there was a serious study on it, the results would serve as the crucial information leading to the demand for modifying the teacher and school administrator development model to be carried in Thailand and in future opportunity.

Kijkuakul, Sirinapa (2001: 53-54) had analyzed and synthesized the development model along the reform framework studied by the master theses conducted during 2000-2008 and found that model for teacher development along educational reform had followed the 3 steps as follows:

Step 1 – Preparation: This was the survey and analysis on the teachers both in the aspects of existing knowledge and experience concerning 1) Pedagogy such as curriculum and instruction, learning theories, media production, the use of learning sources, and measurement and evaluation, 2) Content such as natural science, 3)

Beliefs on learning and experience management and learning acquired by the teacher, and, 4) attitude and needs for self-development of teacher all of which should make the teacher realize the significance of self-development.

Step 2 – Organizing teacher developing activities: This step had opened for the teacher and   school administrators/head of the learning strands to take part and the researcher carried out the cycle of Planning-Action-Observation-Reflection, along the action research principle. The activities had to focus on the practice which could be in form of workshop. Besides, it was still necessary to place priority on selection of the personnel who truly had proficiency and expertise on the development issues. Great attention was on the resource person or training leaders.

Step 3 – This was the step for continuous following up and reflection. It was the step to follow up the expected outcome to see if there was any behavioral change. There should be a continuous learning program for the teacher until she or he had some concrete workpiece along objectives of the development. For this reason, the step had to require working team composing of teacher, colleague teachers, administrators, the researcher, and the resource person to provide learning exchange and reflection with companionship to enable the teacher to be confident in applying the knowledge acquired from the workshop to the authentic conditions. She would also realize the significance of encouraging the students to happily learn, and dare to think and act out along the education reform framework. It could be said that to successfully develop the teacher would not simply end up with a short-period workshop. It needed a long-term plan and the continuous follow-up and reflection.

Besides, Kijkuakul, Sirinapa (2001: 54) had analyzed factors that facilitated the successful teacher development and found the method for developing teacher along the educational reform framework to the point of success had to depend on input factors as follows:

1. The teacher had to have the needs to developing her own profession and was willing to take part in the teacher development activities, such as training workshop.

2. The administrators had to take part on designing the activities on teacher development along with the teachers to have realized the way to enable the teachers to apply the knowledge gained from the training to the real situation in the school.

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3. The resource person/ researcher had to have deep and true knowledge both on organizing the learning process and specific learning strands. She had also had the good view on or attitude towards teacher development and continuously assisted the teacher on companionship basis.

4. The teacher development activities had to emphasize the practice and develop the teachers on the starting off with the knowledge, ideas, and beliefs of teacher. The program should promote the collaboration among the teacher, colleagues, administrators, resource person, and the researcher.

From studying the national education reform in creating the development model, its components, and teacher development model, it could be concluded that the first step in constructing and developing the model, the responsible persons had to closely analyzed the related literature before constructing the model. Next step was the constructing and developing the model and then validate it before actually apply it and diffuse it to the concerned sectors further on.

2.7 Related Literature Review

Related Literature Review on Developing Teacher's Instructional Organization Competency for the Classroom with Ethnic Diversity

Jared (2010) had studied the capacity of practicum teacher on experience multicultural education and found that the diversity of students in classroom had increased and their needs should be responded to. The teacher who had been prepared for the instruction provided for students with different background. This was not enough, however. Study on the issue of diversity was very important as it had effect on the student's development, particularly the young children. Ability in communication had impact was found related to it. The study was aimed at combining culture of practicum teacher and English students in middle-size university and found that the teacher to provided education could quickly create and promote the cultural capacity which was the problem in classroom as did the learning on diverse languages.

Vescio et al. (2009) had studied experiences of 21 doctoral students in carrying out the seminar on multiple cultures and providing knowledge for the training participants who were to be teacher in the future to come on social identity and culture

in the educational system of the United States. The program emphasized the understanding gained from the training, thoughts, beliefs, and practical guidelines to facilitate the teacher training via effective multicultural process. From the study, it was found that the reflection of the training participants showing their needs to make themselves understand about injustice in the society emerging from bias and social change. The method for conducting the research had opened for the training participants to discuss on the materials provided which included books and video. The participants were asked to reflect on the society and education along with the discussion and 6-8 page-written paper. Information was collected via interviews with open-ended questions and written work of the training participants including information from their writing on their experiences, such as the writing describing their experience on putting theory into practice using one's life path, discussing and criticizing the concept to see how it had affect the change. Afterward, the training participants submitted the works written during the seminar to the researcher via electronic line. It was found that the training participants had different interaction during the training depending on personal experience, gender, education, family, religion, former experience, and social status. Their conceptual change on identity, acceptance for their occupation, self-acceptance, relationship with friends and family members, and thoughts about the work and career were significant to them who would become educator in the future.

In their study, Manning & Baruth (2004) had found that the multicultural education teacher had to have knowledge, attitude, and skills relevant the instruction to assure the highest effectiveness. Concerning knowledge, the teacher had to have knowledge, facts, and information on ethnicity, caste, and cultural difference of students. Concerning development, as, in general, there was not preparation for the teacher to have knowledge on multicultural education, culture, nationality, ethnicity, and social class to enhance the student's understanding about ethnicity, insults, bias, injustice and the student's cultural difference. The teacher should have sufficient knowledge on all of these to set up the plan and organize the instruction appropriate to the students who were with cultural difference and attitude. The teacher in primary education and secondary education levels had to have democratic attitude, respect rights of students and perceived the difference among students, had ability in perceiving various events of different cultures, had understanding about the complexity of culture

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and ethnicity, was willing and had need to work with those who had differed from themselves. Consequently, in carrying instruction, the teacher had to deal with many cultures at the same time. The teacher might have bias against certain students, aging people, impaired persons, foreigner, etc. The bias might have deeply been implanted to the point the person felt indifferently it without realizing his or her bias. However, the teacher could turn her attitude into the positive one if she had realized the significance and necessity of multiple culture for students. Concerning skills, the teacher had to have understanding on various types of instructional strategy such as small-group learning, collaborative learning, building up motivation, competition, cultural beliefs and perception, getting rid of bias, attempt to build up attitude and values on equality, etc. all of which to facilitate the students to learn the best to be congruent to cultural diversity.

Allen & Labbo (2001) who had recognized the significance of preparing teachers to have knowledge on multicultural education had conducted research on multicultural education for the teacher. He had insisted that knowledge of teacher on culture had impact on her interaction with others and self-reflection from basic knowledge on diverse cultures of teacher and students. The teacher could apply her own understanding for instruction on culture. After the practice on writing reflection concerning the awareness in community on cultural difference, he found that teacher had understanding on her culture and had provided the students with basic knowledge on culture making them having new perception differing from the one in the past. It was then apparent the understanding about one's culture and others' culture could positively affect the learning of the learners.

Obiakor (2001) had study on the program to prepare teacher via the method incorporating multicultural education with instructional activities. The research goals were to study on the teacher's understanding on relationship between multicultural education and normal education and study the effect of lacking knowledge and understanding on carrying the educational administration appropriate to the students who were diverse in ethnicity, language, and culture and to propose the ideas to educators in helping the students with cultural difference to develop their capacity to its peak using inclusive education. The study collected information from the 4 study cases. The researcher also gained information from observing her own son who had to study

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with the teacher. The 4 study cases had found that it was very important for the teacher to recognize the strengths, gifts, and excellency to students. It she had not seen them, she would not be able to develop the students. Multicultural education was very important in preparing readiness for the teacher to carry out special education and normal education in the new age. For the case that lacked knowledge and understanding, the teacher had to think what to do with them.

In conclusion, in developing teacher's instructional organization competency in classroom with diverse ethnicity, teachers had to be facilitated to understand cultural diversity of students, have knowledge in assessment and instruction and put into practice what she had learned by realizing the individual difference among the students all of which were to develop students to their full capacity. The teachers also had to modify their perception and attitude on the students with cultural diversity.

Related Literature Review on Teacher Development Model for Providing Multicultural Education

Lorelie, Burton, et al. (2005) had studied the ways of build up understanding of students with cultural difference and factors leading to their success in the study. From preliminary analysis, it was found that among students with individual difference in studying, their satisfaction and methods of studying had been affected by socio-cultural factors such as ethnicity, cultural background, gender, hometown, and social class. However, nowadays, there are many more students with diversity which was the origin of difference. The educators had to be responsible for it. They had to be aware of such diversity which covered ability, experience, and studying strategy by encouraging the students to have self-confidence and self-acceptance, and were with freedom and challenge to successfully fulfill their responsibilities. In putting all these to work, the educators had to have understanding on (1) individual and cultural influence on the individual, (2) methods for the teacher to know what had affected the student's learning, (3) what could lead the change on instruction. The author had studied first year engineering students to out about individual and socio-cultural differences that determined their learning success.

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National Institute for the Development of Teachers, Faculty and Staff and Education Personnel (*NIDTEP*) (2007) had conducted a research to follow up the situation of teachers by province under the program entitling "Teacher Watch" and constructed the teacher development model that was responsive to the situation and problems in carrying duties of the teachers. From the seminar to brain-storm the opinions of the teachers, representatives from higher education institution in local areas, representatives of the school administrators, teachers from large, medium, and small schools including personnel from Educational Service Area Office and from the concerned agencies at the regional level from all 4 regions. The information that had been summarized confirmed that their teacher development models were along the same direction. They were continuous and had utilized the problems encountered by the teacher as the center. Most participated teachers needed the development model that had no need for the teachers to leave their regular teaching obligations. Besides, they wanted the model developed by the service providing agencies or resource persons who could access the concerned agencies and could set up the development activities for many times and could continuously promote the learning exchange among the teachers on continuous basis.

Yongyuan, Banyat, et al. (2010) had studied the development of the model for providing multicultural education in primary schools. The findings are as follows. Firstly, concerning the situation of educational provision, it was found that most administrators, educational service area office superintendents, school administrators, teachers and parents agreed with the the Ministry of Education's policy to diffuse educational opportunity for the children from different ethnicity and culture to study reasoning the it was the help along humanity principle. The model for educational provision of schools affiliated with the Primary Educational Service Area Office 3 Kanchanaburi, was still the same type of educational provision disseminated by the central authority using the knowledge substances prescribed from the central agency to teach. Most teachers believed that it was not necessary to use the content on ethnicity, language, religion, tradition, and way of life of students from the divert ethnicities to be integrated with the central Thai contents. It was also found that extra-curriculum activities such as scout camping, moral camping, children's day activities, mother's day activities, and others organized by the school had open opportunity for Thai and Non-

Thai students and parents to increasingly interact with one another. The events serve as the arena for displaying culture leading to more understanding and unity. Secondly, concerning the trial of multicultural education model, it was found that after trying with the students at nursery level and Prathom Suksa 1-3 level in experimental school, their cultural awareness in culture was higher than that of the students of the same levels in the control school. It was also found that Prathom Suksa 4-6 students of experimental school and of control school had no difference in accepting cultural diversity, perception of multicultural atmosphere, and cultural pride. Concerning the teachers, it was found that after the experiment, the teacher experimental school had no difference on knowledge in organizing multicultural education in the aspects of knowledge and understanding and practice higher than those of the teachers in control school but found that teachers in experimental school and teachers in control school had all-around knowledge for organizing multicultural education in the aspects of realizing the significance of and acceptance of, and perception of cultural diversity and multicultural atmosphere. Thirdly, concerning the survey of the opinion of the concerned persons towards the research findings and possibility of applying the principles and methods of diffusing multicultural education to other schools, it could be concluded that everyone agreed with the multicultural approach of educational provision in context in which students had differed in their ethnicity and culture. Most of them had viewed that the provision of multicultural education was relevant to the ASEAN unity where 10 member-countries would join in. They also agreed that in providing education of Kanchanaburi which was the province at the border attached to Myanmar and many schools had accepted children from Myanmar to get education along with Thai children. Hence, there should be curriculum development and instructional method relevant to situation at the present time and future to come. Most of them suggested that the responsible agencies should implant the correct knowledge and understanding onto the teacher sticking on the principle on maintaining Thai identify and national security. The Primary Educational Service Area Office situated in areas where students were diverse in their ethnicity and culture should develop and try out the model of multicultural education provision by increasing the length of experimental period to assure that this multicultural education could develop students to have awareness and acceptance for cultural diversity along with the goal to have higher academic achievement as well.

Kijkuakul, Sirinapa (2001: 45-58) had studied the synthesizing process of teacher development model along the educational reform framework. The experiences extracted from the mater theses conducted during 2000-2008 reveals that 1) Main problems and obstacles of teacher development included the teacher not realizing the importance of self-development, development activities not relevant to the needs of teachers, and limited budget, 2) Process and methods for developing teacher was composed of 3 steps, namely, preparation step, teacher developing activity organizing and continuous follow-up, 3) Identifying factors that facilitated process of teacher development to succeed. The factors included the needs for self-development, administrative supports, resource person's expertise and nature of teacher developing activities, as well as the collaboration among teachers, administrators, resource person, and the researcher, and, 4) Guideline for producing and developing teacher along the reform framework. The whole process started from surveying and analyzing the needs for self-development of teacher as existing and proceeding the teacher development along the teacher-centered development framework.

Phumeesap, Suchart, Doangthip, Suntaree and Manusawat, Chalermchai (2014: 11-20) had studied model for developing teachers at basic education level in schools out of town affiliated with the Office of Kamphaeng Phet Primary Educational Service Areas 1 and 2 and found that teacher development model was a systematic structure illustrating the relationship of factors for developing competency that were necessary for the teachers at basic education level for the schools out of town. The main factors were: 1) Development principles, 2) Objectives and indicators of the development, 3) Competency needed to be developed, 4) System and mechanism of the development, 5) Products of the development, 6) Evaluation for the development, and, 7) Feedback information and results of the evaluation on teacher development model at basic education level for the schools out of town affiliating with Office of Kamphaeng Phet Primary Educational Service Area 1 and 2 revealed that the model were appropriate, feasible, and productive at much level.

Thanaphatchottiwat, Suphornthip. Wattanatorn, Amornrat. Parnichparinchai, Teamjan and Prachanban, Pakorn (2015: 33-47) had studied the development of the model on organizing teaching professional experience to build up characteristics of the teacher in 21st century and found that the model development for teaching professional

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experience to promote characteristics of teacher in 21st century which consisted of 5 factors, namely, origin of the model, basic theoretical and conceptual framework, principle of the model, objectives and provision on teaching professional experience to promote characteristics teacher in 21st century. The factor on providing professional experience to promote characteristics of teacher in 21st century was composed of 4 parts, namely, procedural steps, goals, project/activities, and evaluation. The results of evaluating the appropriateness of the model was at very good level and results of trying out the model revealed that the spirit of being teacher of the teacher students had been awakened to have awareness in roles and duties of good teacher. The teacher students had evaluated themselves and showed that they had more readiness compared to what they were before taking part in the project. In general, the teacher students were satisfied with the activities organized for them at much level.

Sungsutthipong, Pimthong (2015) had studied the model for developing instructional organization competency of physical education teachers to promote health of primary education students and found that the model had 3 factors, namely, 1) Direction of the development, 2) Development process consisted of 3 steps: Step 1 – Adjust the paradigm for developing knowledge into plan, Step 2 – Come down to the field by providing advice and care, Step 3 - Learning exchange and learning extraction, and, 3) Evaluating the development. The findings reveal that the model had the quality in the aspect of feasibility, appropriateness and sufficiency, and utility at much level. In trying out the model, it was found that physical education teachers had the instructional provision competency in general at higher level and their instructional organization competency after the development higher than before the development with statistical significance. Regarding the student's health – emotional, social, and intellectual health tended to be better than before using the development model.

Rattanapan, Jitlada, et al. (2017: 115-145) had study the development of the educational provision model to promote the co-existence in multicultural context between Thai citizen students and transnational students in 4 schools at preschool level in Phangnga Province. The research findings reveal that (1) Concerning the situation, it was found that the schools had policy to admit transnational students to study in the schools. Concerning classroom management, there were 3 out of 4 schools that admitted Thai citizen students to co-study with transnational students having Thai as the
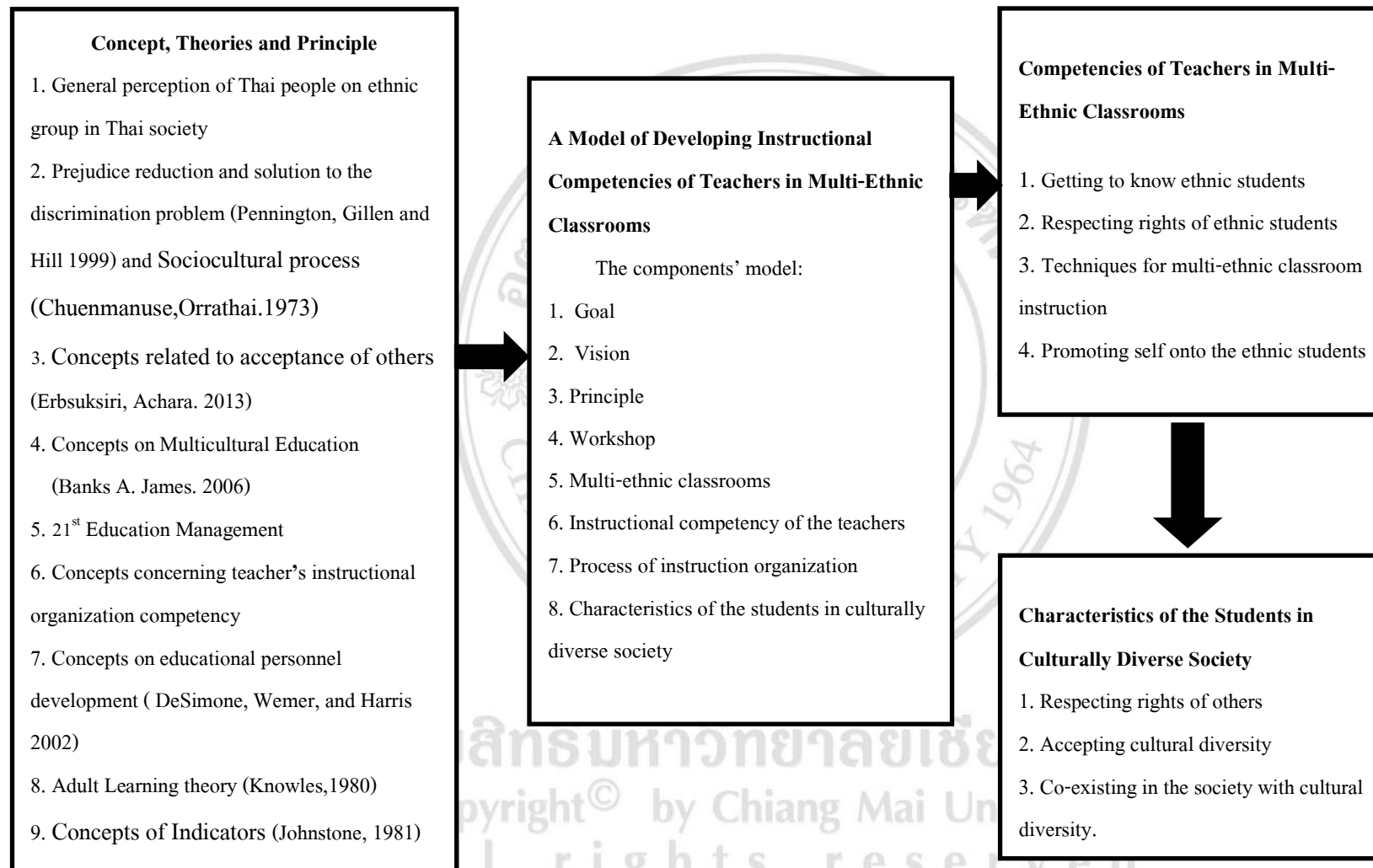
preschool level teacher who used Thai language for the classroom communication. The other school set up the classroom for Thai citizen students having a Thai teacher as the preschool level teacher and used Thai language for communication in the classroom. For the transnational students, there was a Burmese teacher who communicated in the classroom by using Burmese language. Every school used 2003 preschool curriculum as the framework for educational provision. There was not capacity development for the school personnel to provide multicultural education. The model was aimed at having the transnational students to adjust Thai society, not educational provision in form of multi-culture, (2) concerning the model development and utilizing for educational provision to promote multicultural coexistence, it was found that there were 7 factors concerned, namely, school policy, curriculum, school personnel, learning organization, atmosphere and environment, parents, and community. When trying out the model with 10 preschool level students at Nursery 1 and 2 levels. These 10 students included 3 Thai citizen students, 1 Burmese student, and 6 Mon students. It was found that, after the learning provision, the student's knowledge was more than before the provision with statistical significance level at .05. Moreover, the mean score of multicultural coexistence behavior of Thai citizen students and that of transnational students after the experiment was higher than before with statistical significance level at .05. Besides, the results of qualitative study reveal that Thai citizen students and transnational students had more multicultural coexistence behavior both during and after the experiment. These behaviors included greeting with other language beside their mother language. In number count, however, the language used was other languages beyond their mother language. They were found to use non-mother language in introducing others to their own culture, being interested in learning about culture of others, helping out friends from other culture, playing with friend from different culture, and interacting with parents of friends with different culture. The factors that made the students change in terms of knowledge and behavior were of each aspect of educational provision that had supported one another such as the administrator's policy to support the multicultural education, have the curriculum that was well-aware of the difference and diversity among students. Preschool level teachers had got the capacity development to have knowledge and understanding on providing multicultural education to the point of putting into practice. They had organized the learning process that realizing the

diversity of the students. The atmosphere and environment in preschool classroom had facilitated the multicultural coexistence. The concrete coexistence was carried out by parents and community. The factors that could make each factor mentioned above effective were mostly the direct product of the school administrators and preschool level teachers had put into practice the model of multicultural education. The researcher, however, had the roles in pushing up some factors such as the school's policy and multicultural curriculum.

From working out on the related literature review and models for teacher development, it was found that the teacher had knowledge gained from development process. Nonetheless, they had minimally utilized the models as the development process emphasized theory than practice. Moreover, it was the development not quite congruent with needs of the teacher or context of the problems really came up in the real performance of the teacher. Hence, in developing the teachers and choosing the model for teacher development, one has to think about the problems occurring in the school or needs of the teacher for self-development including the condition of the school to assure the best benefit to education.

Concept, Theories and Principle

1. General perception of Thai people on ethnic group in Thai society

2. Prejudice reduction and solution to the discrimination problem (Pennington, Gillen and Hill 1999) and Sociocultural process (Chuenmanuse,Orrathai.1973)

3. Concepts related to acceptance of others (Erbsuksiri, Achara. 2013)

4. Concepts on Multicultural Education
   (Banks A. James. 2006)

5. 21st Education Management

6. Concepts concerning teacher's instructional organization competency

7. Concepts on educational personnel development (DeSimone, Wemer, and Harris 2002)

8. Adult Learning theory (Knowles,1980)

9. Concepts of Indicators (Johnstone, 1981)

A Model of Developing Instructional Competencies of Teachers in Multi-Ethnic Classrooms

The components' model:

1. Goal
2. Vision
3. Principle
4. Workshop
5. Multi-ethnic classrooms
6. Instructional competency of the teachers
7. Process of instruction organization
8. Characteristics of the students in culturally diverse society

Competencies of Teachers in Multi-Ethnic Classrooms

1. Getting to know ethnic students
2. Respecting rights of ethnic students
3. Techniques for multi-ethnic classroom instruction
4. Promoting self onto the ethnic students

Characteristics of the Students in Culturally Diverse Society

1. Respecting rights of others
2. Accepting cultural diversity
3. Co-existing in the society with cultural diversity.

Figure 2.6 Research Conceptual Framework of Model of Developing Instructional Competencies of Teachers in Multi-Ethnic Classrooms