

Chapter 3

Research Methodology

The research on the model for developing teacher's instructional competency for the multi-ethnic classrooms through research and development process had 3 procedural steps as follows:

Step 1 – Analyzing the factors and indicators of teacher's instructional competency for the multi-ethnic classrooms to equip the students with the characteristics of respecting others, accepting, and co-existing in the culturally diverse society

Step 2 – Developing the model for developing the teacher's instructional competency for the multi-ethnic classrooms to equip the students with the characteristics of respecting others, accepting, and co-existing in the culturally diverse society

Step 3 – Applying the model for developing teacher's instructional competency for the multi-ethnic classrooms to equip the students with the characteristics of respecting others, accepting, and co-existing in culturally diverse society

3.1 Step 1 – Analyzing the factors and indicators of teacher's instructional competency for the multi-ethnic classrooms to equip the students with the characteristics of respecting others, accepting, and co-existing in culturally diverse society

The Sample

1. The sample used for analyzing the behavior indicating the teacher's instructional organization which included textbooks, documents, research, and articles on teacher's instructional organization in the multi-ethnic classrooms totaling 20 volumes selected by purposive sampling.

2. The sample used for checking the appropriateness of the behavior indicating the appropriateness of the teacher's instructional organization which

included, lecturers of Faculty of Education, Chiang Mai University, and Faculty of Education, Chiang Mai Rajabhat University who had studied on educational provision for multi-ethnic classrooms, totaling 9 subjects selected by purposive sampling.

3. The sample used for analysing the exploratory factors of the teacher's instructional competency for multi-ethnic classrooms which included the students in multi-ethnic classrooms of the schools affiliating with Secondary Educational Service Area Office in 3 northern provinces, namely, Chiang Mai, Chiang Rai, and Tak, totaling 900 subjects obtained through stratified random sampling following the steps as follows:

3.1 Sampling in the 3 southern most provinces, namely, Chiang Mai Chiang Rai and Tak via simple random

3.2 Dividing districts in each province into 3 groups – intown districts, out of town districts, and border districts

3.3 Sampling districts in each group by simple random

3.4 Sampling schools in each district by simple random resulting as in the following table:

Table 3.1 Province, District, School, and Number of Students in the Sample

Province	District	School	Number
Chiang Mai	Muang Chiang Mai	Yupparaj Wittayalai	100
	Chom Thong	Chom Thong	100
	Fang	Fangchanupathum	100
Chiang Rai	Muang Chiang Rai	Damrongratsongkhroh	100
	Mae Fah Luang	Banthridthai	100
	Mae Sai	Maesaiprasitsart	100
Tak	Mueang Tak	Takpittayakhom	100
	Mae Sot	Sapphawitthayakhom	100
	Umphang	Umphang	100
			Wittayakhom
Total			900

Instruments Used for Data Collection

Instruments used for data collection for the research on the model for developing teacher's instructional competency for the multi-ethnic classrooms are:

1. The questionnaire on appropriateness and content validity of the behavior indicating the teacher's instructional organization for multi-ethnic classrooms to be responded by the experts.
2. The questionnaire on the teacher's instructional organizing behavior for multi-ethnic classrooms to be responded by the students.

Constructing and Checking the Quality of the Data Collecting Instruments

1. The questionnaire on Appropriateness and Content Validity of the Behavior Indicating the Teacher's Behavior Indicating their Instructional Organization for multi-ethnic classrooms to be responded by the experts.

The researcher had proceeded along the following steps:

1.1 Reviewing textbooks, documents, researches, and articles concerning the teacher's instructional management for multi-ethnic classrooms as follows:

1.1.1 How to Improve Teacher Behavior in the Multi-Ethnic Classrooms (Willie J. Barnes, www.ascd.org/ASCD/pdf/journals/ed_lead/el_197704_barnes.pdf)

1.1.2 Becoming a Win-Win Teacher: Survival Strategies for the Beginning Educator (Bluestein Jane, 2010)

1.1.3 How to Teach to Promote Learning Behavior, (Samran, Chatree, 1995)

1.1.4 Strategy to Teach on Rural Way of Life (Samran, Chatree, 2001)

1.1.5 The Eleven Commandments of Good Teaching (Vickie Gill, Makasiranonth, Kansuda -translator, 2002)

1.1.6 Powerful Classroom Management Strategies (Pual Burden, Na Taguatung, Ornjaree (translator), 2002)

1.1.7 Promoting Self-esteem...In Classroom (Lawrence, Dennis, 2002)

1.1.8 Positive Classroom Management: A step-by- step Guide to Successfully Running the Show without Destroying Student Dignity (DiGiulio, Robert, translated by Ponpoke, Piangjai, 2002)

1.1.9 Teaching Methods Not Distort Learning (Samran, Chatree, 2003)

1.1.10 Colorful Blackboard (Chaiwat, Chachareewan, 2005)

1.1.11 My Teacher (Chudabuddhi, Montira (editor), 2006)

1.1.12 Schools of Fish! (Strand, Philip, Christensen, John and Halper, and y, translated by translated by Pitpreecha, Chiranan, 2007)

1.1.13 Learn How to Learn (Phucharoen, Woraphat , 2008)

1.1.14 Marginal Teacher and Marginal Classroom: Thousands of Ways and Millions of Tricks in the Classroom 56 (Esquith, Rafe, 2012)

1.1.15 Teaching Outside the Frames: Student Impression Strategies (Panich, Vicharn, 2013)

1.1.16 Flip Your Classroom: Reach Every Student in Every Class Every Day (Panich, Vicharn, 2013)

1.1.17 The Courage to Teach (Palmer, Parker J., translated by Hongthong, Phennapa and Wangwinyu, Natlos, 2013)

1.1.18 Teaching Outside the box: How to Grab Your Students by Their Brains (Johnson, Luanne, 2014)

1.1.19 Art of Teaching for Students in 21st Century (Suttirat, Chaiwat , 2014)

1.1.20 Maturity of Teacherness (Chaiyabang, Wichian, 2015)

1.2 Synthesis of the teacher's instructional organizing behavior in multi-ethnic classrooms by analyzing the teacher's observable behaviors occurring the classroom.

1.3 Collecting all the behaviour which indicates the teacher's instructional organization coming up with 75 behaviors and classifying them to be used for indicating the teacher's instructional organization which, after being carried out, would equip the students with 3 characteristics, namely, respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society.

1.4 Constructing questionnaire to collect the expert's opinion concerning the appropriateness and content reliability of the behavior indicating the teacher's instructional organization in multi-ethnic classrooms by checking if the behavior could indicate the good teacher's characteristics for multi-ethnic classrooms and appropriate for constructing the model for developing teacher's instructional competency for the multi-ethnic classrooms and came up with 3 questionnaires as follows:

Questionnaire 1 – This is the questionnaire for the research on model for developing the teacher's instructional competency in multi-ethnic classrooms in the aspect of respecting rights of others.

Questionnaire 2 - This is the questionnaire for the research on model for developing the teacher's instructional competency in multi-ethnic classrooms in the aspect of accepting cultural diversity.

Questionnaire 3 -This is the questionnaire for the research on model for developing the teacher's instructional competency in multi-ethnic classrooms in the aspect of co-existing in the culturally diverse society.

All these questionnaires were in form of rating scale.

1.5 These questionnaires were taken to be checked by 9 experts who could judge the appropriateness of the behaviors indicating the teacher's instructional organization in multi-ethnic classrooms and selecting only the behaviors with the appropriateness average score of 3.50 and up. Results of the expert's validation indicated that all the behaviors had passed the criterion

The experts had recommended along the same direction that there should be the fame for classifying the behaviors to indicate the goal of instruction for the particular behavior to facilitate the data analysis and the application. The language used in the questionnaires should also be precise and understand able for the questionnaire's respondents.

The researcher had studied the factors concerning the instruction and found that the important factors were teacher, student, curriculum which included objectives, content, activities, instructional media, and measurement and evaluation, and classroom interaction. The researcher had classified the behaviors indicating the teacher's instructional organization which had passed the criteria of the experts and

brought it for 3 experts each of whom on curriculum and instruction, language used, and measurement and evaluation, to check for the appropriateness for one more time.

2. The questionnaire on Behavior of the teacher' s instructional organization in multi-ethnic classrooms to be responded by students

2.1 Constructing the questionnaire on opinion of the students learning in the multi-ethnic classrooms concerning behavior of the teacher' s instructional organization in multi-ethnic classrooms. The questionnaire had 2 parts:

Part 1 – General data asking the respondent' s gender, educational level, and ethnicity. The questionnaire was a close-ended questionnaire with only one answer choice.

Part 2 – This part of the questionnaire was to ask the opinion on behavior of the teacher' s instructional organization in multi-ethnic classrooms to equip the students with respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society. This is a rating scale questionnaire.

2.2 Trying out the questionnaire with the students at Chonprathan Phataek School (Panyaphol-Uppathum) , Doi Saket District, affiliated to Chiang Mai Primary Educational Service Area Office 1, with 95 subjects including 5 school administrators, 20 teachers, and 70 students in multi-ethnic classrooms.

2.3 Analyzing the questionnaire having been tried out to find by-item discrimination index using 25% high-low groups technique with t-test to select only the item in which the high and low groups had differed with statistical significance. The results reveal that every item could discriminate high group from the low group at .01 statistical significance level.

2.4 Trying out the questionnaire which was validated and modified basing on the by-item discrimination index with the subjects at Song Khwae Wittayakhom School, Doi Lo, Chiang Mai Province affiliated to Secondary Educational Service Area Office 34 including 5 administrators, 20 teachers, and 75 students for multi-ethnic classrooms or 100 altogether.

2.5 Analizing reliability of the whole questionnaire getting 0.946 alpha coefficient

2.6 After the 2 try outs, the finding concerning responding to the questionnaire was that some responding students had not identified their ethnicity. The part had been modified by having the respondents to pick up one answer either being lowland Thai, hill area Thai, or others.

2.7 Trying out the 900 sets of questionnaire with the third group who were the students studying in multi-ethnic classrooms at secondary education level in school affiliated to the Secondary Educational Service Area Offices in Chiang Mai, Chiang Rai, and Tak using stratified random sampling.

3.2 Step 2 – Developing the model for developing teacher’ s instructional competency for the multi-ethnic classrooms equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society.

The Sample

1. The sample used to validate the appropriateness of the behavior indicating the teacher’ s instructional organization competency whose results were used to develop teacher’ s instructional competency in multi-ethnic classrooms were ethnic students at the Faculty of Education, Chiang Mai University, and those at Faculty of Education, Chiang Mai Rajabhat University selected from those who had experience in taking part in the instructional activities for multi-ethnic classrooms for at least 3 years coming up with 9 of them who were selected by purposive sampling.

2. The sample used to identify method or way to develop instructional competency of the teachers who teaching in the multi-ethnic classrooms. The sample included:

2.1 Lecturers Faculty of Education, Chiang Mai University, and Faculty of Education, Chiang Mai Rajabhat University totalling 8 of them selected by purposive sampling who studied on educational organization for multi-ethnic classrooms and had experience in studying in the multi-ethnic classrooms.

2.2 Superintendents and teachers in Secondary Educational Service Area Office 34, Special Education Bureau, and Primary Educational Service Area Office, in Chiang Mai Chiang Rai, Lamphun, and Mae Hong Son, selected basing on

teaching experience in multi-ethnic classrooms for not less than 5 years totaling 28 subjects selected through purposive sampling.

3. The sample used for checking the appropriateness of the model for developing the teacher's instructional competency for the multi-ethnic classrooms were composed of:

3.1 Lecturers of the Faculty of Education, Chiang Mai University, lecturers of the Faculty of Education, Chiang Mai Rajabhat University, and technical personnel of the Inter Mountain Peoples' Education and Culture in Thailand Association (IMPECT) who studied the educational provision for multi-ethnic classrooms and had experience in teaching in the culturally diverse classroom totalling 6 subject selected through purposive sampling.

3.2 Teachers affiliated to Chiang Mai Primary Educational Service Area Offices 1-6 basing on their experience in teaching for multi-ethnic classrooms not less than 5 years totaling 3 subjects selected by purposive sampling.

Instruments Used for Data Collection

Instruments used for collecting the data for the research on the model for developing teacher's instructional competency for the multi-ethnic classrooms in this step include:

1. The questionnaire on appropriateness of behavior of the teacher in organizing instruction for multi-ethnic classrooms before using them for constructing the model for developing the teacher's instructional competency in multi-ethnic classrooms for ethnic students.

2. The questionnaire on expert's opinion for finding the guideline or method to develop the teacher's instructional competency for multi-ethnic classrooms.

3. The questionnaire on appropriateness of the training program for developing the teacher's instructional competency for multi-ethnic classrooms to be responded by experts.

4. The questionnaire appropriateness on the model for developing teacher's instructional competency for multi-ethnic classrooms to be responded by the experts.

Constructing and Checking the Quality of the Instruments used for Collecting Data

1. The questionnaire on appropriateness of the teacher's behavior on instructional organization for multi-ethnic classrooms before using the results for constructing the model for developing teacher's instructional competency in multi-ethnic classrooms for ethnic students.

1.1 The exploratory factor analysis identify factors and indicators had yielded 4 factors and 35 indicators.

1.2 The focus group was carried out with 9 ethnic students in the Faculty of Education, Chiang Mai University, and Faculty of Education, Chiang Mai Rajabhat University. The students were also asked to fill up the questionnaire on the appropriateness of the teacher's behavior on instructional organization for ethnically diverse classroom.

As the result, in the focus group, ethnic students had discussed together leading to the conclusions of their opinion of behavior of the teacher in organizing the instruction for the multi-ethnic classrooms as follows:

- 1) Getting to know the students individually
- 2) Being good listener
- 3) Responding to the student's question and giving them the opportunity to express their opinion in the classroom
- 4) Should pay equal attention to all students and once in a while follow up their everyday life.
- 5) Having psychological skills to understand the individual difference among the students and not overtly comparing the student's ability
- 6) Identifying capacity of each student to promote his/ her self confidence.
- 7) Love all the students equally
- 8) Being responsible for her/his own action and words.
- 9) Being reasonable and not being self-centered

The instruction for the multi-ethnic classrooms should include the following activities or facilities:

- 1) Some insertion on ethnic issues and stories
- 2) Cultural exchange once in while
- 3) A book corner on ethnicity

1.3 The result of the analysis basing on the instructional behaviour on each of the issues which were reflected by ethnic students as the ones enabling them to have the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society, the behavior on the teacher's instructional organization could help the students to obtain the characteristics as needed on every issue.

2. The questionnaire on opinion in finding the guideline or method for developing instructional competency in ethnically diverse to be responded by the experts

2.1 Constructing the questionnaire to be used for finding the guideline or method for developing the teacher's instructional competency for the multi-ethnic classrooms.

2.2 Asking experts who had experience in providing instruction in multi-ethnic classrooms to verify the modified questionnaire which was divided into 7 parts each of which had 3-6 indicators to not take too long time for the experts.

2.3 Using the results of asking the experts about the method of develop, follow-up, and evaluate the instructional competency in each indicative behavior to synthesize along the use of the model for human resource development modified from that created by DeSimone, Wemer, and Harris (cited in Misomnai, Chaloemphong, 2012: 5) to develop the teacher's instructional competency for the multi-ethnic classrooms to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society.

2.4 Compiling the methods for developing teacher's instructional competency along the 4 factors to construct the training program to develop teacher's instructional competency for multi-ethnic classrooms.

3. The questionnaire on appropriateness of training program on developing teacher's instructional competency for the multi-ethnic classrooms to be responded by the experts.

3.1 Constructing the workshop program for developing the teacher's instructional competency for the multi-ethnic classrooms composed of goals, vision, principles, and competency in providing instruction coming up in 4 aspects as follows:

Aspect 1 – Getting to know the ethnic students

Aspect 2 – Respecting rights of the ethnic students

Aspect 3 - Instructional technique for multi-ethnic classrooms

Aspect 4 - Promoting self-construction for the ethnic students

Each of the instructional competency had the following details:

1) Concept/Principle

2) Objectives

3) Learning substances

4) Learning activities

5) Measurement and evaluation

6) Appendix – additional knowledge for teacher

3.2 Constructing the questionnaire to assess the appropriateness of workshop program to develop teacher's instructional competency for the multi-ethnic classrooms to be responded by the experts on the training program which was a rating-scale questionnaire.

3.3 Asking 2 experts on training program and 1 expert on measurement and evaluation to check the appropriateness of the goals, vision, principle, structure of the training program, contents on addition knowledge for teacher, training activities, knowledge and capacity of the resource persons and trainees, training media and assessment. The part that gained the appropriateness of the mean 3.50 and up would to taken as passing the criteria and it was found that every aspect had done so.

3.4 Modifying the training program as suggested to be used further for developing teacher's instructional competency for the multi-ethnic classrooms by preparing the documents for the workshop for developing teacher's instructional competency for the ethnically diverse classroom.

4. Form for evaluating the appropriateness of the model for developing the teacher's instructional competency for multi-ethnic classrooms to be responded by the experts.

4.1 Reviewing the objectives of the model construction and the training program for developing teacher's instructional competency for the multi-ethnic classrooms.

4.2 Constructing the questionnaire to assess the appropriateness of the drafted model for developing the teacher's instructional competency for the multi-ethnic classrooms in the aspects of the model's components, workshop activities, and the model application for the respondents to express their opinion.

4.3 Organizing the focus group for the 9 experts including 2 university lecturers, 1 school principal, 2 teachers, and 4 specialists from the Inter Mountain Peoples' Education and Culture in Thailand Association (IMPECT) to review the appropriateness, validity, and feasibility of all components of the model, appropriateness of the workshop programs, and the application of the model for developing the teacher's instructional competency for the multi-ethnic classrooms.

As a result of the focus group, there were some suggestions by the experts as follows:

4.3.1 Concerning the goals, they should be clearly set to assure that after the teacher had provided the instruction, what the students would respect to and accept to happily co-exist in the culturally diverse society. The goal should be revised to equip the students with the characteristics of respecting rights of others, accepting their own self and that of others, and happily co-exist in the culturally diverse society.

4.3.2 Concerning the vision, it should be added with that on teacher, viewing that the teacher has to be the thought leader, analyst, and evaluator who is without bias against ethnic students, with perspective on equality in the ethnically diverse society, etc. to serve as the model for the students to realize the value of their way of life.

4.3.3 Concerning the principle, the statement in aspect 3 from the teacher has taken the roles of participants to be changed to being thought leader, analyst, and evaluator. Aspect 5 should be added up with developing media and inviting the

medium in form of folk knowledgeable person to come to deliver knowledge to enable the teachers to realize in the problem actually occurring in the present society. Aspect 6 should be added up with measurement and evaluation to cover the measurement and evaluation on the teacher's knowledge, skills, attitudes and characteristics of self-acceptance, accepting self of others, respecting rights of others, and happily co-exist in the culturally diverse society. Aspect 8 should be added up with the supervision from the school principal, colleague teachers, the teacher herself, and the researcher. Aspect 9 should be added up with actual field entering after the training at the school.

4.3.4 For the workshop, the mode of learning for the participants should be added through learning exchange and with learning from the simulation.

4.3.5 The term referred to particular ethnic group should be changed to the term used by the ethnic group people to call themselves to show our acceptance and respect of and to their self. Karen should be changed to Pgakenyaw, Maew to Hmong, Yau to Mien, Muzer to Lahu, Egor to Akha, Lua to Lavre, and Daraang should be added up too. The term "ethnic people" should be used and avoid calling them "minority group people."

4.3.6 Concerning instructional competency, in Component 4, the phase "to provide moral supports for the ethnic students" to be "to promote self-construction for the ethnic students to be proud of themselves."

4.3.7 The instructional process should be added up with the phase "If the students had gone through this instructional process, they would be proud of their being themselves. The process builds up the unity in the midst of ethnic diversity and reduces the long-lasting bias against the ethnic people."

4.3.8 Concerning the characteristics of students in culturally diverse society, the phases should be adjusted to be more positive. The phase "Should not hurt others physically, verbally, nor sexually" should be cut off and emphasizing the common feeling among different ethnic groups and let go the long-lasting bias.

Concerning the format of the text, the item used for the consequential text should be systematic. The figure of cycle in chart on instructional competency should be changed to overlapping circles. Concerning the teacher development on moral and ethical development, the teacher should be kind and devoting along the 4 paths to the success. The teachers should reduce their ethnic bias or

prejudice and get ready to help construct self of the students assuring their happy co-existence in culturally diverse society on and on.

Concerning the appropriateness of the model as evaluated by the experts came out for each aspect of it. The experts consensually agree that the workshop activities and the model application were appropriate.

Additionally, the experts had suggested that there should be some verbal adjustments on some contents, time spent for developing the instructional competency on the Aspect 3 on instructional technique, and, Aspect 4 on promoting self for the ethnic students, and experts from various ethnic backgrounds should be increasingly invited to come in and exchange experiences on the issue.

4.4 Modifying the model as suggested to be used in school with multi-ethnic classrooms later on.

3.3 Step 3 - Implementing the model for developing the teacher's instructional competency for the multi-ethnic classrooms to equip the students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society

The Sample

The sample used for trying out the model of developing teacher's instructional competency for the multi-ethnic classroom was Ban Mae O Nai School, Chiang Dao District, affiliated to Chiang Mai Primary Educational Service Area Office 3. The sample included 9 teachers and 143 Prathom Suksa 1-6 students selected via purposive sampling.

Context of Ban Mae O Nai School

Ban Mae O Nai School was located at Moo 8, Mae Na Subdistrict, Chiang Dao District, affiliated to Chiang Mai Primary Educational Service Area Office 3. The School is 17 kilometers from Chiang Dao District and 97 kilometers from the educational service area office, and 65 kilometers from Chiang Mai Muang District. The School opens for Kindergarten 2 up to Prathom Suksa 6 in 2016 academic year with 183

total number of students. There were on 1 principal, 7 teachers, 1 contemporary teacher, 1 mentor for students with special needs, and 1 clerk.

Ban Mae O Nai School is located in the farming village where the villagers had work to do for the whole year and have to rely on ethnic people who came in for being hired to work on certain tasks such as picking up pepper and longan, guarding the fruit garden or rubber plant, etc. Consequently, there are many ethnic group people residing at Ban Mae O Nai. They send their children to the School. The student body of the school was composed of Dara-ang for 34.97%, Shan for 32.87%, Lisu for 18.18%, and low land Thai for 13.97%. Most parents had no education, unable to read or write and were poor. This context of Ban Mae O Nai School had shown the diversity of culture, custom, tradition, way of life, and language used in communication. Most children had been registered and had no household registration record. Consequently, they had no 13-digit tax identification number.

Instruments used for Collecting Data

Instruments used for collecting data in this research on the model of developing teacher's instructional competency for the multi-ethnic classrooms at this step are as follows:

1. Instruments used for collecting data in the workshop along the model for developing the teacher's competency for carrying out instruction in multi-ethnic classrooms

- 1.1 Pre-test and post-test on getting to know the ethnic students
- 1.2 The questionnaire on respecting rights of ethnic students

2. Instruments used for collecting data on using the model for developing the teacher's instructional competency for multi-ethnic classrooms

- 2.1 Data collecting instruments for the teachers
 - 2.1.1 Form for observing the teacher's behavior on instructional organization in the multi-ethnic classrooms
 - 2.1.2 Form for recording the development of the student's characteristics in multi-ethnic classrooms
 - 2.1.3 Form for reflecting on "Energizing Narrative"

2.1.4 Form for assessing the effectiveness of the model for developing teacher's instructional competency for the multi-ethnic classrooms

2.2 Instruments used for collecting data for the students

2.2.1 Questionnaire on respecting rights of others

2.2.2 Questionnaire on accepting cultural diversity

2.2.3 Questionnaire on co-existing in culturally diverse society

2.2.4 Form for reflecting on "Beloved Good Teacher"

Constructing and Assuring the Quality of the Instruments used for Collecting Data

1. Instruments used for collecting data in the workshop along the model for developing teacher's instructional competency for the multi-ethnic classrooms

1.1 Pre-test and Post-test on "Getting to know ethnic students"

1.1.1 Reviewing the related literature concerning ethnicity to learn about their history, way of life, culture, and tradition of each of the ethnic groups.

1.1.2 Analyzing the objectives of the development of the teacher's instructional competency in multi-ethnic classrooms on knowledge and understanding way of life of the 10 ethnic groups, namely, Pgakenyaw or Phlong, Hmong, Mien, Lahu, Lisu, Akha, Kachin, Lavre, Dara-ang, and Shan.

1.1.3 Setting up the contents to be evaluated on the trainee's knowledge after they got through the training for developing the teacher's competency on instructional organization for the multi-ethnic classrooms before creating the test covering the contents of ethnic people's residency, wisdom, career, language, dressing, beliefs, culture and tradition.

1.1.4 Asking the experts to review the drafted test contents to judge the content validity and objectivity to assure simple and understandable language. If was found that every test item had the congruency index between 0.60-1.00.

1.1.5 Revising the test having been validated by the experts to select only the items which are relevant to the identity of each ethnic group to revise the content of the test question related to their way of life and could get 10 items for each of the 10 ethnic groups.

1.1.6 Printing out the test that had been revised and selective to serve as the manuscript to be used at the time to come.

1.2 The questionnaire on respecting rights of ethnic students

1.2.1 Reviewing the researches conducted on child rights and rights of the ethnic students in Thai society including the ones on violence against ethnic children.

1.2.2 Studying the objectives of the model for developing teacher's instructional competency in multi-ethnic classrooms on rights of the ethnic students to avoid or reduce the physical, verbal, and sexual violations by the teacher against student or among the students.

1.2.3 Setting up the contents to be asked concerning the physical, verbal, and sexual violations committed by the teacher by reviewing the statement reflecting violence from the report on violation against children of ethnic groups – Volume 7 of the Office of Promotion and Protection of Children, Youth, the Elderly and Vulnerable Groups, Ministry of Social Development and Human Security in 2012.

1.2.4 Organizing the form questionnaire by arranging the questions along the order of violation against students via physical, verbal, and sexual actions.

1.2.5 Submitting the drafted questionnaire to the experts to check its content validity and objectivity.

1.2.6 Preparing the manuscripts of the questionnaire to be used with the real target group.

1.2.7

2. Instrument used for collecting data on the application of the model of developing the teacher's instruction organizing competency for multi-ethnic classrooms

2.1 Data collecting instruments for teachers

2.1.1 Form for observing behaviour of the teacher's instructional organization for multi-ethnic classrooms

1) Reviewing the documents, textbooks, articles, and research conducted on organizing instruction for multi-ethnic classrooms and studying nature of ethnic students to organize the instructional activities that respond to the student's needs.

2) Reviewing the objectives of the teacher's instructional organization in multi-ethnic classrooms that promotes the student's characteristics on respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society.

3) Setting up the points for observing behaviors occurring in multi-ethnic classrooms along the aspects of planning the activities to promote the student's characteristics, skills in interacting with the students through verbal action or gestures, and additional recommendations.

4) Setting up the model for observing the teacher's behavior through self-observation and by the colleagues, the school principal, and the researcher.

5) Analyzing the observation form design to facilitate the observer by coming up with the rating scale.

6) Asking the experts to review the draft to assure its content validity and objectivity

7) Printing out the observation form to be used in the steps to come.

2.1.2 Form for recording the development of the student's characteristics in the multi-ethnic classrooms

1) Studying the objectives and operational definition of the concepts specifically used in the research concerning the student's characteristics expected to actually come up in multi-ethnic classrooms after the instruction

2) Creating the form for recording the development of the student's characteristics in multi-ethnic classrooms aiming at respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society.

3) Setting up format of the note in descriptive form by prescribing the issue to show the connection of the activities to real life in the classroom along the the model for developing the teacher's instructional organizing competency

for multi-ethnic classrooms acquired from the workshop to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society to record teacher's behavior observed by the students.

4) Asking the experts to assess the content validity and objectivity of the form including if the language used was clear and understandable. All the experts had congruent opinion that the form could be used for data collection.

5) Printing out the form to be used later

2.1.3 Form for reflecting on energizing narrative

1) Reviewing the objectives of the research on developing the teacher's instructional competency for multi-ethnic classrooms to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society

2) Reviewing the workshop documents along the model of developing teacher's instructional competency for the multi-ethnic classrooms and reviewing the activities to help develop the teacher's instructional competency for the multi-ethnic classrooms

3) Reviewing the construction of the reflection form – Energizing Narrative to build up the teacher's pride in organizing the activities for developing the student's characteristics in the multi-ethnic classrooms to achieve the objectives set

4) Setting up the format for writing reflection in descriptive form along the issues set which included narrator, position, topic, problems encountered, events, summarized contents (where the event occurred, how?), knowledge treasure (problems found, the solutions, outcomes, narrator's feeling, and, knowledge essence (outstanding approach in solving the problem or procedure in solving the problem). There was an example of the energizing narrative carried out by National Institute for Development of Teachers, Faculty Staff and Educational Personnel (NIDTEP) in 2009

5) Asking the experts to assess the reflection form to check its content validity and objectivity and to judge if the language used was clear and

understandable. The experts had congruent opinion that the form could be used to collect the data

- 6) Printing out the form to be used later

2.1.4 Form for assessing effectiveness of the model for developing the teacher's instructional competency in multi-ethnic classrooms

- 1) Reviewing the components of the model for developing the teacher's instructional competency in multi-ethnic classrooms to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society

- 2) Reviewing the workshop documents along the model for developing teacher's instructional competency for the multi-ethnic classrooms, and the activities to develop teacher's instructional competency for the multi-ethnic classrooms.

- 3) Setting up the content for assessing the effectiveness of the model for developing the teacher's instruction organizing competency for multi-ethnic classrooms which was composed of the appropriateness of the components, appropriateness of the workshop activities, appropriateness of the model application, and 1 additional recommendations

- 4) Reviewing the construction of evaluative form to evaluate the effectiveness of the model

- 5) Asking the experts to evaluate the form for its content validity and objectivity

- 6) Printing out the form to be used later

2.2 Data collecting instrument for the students

2.2.1 Questionnaire on respecting rights of others

- 1) Analyzing the components of the model of developing the teacher's instructional competency for multi-ethnic classrooms to equip the students with the characteristics of respecting rights of others accepting cultural diversity, and co-existing in the culturally diverse society

- 2) Reviewing the workshop documents along the model of developing teacher's instructional competency for the multi-ethnic classrooms,

reviewing the activities set to develop the teacher's instructional competency for the multi-ethnic classrooms

3) Reviewing the operational definition of the terms used in the research on the model of developing teacher's instructional competency in multi-ethnic classrooms

4) Setting up the contents to be used for constructing the questionnaire asking the students studying in multi-ethnic classrooms on respecting cultural diversity. In this research respecting rights of others is referred to respecting others' physical, verbal, and sexual rights. The statement used in the questionnaire was about the behaviour of one student acting on a friend. This was the instrument used in study on violation against children of ethnic groups as in Research Report 7 of the Office of Promotion and Protection of Children, Youth, the Elderly and Vulnerable Groups, Ministry of Social Development and Human Security study on violence against the ethnic children and youths conducted in 2012.

5) Studying how to construct questionnaire to ask the students about the multi-ethnic classrooms about the behaviour on respecting rights of others and physical, verbal, and sexual violations.

6) Setting up the scale for the answering choices for the questionnaire coming up in 3 choices – never, used to but not often, and often

7) Asking the experts to check the questionnaire for content validity and objectivity

9) Revising the questionnaire along the suggestions of the experts

10) Printing out the questionnaire to be used later on

2.2.2 The questionnaire on accepting cultural diversity

1) Analyzing the components of the model for developing the teacher's instructional competency in multi-ethnic classrooms to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society

2) Studying the workshop documents and the organization of learning activities along the model for developing teacher's instructional competency for the multi-ethnic classrooms.

3) Studying the operational definition of the terms used in the research along the model for developing teacher's instructional competency for the multi-ethnic classrooms.

4) Setting up the content for creating the questionnaire items on accepting cultural diversity of the students studying in the multi-ethnic classrooms. Such content helped the researcher in coming up with the behavior in everyday life of ethnic students related to their residency, religion, culture, tradition, language, dressing, and behaving oneself

5) Studying on constructing the questionnaire to be used to ask the students in multi-ethnic classrooms about their behavior on accepting cultural diversity

6) Setting up the scale for responding to each item of the questionnaire along the 6 level of acceptability rating scale as follows:

- 6 is referred to Completely
- 5 is referred to Very
- 4 is referred to Moderately
- 3 is referred to Moderately
- 2 is referred to Slightly
- 1 is referred to Not at all

7) Asking the experts to check the content validity and objectivity of the questionnaire

8) Printing out the questionnaire to be used later on

2.2.3 The questionnaire on co-existing in the culturally diverse society

1) Studying the components of the model of developing the teacher's instructional competency for multi-ethnic classrooms to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society

2) Studying the workshop documents along the model of developing teacher's instructional competency for the multi-ethnic classrooms and the activities to help develop the teacher's instructional competency for the multi-ethnic classrooms.

3) Analyzing the operational definition of the vocabularies used in the research on the model of developing the teacher's instructional competency for multi-ethnic classrooms.

4) Setting up the content on the issues to be asked concerning co-existing in the in culturally diverse society of the students who studied in the multi-ethnic classrooms. All these were the behavior actually occurring in multi-ethnic classrooms in the aspects of communication with classmates, group process working, emotional management, and self-realization.

5) Study about the construction of the questionnaire to ask the students in multi-ethnic classrooms about the co-existence in the culturally diverse society .

6) This instrument was in form of rating-scale questionnaire.

7) Asking experts to assess the questionnaire to find its content validity and objectivity.

9) Modifying the questionnaire along the suggestions made by the experts.

10) Printing out the questionnaire to be used later on.

2.2.4 Form for reflecting on “The good and beloved teacher of mine.”

1) Studying the components of the model of developing teacher's instructional competency for the multi-ethnic classrooms to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the culturally diverse society

2) Studying the workshop documents along the model of developing teacher's instructional competency for the multi-ethnic classrooms and the activities to help develop the teacher's instructional competency for the multi-ethnic classrooms.

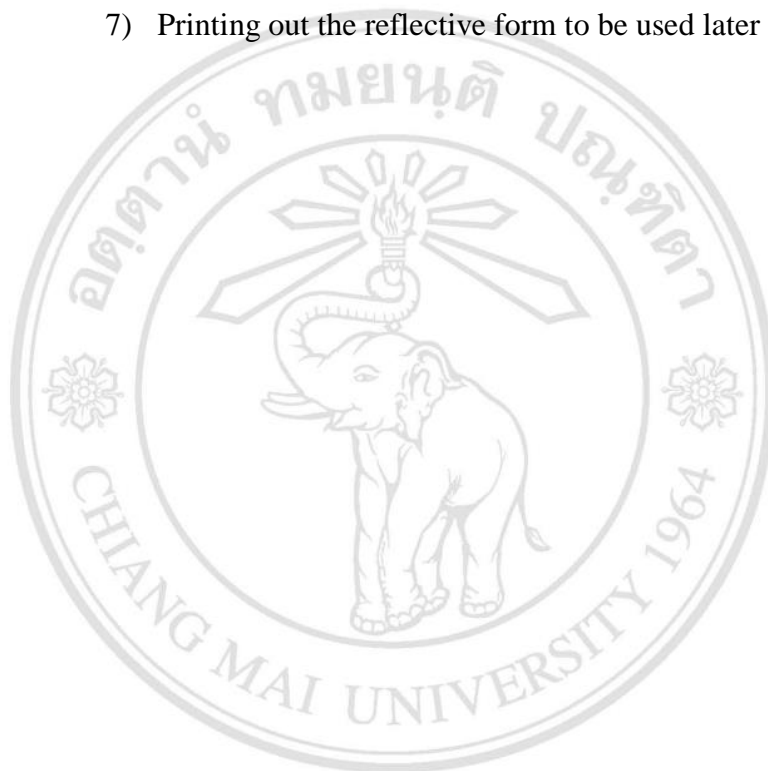
3) Studying the operational definition of the vocabularies used in the research on the model for developing the teacher's instructional competency for multi-ethnic classrooms.

4) Studying how to construct the form for reflecting on “ The good and beloved teacher of mine” to have the students express their thought and felling toward the teacher teaching in multi-ethnic classrooms.

5) The format for reflection was essay.

6) Ask the the experts to assess the form of reflecting on its content validity and objectivity, if the language used was clear and understandable. All the experts agreed that the form could be used to collect the data.

7) Printing out the reflective form to be used later on.



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