

Chapter 4

Research Findings

In carrying out the research on the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom, the researcher would like to present the research findings along the research objectives as follows:

Part 1 - The results of analyze factors and indicators of the teacher's competency in organizing the instruction in the multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity.

Part 2 -The development of model for developing the teacher's instructional competency in multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity.

Part 3 -The results of the study on effect of the model for developing the teacher's instructional competency in multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity.

All these findings are to be presented in the following sequences:

4.1 Results of the analyzing of factors and indicators of the teacher's competency on organizing instruction in the multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity

In analyzing the factors and indicators of instructional competency of the teacher in multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity, the research had used a questionnaire to collect data from the students learning in the multi-ethnic classroom of 9 schools affiliated to Secondary Educational Service Area

Office in 3 northern provinces - Chiang Rai, Chiang Mai, and Tak attended by 900 students selected by stratified random sampling and 879 or 97.67% responded sets of questionnaire were returned. The data were analyzed with the results as follows:

Table 4.1 Results of Validation of Data and Relationship on the Teacher's Instructional Behavior in Multi-Ethnic Classroom

Validation Method	Results
Kaiser-Meyer-Olkin Measure of Sampling	.968
Bartlett's Test of Sphericity	
Approx. Chi-Square	16590.614
df	595
Sig.	.000

From the table, it was found that KMO value is 0.968 approaching 1 showing that the data were appropriate to be processed through factor analysis and Bartlett's test of sphericity yielded the statistical significance level at .01 showing that the teacher's indicative behaviours on instructional organization are relevant and appropriate for being processed through factor analysis

Table 4.2 Communality of the Teacher's Instructional Behavior in Multi-ethnic Classroom

Teacher's Instructional Behavior	Communality
Behavior 1	.499
Behavior 2	.524
Behavior 3	.441
Behavior 4	.578
Behavior 5	.549
Behavior 6	.557
Behavior 7	.568
Behavior 8	.536
Behavior 9	.486
Behavior 10	.568
Behavior 11	.539
Behavior 12	.518
Behavior 13	.561
Behavior 14	.647
Behavior 15	.632
Behavior 16	.678
Behavior 17	.702
Behavior 18	.659
Behavior 19	.522
Behavior 20	.603
Behavior 21	.454
Behavior 22	.442
Behavior 23	.460
Behavior 24	.529

Table 4.2 (continued)

Teacher's Instructional Behavior	Communality
Behavior 25	.557
Behavior 26	.585
Behavior 27	.598
Behavior 28	.611
Behavior 29	.591
Behavior 30	.550
Behavior 31	.578
Behavior 32	.571
Behavior 33	.519
Behavior 34	.557
Behavior 35	.488

From the table, it was found that the communality of the teacher's instructional behavior in multiethnic classroom of each behaviour is .441 - .702 which is quite high showing that each behavior is measurable as common factor.

Table 4.3 Eigen Value, Percentage Variance, and Cumulative Variance of Teacher's Instructional Behavior in Multiethnic Classroom

Factors	Eigen value	% Variance	% Cumulative Variance
1	14.289	40.826	40.826
2	2.423	6.923	47.749
3	1.509	4.313	52.062
4	1.235	3.528	55.591

From the table, it was found that Eigen value which is the sum of square of coefficient of the 4 factor whose value is more than 1. The cumulative variance of all the 4 factors could explain 55.591 % of the total cumulative variance.

Table 4.4 Results of Factor Extraction and Factor Axis Rotation to Determine Factors

Behavior	Factors			
	1	2	3	4
16	.785			
17	.778			
18	.756			
15	.736			
14	.735			
20	.711			
19	.640			
13	.630			
12	.587			
28		.683		
29		.673		
27		.671		
26		.669		
35		.621		
34		.587		
30		.582		
33		.570		
32		.553		
21		.410		
22		.371		
4			.712	
5			.689	
8			.620	
6			.615	
2			.610	
7			.528	
3			.527	
25			.515	
24			.512	
9			.449	
1				.608
10				.586
31				.573
11				.514
23				.409

From the table, it was found that the result of factor extraction and factor axis rotation came up with 4 factors gaining factor weight from .30 and up. The researcher had utilized the following principle to determine the effect of the factors.

1. Instructional behavior has to have factor weight from .30 and up.
2. Factor axis rotation makes factors be perpendicular or independent implying that each instructional behaviour should belong to only one factor. It belongs to more than that, the one with highest weight value should be taken.
3. In setting up the factor, each should have at least 3 behavior.

From the analysis, it was found that each of the behaviors of the 35 teacher's instructional behaviors in the ethnically diverse classroom could pass the criterion. Each factor is composed of instructional behaviours as follows:

Factor 1 composed of 9 behaviors: 16, 17, 18, 15, 14, 20, 19, 13, 12

Factor 2 composed of 11 behaviors: 28, 29, 27, 26, 35, 34, 30, 33, 32, 21, 22

Factor 3 composed of 10 behaviors: 4, 5, 8, 6, 2, 7, 3, 25, 24, 9

Factor 4 composed of 5 behaviors: 1, 10, 31, 11, 23

Table 4.5 Teacher's Instructional Behavior in Multi-ethnic Classroom and Factor Weight of Instructional Behavior in Factor 1

Item	Teacher's Instructional Behavior	Factor Weight
16	The teacher would not look down on student's dignity through the eyes, e.g. staring so long at the student that he/she is scared.	.785
17	The teacher would not violate rights of the student through words, e.g. threatening the student making him/her scared.	.778
18	The teacher would not violate rights of the student through action, e.g. making the student embarrassed in front of the class.	.756
15	The teacher would not look down on student's dignity through gesture, e.g. shrugging.	.736
14	The teacher would not look down on the student's dignity by verbal, e.g. calling that the student the slow learner.	.735
20	The teacher would not express her disgust through shouting.	.711
19	The teacher would not violate rights of the student by forcing, e.g. setting rules to prohibit using the student's dialect in the classroom.	.640
13	The teacher would not have any bias against the student, e.g. regarding him/her being dirty, lazy, irresponsible, etc.	.630
12	The teacher would not fight with the student though having been challenged or provoked.	.587

From the table, it is apparent that Factor 1 has 9 teacher's instructional behaviors with factor weight between .587 and .785. The top 3 teacher's instructional behaviors with the 3 highest weights are Behavior 16 - The teacher would not look down on student's dignity through the eyes, e.g. staring so long at the student that he/she is scared, followed by Behavior 17 - The teacher would not violate rights of the student through words, e.g. threatening the student making him/her scared, and Behavior 18 - The teacher would not violate rights of the student through action, e.g. making the student embarrassed in front of the class.

After closely examining all the 9 teacher's instructional behaviors, the researcher would like to name Factor 1 **“Respecting Rights of Ethnic Students”**

Table 4.6 Teacher's Instructional Behavior in Multi-ethnic Classroom and Factor Weight of Instructional Behavior in Factor 2

Item	Teacher's Instructional Behavior	Factor Weight
28	The teacher teaches the students to be aware of the feeling of others by realizing they also have the feeling similar to the students, e.g. learn that insulting other is not thing one should do.	.683
29	The teacher teaches the students to wish others a happy life, e.g. lending hands to someone who is in trouble.	.673
27	The teacher teaches the students to learn how to maintain their life to get what they want without cheating nor forcing.	.671
26	The teacher teaches the students to be confident that they have equal dignity as others.	.669
35	When students are not attentive to learn, the teacher raises question to draw his/her attention.	.621
34	When a student disturbs their classmates' concentration in the class, the teacher warned him/her by using polite verbal or gesture such as head shaking.	.587
30	The teacher organizes the instructional activities to encourage the students to freely express their opinion.	.582
33	The teacher organizes the instructional activities that emphasize group work than the competition.	.570
32	The teacher does not accuse students for making the classroom instruction delayed.	.553
21	When having chance to meet the parents, the teacher would interview them to learn about the student's way of life.	.410
22	The teacher organizes instruction by taking into consideration the student's context.	.371

From the table, one could see that Factor 2 has 11 teacher's instructional behaviors and has factor weight between .371 and .683. The first 3 teacher's instructional behaviors that have the highest factor weights are Behavior 28 - The teacher teaches students to sense the feeling of others and realizing that others also have same feeling for certain things, e.g. being insulted is not fun. The second top is Behavior 29 - The teacher teaches students to wish others for happiness, e.g. helping someone when see him/her in suffering. Behavior 27, The third highest one, the teacher teaches students the method of life maintenance to get what they want without cheating or using force.

After reviewing all the 11 teacher's instructional behaviors, the researcher would like to name Factor 2 as “**Techniques for Multi-Ethnic Classroom Instruction**”

Table 4.7 Teacher's Instructional Behavior in Multi-ethnic Classroom and Factor Weight of Instructional Behaviors in Factor 3

Item	Teacher's Instructional Behavior	Factor Weight
4	The teacher teaches the students to realize that everyone could be successful in their life.	.712
5	The teacher teaches the students to believe that learning in is beneficial to their life maintenance.	.689
8	The teacher encourages the students to take mutual responsibility for various activities in the classroom.	.620
6	The teacher provides moral support for the students for adjusting their behavior to be more appropriate.	.615
2	The teacher offers assistance and support to the students on studying when they have some problems with it.	.610
7	The teacher has investigated the cause of the quarrel before deciding on the offence of the students.	.528
3	The teacher deals with students of the same ethnicity of teacher as do with other students in general.	.527
25	The teacher teaches students to have manner to suit various situations to assure the co-existence in the society.	.515
24	The teacher teaches the students to co-exist with others.	.512
9	The teacher admires every aspect of the student's ability.	.449

From the table, it is apparent that Factor 3 has 10 Teacher's instructional behaviors with factor weight from .449 to .712. The top 3 the teacher's instructional behaviors with highest factor weight are Behavior 4 - The teacher teaches the students to realize that everyone could be successful in their life. Next is Behavior 5 - The teacher teaches the students to believe that learning in is beneficial to their life maintenance. The third one is Behavior 8 - The teacher encourages the students to take mutual responsibility for various activities in the classroom. After working on these 10 teacher's instructional behaviors, the researcher would like to name this Factor 3 **“Promoting Self onto the Ethnic Students”**

Table 4.8 Teacher's Instructional Behavior in Multi-ethnic Classroom and Factor Weight of Instructional Behaviors in Factor 4

Item	Teacher's Instructional Behavior	Factor Weight
1	The teacher has full knowledge on student's ethnicity and could tell the details on cultural background of student.	.608
10	The teacher always mentions ethnic students in good way such as being one who tries his/her best to learn.	.586
31	The teacher has supplied books on ethnicity for the basics to promote student's learning.	.573
11	The teacher would not rank ethnic students in every aspect.	.514
23	The teacher teaches the stories related to real life of ethnic students.	.409

The table shows that Factor 4 has 5 teacher's instructional behaviors and has factor weight from .409 to .608. The first 3 top teacher's instructional behaviors along the factor weight are Behavior 1 - The teacher has knowledge on ethnicity of the students being able to describe details on the student's cultural background. The second one is Behavior 10 - The teacher always mentioning the good sides of ethnic students, e.g. the individual who tried their best in learning, etc. The third one is Behavior 31 - The teacher having prepared the books and materials concerning ethnicity to serve as the basic to promote the student's learning.

After analysing all the 5 behaviours of the teacher's instructional behavior, the researcher would like to name Factor 1 "**Getting to Know Ethnic Students**".

Finally, ordering of Factor 1-4 is as follows:

Factor 1: Respecting Rights of Ethnic Students

Factor 2: Techniques for Multi-ethnic Classroom Instruction

Factor 3: Promoting Self onto the Ethnic Students

Factor 4: Getting to Know Ethnic Students

4.2 Results of development of model for developing the teacher's instructional competency in multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity.

Basing on the 4 factors, the researcher had constructed the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom and the program for the workshop along the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom to develop the teachers teaching in the multi-ethnic classroom or other educational personnel who are interested in developing themselves in this aspect. The researcher had checked these 35 indicative behaviors for their appropriateness by asking 9 ethnic students selected from the Faculty of Education, Chiang Mai University, and the same faculty of Chiang Mai Rajabhat University. After that, the indicative behaviors were reviewed by experts who are lecturers of the Faculty of Education, Chiang Mai University, and Chiang Mai Rajabhat University, including the superintendents and teachers affiliated to Secondary Educational Service Area Office 34, Special Education Bureau, and Primary Educational Service Area Office of Chiang Mai, Chiang Rai, Lamphun, and Mae Hong Son totalling 36 of them concerning the guideline for method for developing the instructional competency of the teachers teaching in the multi-ethnic classroom along the factors and indicators having been set. After that, they were used to analyse the content for constructing the curriculum and method for developing the teacher's instructional competency. The provision of knowledge should be done along a consequence to build up awareness and

understanding onto the teachers who took part in the workshop on instructional competency of the teacher in the multi-ethnic classroom. Order of the factors then was altered to assure effectiveness of the workshop program along the following one:

Factor 1 Getting to Know Ethnic Students

Factor 2 Respecting Rights of Ethnic Students

Factor 3 Techniques for Multi-ethnic Classroom Instruction

Factor 4 Promoting Self onto the Ethnic Students

From analysing the guidelines or methods for developing the teacher's instructional competency for the multi-ethnic classrooms, the results are as follows:

Table 4.9 Guideline for Developing the Teacher's Instructional Competency for the Multi-Ethnic Classrooms as Viewed by the Experts

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Factor 1: Getting to Know Ethnic Students		
Indicator 1 The teacher has full knowledge on student's ethnicity and could tell the details on cultural background of student.		
1. Lecture by the resource persons who had knowledge and experience on ethnicity and knowledge concluding activities such as creating mind map or writing the reflection.	1. Checking the student's work, e.g. the reflection 2. Discussion on what had been studied or learning exchanged 3. Teacher's notes on home visit 4. Three-dimension evaluation: cognition-affection and action on organizing instruction to facilitate ethnic students	1. Taking the test 2. Interviewing 3. Responding to questionnaire 4. Analysing the reflections 5. Checking the works done
2. Sending the teachers to the operational areas 3. Home Visit		
Indicator 2 The teacher always mentions ethnic students in good way such as being one who tries his/her best to learn.		
1. Child psychology training focusing on positive thinking 2. Workshop on instruction utilizing individual learning and providing moral supports	1. Notes on the instruction 2. Classroom observation 3. Recording the situation on teacher's reinforcing and the results	1. Checking various notes taken 2. Classroom instruction observation

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Indicator 3 The teacher has supplied books on ethnicity for the basics to promote student's learning.		
1. Analysing the learner's interests	1. Instructional supervision	1. Form for supervising
2. Mutually working with the knowledgeable person on instructional media preparation	2. The teacher's creating instructional media or materials for their instruction	the instruction 2. Checking the media on the list
3. Lecture on instructional media appropriate to ethnic students	3. Need assessment on instructional media	3. Responding to questionnaire
4. Self-study for creating instruction-assisted materials		
Indicator 4 The teacher would not rank ethnic students in every aspect.		
1. Learning exchange among teachers on every aspect of the ethnic learner's ability	1. Instructional supervision 2. Experience notes "Everyone has both the strength and weakness."	1. Form for supervising the instruction 2. Reviewing the experience recording
2. Analysing students on individual basis	3. Learning exchange with the colleague teachers	3. Making notes on the learning exchange
3 Learning exchange on individual difference and bias against others		
Indicator 5 The teacher teaches the stories related to real life of ethnic students.		
1. Analysing the studied cases	1. Discussion on what had been studied or learning exchanged	1. Form for supervising the instruction
2. Entering the real operational areas	2. Experience notes	2. Reviewing the experience recording
3. Home Visit	3. Form for noting on home visit 4. Instructional supervision	3. Making notes on the learning exchange 4. Checking the home visit form
Factor 2: Respecting Rights of Ethnic Students		
Indicator 1 The teacher would not look down on student's dignity through the eyes, e.g. staring so long at the student that he/she is scared.		

Table 4.9 (cont.)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
1. Workshop on morality, psychology of learning, child rights 2. Build up positive discipline onto the teachers 3. Studying the scenario from the clips or student's direct experiences 4. Home Visit	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Checking the home visit form 5. Interviewing
Indicator 2 The teacher would not look down on student's dignity through gesture, e.g. shrugging.		
1. Workshop on morality, psychology of learning, child rights 2. Reviewing the related literatures on child rights 3. Setting up the meeting for inform about the teacher's expression of inappropriate behaviour to the students 4. Home Visit	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection 4. Taking VDO record while teaching	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Checking the home visit form 5. Interviewing
Indicator 3 The teacher would not look down on the student's dignity by verbal, e.g. calling that the student the slow learner.		
1. Workshop on morality, psychology of learning, child rights 2. Reviewing the related literatures on child rights 3. Organizing the activities for the teacher to reflect on what they have done to the students through verbal expression or analysing the teacher's behaviour from the clips 4. Home Visit	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection 4. Taking VDO record while teaching	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Checking the home visit form 5. Interviewing
Indicator 4 The teacher would not violate rights of the student through words, e.g. threatening the student making him/her scared.		

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
1. Workshop on morality, psychology of learning, child rights 2. Reviewing the related literatures on child rights 3. Organizing the activities for the teacher to reflect on what they have done to the students through verbal expression or analysing the teacher's behaviour from the clips 4. Home Visit	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection 4. Taking VDO record while teaching	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Checking the home visit form 5. Interviewing
Indicator 5 The teacher would not violate rights of the student through action, e.g. making the student embarrassed in front of the class.		
1. Workshop on morality, psychology of learning, child rights 2. Reviewing the related literatures on child rights 3. Organizing the activities for the teacher to reflect on what they have done to the students through analysing the teacher's behaviour from the clips 4. Home Visit	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection 4. Taking VDO record while teaching	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Checking the home visit form 5. Interviewing
Indicator 6 The teacher would not violate rights of the student by forcing, e.g. setting rules to prohibit using the student's dialect in the classroom.		
1. Workshop on morality, psychology of learning, child rights 2. Reviewing the related literatures on child rights 3. Organizing the activities for the teacher to reflect on what they have done to the students through analysing the teacher's behaviour from the clips 4. Home Visit	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection 4. Taking VDO record while teaching	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Checking the home visit form 5. Interviewing

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Indicator 7 The teacher would not express her disgust through shouting.		
1. Workshop on morality, psychology of learning, instructional principles speech, and child rights	1. Instructional supervision	1. Form for supervising the instruction
2. Building up positive attitude onto the teachers	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Studying the scenario from the clips	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
4. Home Visit	4. Taking VDO record while teaching	4. Checking the home visit form
		5. Interviewing
Indicator 8 The teacher would not have any bias against the student, e.g. regarding him/her being dirty, lazy, irresponsible, etc.		
1. Workshop on morality, psychology of learning, instructional principles speech, and child rights	1. Instructional supervision	1. Form for supervising the instruction
2. Building up positive attitude onto the teachers	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Studying the scenario from the clips	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
4. Home Visit	4. Taking VDO record while teaching	4. Checking the home visit form
		5. Interviewing
Indicator 9 The teacher would not fight with the student though having been challenged or provoked.		
1. Workshop on morality, psychology of learning, child rights, instructional principles, speech, and emotional control	1. Instructional supervision	1. Form for supervising the instruction
2. Building up positive attitude onto the teachers	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Studying the scenario from the clips	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
4. Home Visit	4. Taking VDO record while teaching	4. Checking the home visit form
		5. Interviewing
Factor 3: Techniques for Multi-ethnic Classroom Instruction		
Indicator 1 The teacher teaches the students to be aware of the feeling of others by realizing they also have the feeling similar to the students, e.g. learn that insulting other is not thing one should do.		

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
1. Learning from direct experience by having the students write or tell about their feeling when having been bullied or badly treated by others, assistance and support by others 2. Studying the scenario from the clips 3. Studying from the model person and afterward mutually reflecting the experience gained	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing
Indicator 2 The teacher teaches the students to wish others a happy life, e.g. lending hands to someone who is in trouble.		
1. Learning from direct experience by having the students write or tell about their feeling when having been bullied or badly treated by others, assistance and support by others 2. Studying the scenario from the clips 3. Studying from the model person and afterward mutually reflecting the experience gained	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing
Indicator 3 The teacher teaches the students to learn how to maintain their life to get what they want without cheating nor forcing.		
1. Learning from direct experience by having the students write or tell about their feeling when having been bullied or badly treated by others, assistance and support by others 2. Studying the scenario from the clips 3. Studying from the model person and afterward mutually reflecting the experience gained	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Indicator 4 The teacher teaches the students to be confident that they have equal dignity as others.		
1. Learning from direct experience by having the students write or tell about their feeling when having been bullied or badly treated by others, assistance and support by others, their life maintenance, and discuss about the human equality in the present society	1. Instructional supervision	1. Form for supervising the instruction
2. Studying the scenario from the clips	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Studying from the model person and afterward mutually reflecting the experience gained on individual difference	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
		4. Interviewing
Indicator 5 The teacher organizes the instructional activities to encourage the students to freely express their opinion.		
1. Workshop on the instruction utilizing group process or student-centred instruction	1. Instructional supervision	1. Form for supervising the instruction
2. Practising on expressing opinion on the teacher's questioning styles	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Studying from the model person and afterward mutually reflecting the experience gained on individual difference	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
4. Study tour or seeing the exhibition on instruction		4. Interviewing
Indicator 6 The teacher organizes the instructional activities that emphasize group work than the competition.		

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
1. Workshop on the instruction utilizing group process or student-centred instruction 2. Practising on expressing opinion on the teacher's questioning styles 3. Studying from the model person and afterward mutually reflecting the experience gained on individual difference 4. Study tour or seeing the exhibition on instruction	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing
Indicator 7 When students are not attentive to learn, the teacher raises question to draw his/her attention.		
1. Training on technique of using questions to promote thinking 2. Studying the clips about the instructional techniques 3. Study tour or seeing the exhibition on instruction	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing
Indicator 8 When a student disturbs their classmates' concentration in the class, the teacher warned him/her by using polite verbal or gesture such as head shaking.		
1. Training on instructional technique for stimulating the student's interest 2. Studying the clips about the instructional techniques 3. Study tour or seeing the exhibition on instruction 4. Creating the instructional manual focusing on constructively adjust the learner's behaviour to avoid being punished	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Checking the student's work, e.g. the reflection 4. Notes on the instruction	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Indicator 9 When having chance to meet the parents, the teacher would interview them to learn about the student's way of life		
1. Workshop on interviewing and data collection	1. Instructional supervision	1. Form for supervising the instruction
2. Analysing the studied cases	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Studying on building up the parent network	3. Form for noting on home visit	3. Interviewing
4. Home Visit	4. Teacher's notes on student's biography	4. Checking the home visit form
Indicator 10 The teacher does not accuse students for making the classroom instruction delayed.		
1. Training on instructional technique for stimulating the student's interest	1. Instructional supervision	1. Form for supervising the instruction
2. Studying the clips about the instructional techniques	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Study tour or seeing the exhibition on instruction	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
4. Creating the instructional manual focusing on constructively adjust the learner's behaviour to avoid being punished	4. Notes on the instruction	4. Interviewing
Indicator 11 The teacher organizes instruction by taking into consideration the student's context.		
1. Workshop on the 21 st century instructional techniques and practicing the use of instructional media	1. Instructional supervision	1. Form for supervising the instruction
2. Studying the clips about the instructional techniques	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Study tour or seeing the exhibition on instruction	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
4. Creating the instructional manual utilizing the principle on "Teach Less Learn More"	4. Notes on the instruction	4. Interviewing

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Factor 4: Promoting Self onto the Ethnic Students		
Indicator 1 The teacher teaches the students to realize that everyone could be successful in their life.		
1. Studying biography of the person who had achieved the success	1. Instructional supervision	1. Form for supervising the instruction
2. Studying from the case in the clips of the individuals in the locality and mutually reflecting on the experiences gained	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
		4. Interviewing
Indicator 2 The teacher teaches the students to believe that learning in is beneficial to their life maintenance.		
1. Studying biography of the person who had achieved the success	1. Instructional supervision	1. Form for supervising the instruction
2. Studying from the case in the clips of the individuals in the locality and mutually reflecting on the experiences gained	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Workshop on building up the inspiration and guidance for the students	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
		4. Interviewing
Indicator 3 The teacher teaches students to have manner to suit various situations to assure the co-existence in the society.		
1. Studying from the case in the clips or VDO and creating the scenario concerning the manner to be taken in the society	1. Instructional supervision	1. Form for supervising the instruction
2. Workshop on teaching social manners about which the students should know	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
	3. Checking the student's work, e.g. the reflection	3. Making notes on the learning exchange
		4. Interviewing

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Indicator 4 The teacher teaches the students to co-exist with others.		
1. Workshop on co-existence in the culturally diverse society	1. Instructional supervision	1. Form for supervising the instruction
2. Studying the online media concerning behaving one's self in co-existing with others followed by the discussion	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
	3. Observing behaviour	3. Making notes on the learning exchange
		4. Interviewing
Indicator 5 The teacher offers assistance and support to the students on studying when they have some problems with it.		
1. Training the teachers to analysed the student's conditions on learning and the problem solving guideline	1. Instructional supervision	1. Form for supervising the instruction
2. Teacher training on helping student individually	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Teacher training on counseling for providing reinforcement for behavioural adjustment and providing moral supports for carrying out any activity	3. Observing behaviour	3. Making notes on the learning exchange
		4. Interviewing
Indicator 6 The teacher encourages the students to take mutual responsibility for various activities in the classroom.		
1. Training the teachers on team working, organizing the activities for carrying out the project, and group process for solving the problems	1. Instructional supervision	1. Form for supervising the instruction
2. Training the teachers to participate in the activities	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
	3. Observing behaviour	3. Making notes on the learning exchange
		4. Interviewing

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Indicator 7 The teacher provides moral support for the students for adjusting their behavior to be more appropriate.		
1. Teacher training on helping student individually and counseling for providing reinforcement for behavioural adjustment and providing moral supports for carrying out any activity	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Observing behaviour	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing
2. Teacher training on providing moral supports for carrying out any activity from clips		
Indicator 8 The teacher has investigated the cause of the quarrel before deciding on the offence of the students.		
1. Teacher training on helping student individually and counseling for providing reinforcement for behavioural adjustment and providing moral supports for carrying out any activity	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Observing behaviour	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing
2. Training the teachers on team working, organizing the activities for carrying out the project, and group process for solving the problems		
Indicator 9 The teacher deals with students of the same ethnicity of teacher as do with other students in general.		
1. Teacher training on individual rights and equality	1. Instructional supervision 2. Discussion on what had been studied or learning exchanged 3. Observing behaviour	1. Form for supervising the instruction 2. Analysing the reflections 3. Making notes on the learning exchange 4. Interviewing
2. Studying identity of various ethnicities		

Table 4.9 (continued)

Development Methods	Follow-up Methods	Measurement and Evaluation Methods
Indicator 10 The teacher admires every aspect of the student's ability.		
1. Workshop on individual rights and equality	1. Instructional supervision	1. Form for supervising the instruction
2. Studying identity of various ethnicities	2. Discussion on what had been studied or learning exchanged	2. Analysing the reflections
3. Training on the teacher's setting up the project to open opportunity for the students to show their ability or setting up the exhibition on ethnicity	3. Observing behaviour	3. Making notes on the learning exchange
4. Workshop on teacher's participation on the community's educational provision	4. Brainstorming	4. Interviewing

Afterward, the researcher used the guideline and method for developing teacher's instructional competency for the classroom with ethnic diversity obtained from the experts to develop the workshop program along human resource developing process modified from that of DeSimone, Wemer and Harris (cited in Misomnai, Chaloepong, 2012: 5-16), which came in 4 main steps, namely, (1) Assessing the needs for human resource development, (2) Designing a human resource development program, (3) Carrying out the human resource behaviour development program, and, (4) Evaluating the human resource development along with modifying the teacher developing model to be more appropriate and practical for classroom usage and the teacher's duty performance. The result is the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom composed of the following components:

Component 1 - Goals

Goals of the model was to develop the teacher's instructional competency through the workshop to equip the teacher with knowledge, understanding, good attitude towards ethnic students and to have instructional competency along 4 aspects -

Getting to know ethnic students, Respecting rights of ethnic students, Techniques for multi-ethnic classroom instruction, and Promoting self onto the ethnic students. After the workshop, the teacher would use the knowledge and experience acquired to actually organize the instruction for the students in the multi-ethnic classroom to develop the students to have the characteristics of accepting one's self and self of others, respecting rights of others, and happily co-exist in culturally diverse society.

Component 2 - Vision

Vision of the model is to see the teacher as the leader with ideas, analyst, and evaluator who is without any bias against ethnic students, having perspective on equality in ethnically diverse society, being model for the students in realizing the value of his/her way of life, accepting him/herself, accepting self of others, respecting rights of others, and happily co-exist in the culturally diverse society.

Component 3 - Principle

The principle of the model is to build up a guideline in applying the model in an effective and efficient ways as follows:

1. Solving the problems actually occurring in the multi-ethnic classroom or in the context of it basing on the school.
2. Integrating the contents on way of life of ethnic students, their respecting rights of others, instructional techniques in multi-ethnic classroom, promoting self-construction onto the ethnic students, and teaching to build up student's characteristics to get the guideline for developing and organizing instruction of the teacher in the multi-ethnic classroom to equip the students with the characteristics of self-acceptance, accepting self of others, respecting rights of others, and happily co-exist in the culturally diverse society
3. Developing the teachers by enabling them to apply the acquired knowledge to the actual practice the multi-ethnic classroom to equip the students with the characteristics of self-acceptance, accepting others, respecting rights of others, and happily co-exist in the culturally diverse society.

4. Enabling the teachers to use variety of instructional media, develop media, and utilize the local resources of knowledgeable persons who have true knowledge to provide knowledge to the teachers making them realize the problems actually occurring in the present society.

5. Facilitating the teachers to have variety of measuring and evaluating methods covering domains of knowledge and attitude of the teacher including the student's characteristics of self-acceptance, accepting self of others, respecting rights of other, and happily co-exist in the culturally diverse society.

6. After the workshop, the teachers have to apply the acquired knowledge, skills, and attitude in organizing the instruction in the multi-ethnic classroom for 2 months and more with the supervision and follow-up at least 2 times a month by the teacher her/himself, his/her colleague teacher, school director, and the researcher.

Component 4 – the Workshop

The workshop on the model is the method to facilitate the teacher to have instructional competency in the multi-ethnic classroom to solve the problem on their knowledge on and attitude towards ethnic students and to acquire the skills in organizing the instruction to facilitate the students to have the characteristics self-acceptance, accepting others, respecting rights of others, and happily co-existing in the culturally diverse society emphasizing actual practice and participation in various activities of the workshop as follows:

1. Listening to the lecture delivered by expert on education of ethnic students
2. Demonstration on the instruction by the resource person who has knowledge, ability, and experience on multi-ethnic classroom instruction
3. Discussion with the resource person who has true experience in the multi-ethnic classroom instruction
4. The workshop participants mutually carrying out the activities of various kinds such as group process or game playing
5. Reviewing the research outcomes on instructing ethnic students
6. Viewing VDO clips on providing education for ethnic students
7. Learning from the simulation

8. Exchanging learning, concluding and discussing after every time of mutually carrying out the learning activities

9. Practicing the process on designing the instruction organizing activities and instructional methods to promote and develop the student's characteristics on self-accepting, accepting others, respecting rights of others, and co-existing in the culturally diverse society.

10. After the workshop, the participants have to put the acquired knowledge into practice at their school for at least 2 months along with the evaluation supervision of the school principal, colleague teachers, and the researcher including self-evaluation for about 2 times per month. There was also the evaluation on the characteristics of students studying in the multi-ethnic classroom on the aspects of self-acceptance, accepting self of others, respecting rights of others, and happily co-existing in the culturally diverse society before and after using the model.

11. The teachers studying by themselves from the materials, and handbook on developing the instructional competency of the teachers in the multi-ethnic classroom.

Component 5 - Multi-ethnic Classroom

The multi-ethnic classroom set up by the model is the classroom attended by the students from at least 2 ethnic groups such as lowland Thai or northern students learning together with Dara-ang students. Normally, there are students from Dara-ang, Pkakenyaw (or Phlong), Hmong, Mien, Lahu, Lisu, Akha, Kachin or Phlong, Hmong, Mien, Lahu, Lisu, Akha, Kachin, Lavue, and Shan.

Component 6 - Instructional Competency of the Teacher

Instructional competency of the teacher of the model was prescribed that the teacher had to have knowledge, skill, attitude, and characteristics of the teacher who were good at organizing the instruction in the multi-ethnic classroom. The teacher had to attend the workshop on the model to have knowledge along the 4 aspects of the factor – Getting to know the ethnic students, Respecting rights of ethnic students, Instructional technique for multi-ethnic classroom, and Promoting construction of self for ethnic students to assure the students to have the characteristics self-acceptance, accepting self

of others, respecting rights of others, and happily co-exist in the culturally diverse society.

Component 7 – Process of Instruction organization

The instructional organizing process of the model is the process of organizing learning in the multi-ethnic classroom by which the teacher has to serve as the model for the students. The teacher keeps providing advice to the students and organize the activities to build up pride in their self and self-reliance to achieve the unity in the midst of ethnic diversity. They also try to help students to reduce the long lasting ethnic bias. The instructional activities had to be those centering at the students. In the process, the teacher brought up the problem actually occurred in the classroom to mutually learn and solve. The process emphasized learning through practice and the application of in everyday life. The activities were set up to enable the students to develop their characteristics which was the learning through variety of activities like games and tales via group process to enable the students to have the characteristics of self-acceptance, accepting self of others, respecting rights of others, and happily co-exist in the culturally diverse society.

Component 8 - Characteristics of the Students in Culturally Diverse Society

The students in culturally diverse society of the model have to have the characteristics of self-acceptance, accepting self of others, respecting rights of others, helping one another, and happily co-existing in the culturally diverse society.

The 8 components in the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom could be illustrated as in the chart below:

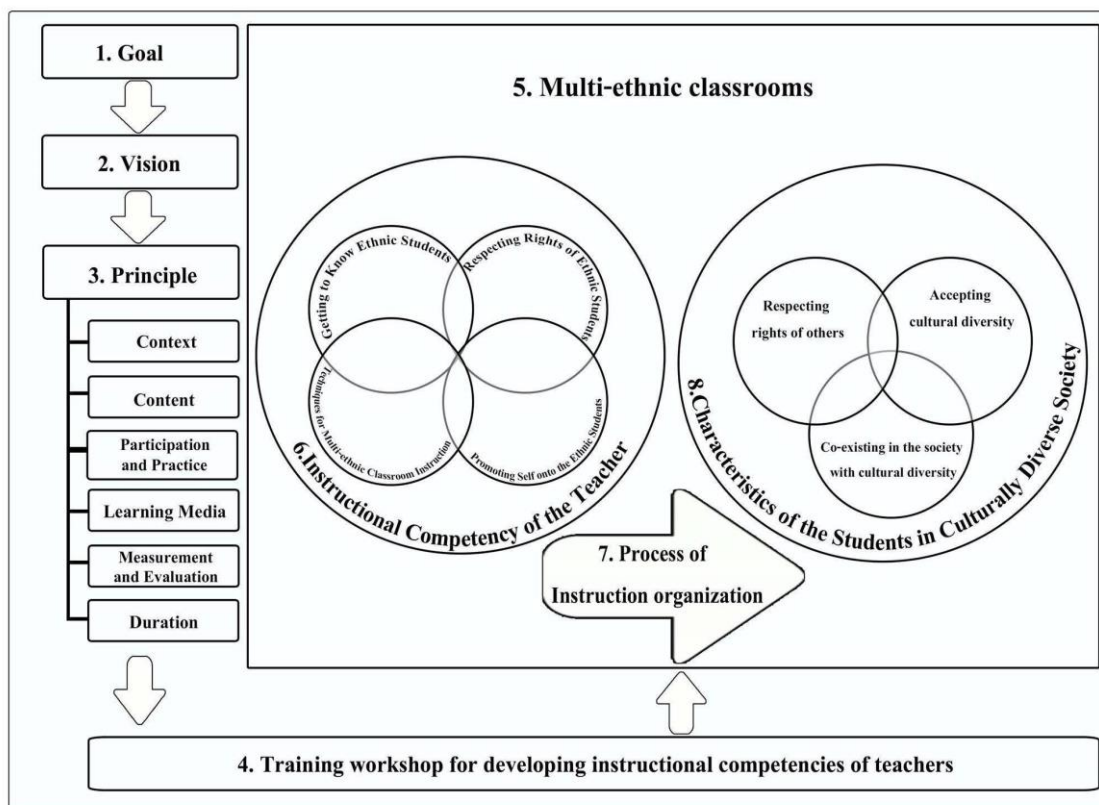


Figure 4.1 The Model for Developing the Teacher's Competency in organizing Instruction in Multi-Ethnic Classroom

4.3 Results of the study on effect of the model for developing the teacher's instructional competency in multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity.

The study on using the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity was conducted at Ban Mae O Nai School, Chiang Dao District, affiliating with Chiang Mai Primary Educational Service Area Office 3. The target group was composed of 9 teachers, 143 Prathom Suksa 1 to 6 students selected by simple random sampling. The researcher would like to present the results of using the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom as follows:

Effects of the Model for Developing the Teacher's Competency in organizing Instruction in Multi-Ethnic Classroom in a School

4.3.1 Effects on the Teacher Teaching in the Multi-ethnic Classroom

1) Instructional Competency in the Multi-ethnic Classroom

Instructional competency in the multi-ethnic classroom inferred from the teacher's instructional behavior in multiethnic classroom assessed by the teacher herself, colleague teachers, the school principal, and the researcher is as in the table below.

Table 4.10 Index of Congruency among the Evaluators Through Observing Instructional Organization in Multi-Ethnic Classroom from Observations 1-4

Teacher's Instructional Behavior	Observation Period			
	1	2	3	4
Planning for organizing the classroom activities	0.85	0.85	0.84	0.90
Organizing activities to promote the characteristics	0.80	0.90	0.90	0.94
Skill in interacting with ethnic students	0.86	0.93	0.98	0.99
Skill in using verbal and gesture	0.85	0.84	0.86	0.94

From the table, it was apparent that the teacher had behaviors on organizing the instruction in the multi-ethnic classroom with the RAI between 0.80-0.99 and skill in interacting with ethnic students (Observation 4) had the highest RAI which is 0.99.

2) Innovation Emerging in the Multi-ethnic Classroom

Innovation had emerged in the multi-ethnic classroom during the use of the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom to equip students with characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity. After carrying out the model, there was a discussion on innovation found by the teacher in organizing the instruction as follows:

Inspiring Tale #1

Narrator:	Ms. Pojanee Singkham
Post:	Senior Professional Level Teachers
Title:	Building up familiarity along the teacher's style
Issue:	Communication
Scene:	Ban Mae-O Nai School, Affiliated to Chiang Mai Primary Educational Service Area Office 3

Synopsis

When I started working as a government official for the first time at Ban Mae-O Nai School in Chiang Dao District, Chiang Mai, all of students were local children. Later on, there had been more ethnic people coming to Chiang Dao District to get the job. Their children have come to study at the school. In effect, the School now has many ethnic students who are Dara-ang, Shan, and Lisu. Their languages differ as do their culture and way of life.

I am the class teacher for Prathom Suksa 1, the students could not quite understand the language used in the school either Central Thai or local dialect used once in a while by the teacher creating communicative problems and the students were afraid of the teacher regarding her as stranger.

I began by using strategy in building up familiarity to build up the student's confidence when they communicated with me. I made myself friendly and talked with them outside classroom by hugging them showing my love. I taught them to speak with simple statement. I taught Thai to enable them to exchange among them. I talked about home, parents, and their culture by creating friendly, warm, and familiar relationship and feeling to facilitate learning exchange among them. I show all my feeling of them to encourage their showing their feeling of me not to be shy in communicating with any language or dialect both the central one and that of mother tongue.

After that, I have eventually inserted easy Thai words through the technique opening for the students to practice speaking and writing until they could speak and write Thai at a satisfying level.

The students had enjoyed the class and had good attitude toward the teacher and school attendance as the teacher taught with fun, was kind, and had good human relations with the students.

Knowledge Treasures in the Tale

Problems Found

Prathom Suksa 1 students could not always communicate with the teacher.

Solutions

1. Creating familiarity with the students – Teacher should talk to the students outside class such as lunch time or evening while waiting for parents to pick up to build up their confidence and place significance of the student's local dialect. A knowledge exchange could be carried out for the teacher teaching Thai and the students teaching local language.

2. Having conversation with the students – The teachers then noted down the words that were hard to the students to pronounce and use them as the list of words to be practiced for writing Thai.

3. Using near-by media or in locality which were easily used and interesting. The teacher could also have the students walk around school and come back to discuss, speak, and write words about the things having been seen.

Outcomes

1. The students could functionally speak Thai and still keep their dialect.
2. The students had practice their skills in speaking and writing Thai.
3. The obtained the guideline for solving the problem on organizing the instruction.

Feeling of the Narrator

1. Being proud to see the students able to read and write Thai.
2. Having a feeling that the students could be braver to talk to the teacher

Essence of Knowledge

Familiarity building, adding up and elaborating, and Close care taking along the teacher's way.

Inspiring Tale #2

Narrator: Ms. Kanokkarn Tawiroj
Post: Professional Level Teacher
Title: Joying Songs
Issue: Pronunciation
Scene: Ban Mae-O Nai School, Affiliated to Chiang Mai Primary
Educational Service Area Office 3

Synopsis

Most students of Ban Mae-Or School are ethnic students who have differed culturally and ethnically. They have their own language and use it when they are among family members. When they go out to the community, they would use local or northern dialects in communicating with the society.

At Mae-O Nai village, the central dialect used for communication is a local language called “Kham Muang”. Even when they communicate with the officials in the government agency, they also use Kham Muang. This is also the case when they sell things in the market. Central Thai is used when they teach at the school during the formal class. Otherwise, northern dialect is used with the students or colleague teachers or the students outside of the classroom.

This might be able explain why ethnic students could not clearly pronounce words in central Thai despite they could spell the word correctly. It could be because the students had lacked of practical usage in their everyday life. It is apparent that the students have knowledge but haven't used it the real life. That's why they could not correctly pronounce the words.

The teacher, then, tried to find the solution to the problem. One solution was to have the students sing as singing is reading done with rhythm. Reading book with rhythm besides having opportunity to read the book, students also have fun and could use the skills in their everyday life.

One result of the development was that the students could clearly say central Thai, and reading more fluently. Another result is that the students know the meaning of words and could correctly put them in a sentence. All in all, the the students have been happy and have fun from singing the songs.

Knowledge Treasures in the Tale

Problem Found

Pronunciation of the students – students could not clearly pronounce

Solution

Training students to read song words, listen to song, and practice singing via Karaoke

Outcomes

1. Students could pronounce word more clearly and felt happy from the study.
2. Students had chance to enter Gold Microphone for Kids competition.

Narrator's Feeling

Being proud to enable the students to learn read aloud and pronunciation, and being glad to see students happy with learning

Essence of the Knowledge

Instructional method to make the students interested in the study to keep on developing the students.

3) Characteristics of Teacher in Multi-ethnic Classroom

After the teacher had gone through the program for developing their instructional competency in the multi-ethnic classroom to equip the students with the characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity, she is expected to use the acquired knowledge and skill to transmit to the students. Afterward, the students were to write reflection on “The good teacher I love” to show up their impression on characteristics of

the teacher who they love or want to teach the class. Some of the reflections are as follows:

Prathom Suksa 1 Student: I like the teacher because she is kind, easily smile, not cruel, etc. and have us play game, sing, read book, paint, and tell the tale.

Prathom Suksa 2 student: I like the teacher because she is kind, easily smile, and not cruel, and teaches us to be good person with good manner, and be generous, and teach us to have knowledge and be able to read.

Prathom Suksa 3 student: I like the teacher because she is kind, easily smile, be cheerful, not be cruel, speak politely, be kind, and teach us to have knowledge and be able to read and write, teach us to realize that studying is very important and more important than the play, teach us of be generous to others, teach use to use knowledge in work to come in the future, and teach us to do only good deeds and have discipline.

Prathom Suksa 4 Student: I like the teacher because she is kind, easily smiles, providing moral supports, be reasonable, not scolding, teach us to use what we learned in our everyday life such as growing sunflower, strawberry, fruits, and vegetables.

Prathom Suksa 5 student: I like the teacher because she is kind, with smiling, joyful, not unreasonably scolding students, listening to the student's opinion, teaches the students to be good man and literate, giving opportunity to the students every time to display their ability or to improve themselves after taking any undesirable action, teaching students what should be done and not to be done, preaching on bad deeds that should be avoided, warn not to do something bad to be a good man, teaching us to live along self-efficiency, being non-greedy, not cheating, and aiming at common interest than the private one.

Prathom Suksa 6 Student: I like the teacher because she is very kind, always smiling, joyful, being rational and friendly, politely speaking, having good mood, opening for the students to consult when they have problem, properly dressed, being generous, understanding students, helping the students on every problem, warning the students when doing wrong, providing moral supports to students when they have problem, doing activity along with the students, telling the truth, not telling lie, not

telling lie, with sincerity, etc. I don't like when the teacher uses eyes to blame. I like the teacher because she teaches us to be good man, to understand the contents, with joke, etc. We could learn and laugh. The teacher did not punish students without reason. She has prepared the instructional media every time she teaches, such as VDO clip which provides the essence of knowledge not known before by us. She makes us learn with direct and simple explanation utilizing simple language and train us to think, to study by ourselves, and put into practice with a clear assignment direction with time frame and content scope.

4.3.2 Effects on the Students in the Multi-Ethnic Classroom

From the investigation on the student's characteristics of respecting rights of others, accepting cultural diversity, and co-existing in the society with cultural diversity before and after using the model for developing the teacher's competency in organizing instruction in multi-ethnic classroom was used, the student's characteristics were as follows:

1) The Student's Characteristics on Respecting Rights of Others

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Table 4.11 Comparing between Student's Characteristics on Respecting Rights of Others Before and After Participating in the Instructional Activities in Multi-ethnic Classrooms

Behavior on Respecting Rights of Others	Respecting Rights Others (Percentage)		
	Used to do	Used to do but not often	Never
Physical			
Before participating	2.98	29.90	67.14
After participating	1.66	30.33	68.01
Verbal			
Before participating	4.12	36.52	59.36
After participating	1.87	33.33	68.40
Sexual			
Before participating	3.15	24.91	71.94
After participating	1.66	25.88	73.22
Behaviour on Respecting Rights in Total			
Before participating	3.42	30.44	66.15
After participating	1.73	28.85	68.68

From the table, it was found that, in general, the students had more behavior of respecting rights of others cultural diversity of the students after participating the instructional activities than before participating. Their behavior of not respecting rights of others in physical, verbal, and sexual aspects had all decreased.

2) The Student's Characteristics on Accepting Cultural Diversity

Table 4.12 Comparing between Student's Characteristics on Accepting cultural diversity Before and After Participating in the Instructional Activities in Multi-ethnic Classroom

Behavior on Accepting Cultural Diversity	Percentage of Each Acceptance Level					
	Most	Much	Medium	Fairly	Some What	Not at all
1. Participating in activities on culture differing from one's culture						
Before participating	46.15	27.97	6.99	13.99	3.50	1.40
After participating	54.55	22.58	11.89	9.09	0.70	1.40
2. Playing with friends who speak language differing from one's						
Before participating	18.88	13.99	16.78	16.08	17.48	16.78
After participating	20.28	30.07	20.28	16.78	9.79	2.80
3. If realizing that one's friend believed in ancestor or religion other than one's						
Before participating	31.47	21.68	16.08	12.59	11.19	6.99
After participating	37.76	18.88	22.38	14.69	2.80	3.50
4. If friends told their way of life or life maintenance that differed from one's						
Before participating	35.66	20.28	10.49	18.18	10.49	4.90
After participating	41.26	20.28	13.99	22.38	2.10	0.00
5. If friends ate food differing from one's						
Before participating	32.87	22.38	9.79	13.99	10.49	10.49
After participating	41.26	20.28	11.89	16.78	4.90	4.90
6. If friends dressed up with their ethnic dress						
Before participating	32.87	14.69	13.99	15.38	6.29	16.78
After participating	45.45	16.78	9.79	18.18	4.20	5.59
After participating	37.76	18.88	22.38	14.69	2.80	3.50

Table 4.12 (continued)

Behavior on Accepting Cultural Diversity	Percentage of Each Acceptance Level					
	Most	Much	Medium	Fairly	Some What	Not at all
7. If friends had to miss the class to participating in the crucial tradition at their birth place						
Before participating	44.76	13.29	9.79	16.08	10.49	5.59
After participating	37.06	24.48	19.58	12.59	2.10	4.20
8. If friend's house differing from one's						
Before participating	43.36	16.08	12.59	19.58	6.29	2.10
After participating	47.55	17.48	15.38	13.99	5.59	0.00
9. If the teacher brought in ethnic musical instrument to teach in the classroom						
Before participating	55.94	19.58	9.09	8.39	2.80	4.20
After participating	55.24	18.88	8.39	11.19	5.59	0.70
10. If being invited by friends to participate in ethnic people's play						
Before participating	44.06	16.78	10.49	13.29	6.29	9.09
After participating	46.15	22.38	14.69	11.19	4.20	1.40
Overall Acceptance Behavior						
Before participating	38.06	18.67	11.61	14.76	8.53	7.83
After participating	42.66	21.21	14.83	14.69	4.20	2.45

From the table, concerning the characteristics of accepting cultural diversity of the students after organizing the instruction of the teacher, it was found that, in general, the students had characteristics of more acceptance of cultural diversity after taking part in the activities at the most level from 38.60% to 42.66%.

3) The Student's Characteristics on Co-existence in Culturally Diverse Society

Table 4.13 Comparing between Student's Characteristics on Co-existence in the Culturally Diverse Society Before and After Participating in the Instructional Activities in Multi-ethnic Classroom

Behavior of Co-existence in Culturally Diverse Society	Mean	SD	The different of Mean
Communicating with Friends			
Before participating	3.80	0.53	+0.20
After participating	4.00	0.65	
Group Process Working			
Before participating	3.94	0.67	+0.27
After participating	4.21	0.71	
Emotional Management			
Before participating	3.67	0.77	+0.30
After participating	3.97	0.62	
Knowing and Understanding Oneself			
Before participating	3.95	0.54	+0.18
After participating	4.13	0.63	
Total Behavior			
Before participating	3.83	0.44	+0.23
After participating	4.06	0.55	

From the Table, in general, it was found that after participating in the instructional activities, the students had higher level of co-existence in culturally diverse society behavior than before participating.

4.3.3 Effects on Schools and Society

The School had recognized the significance of culture of ethnic students who are the majority of the students in the School. The school principal and all the teachers had got together to set up the plant to develop self onto ethnic students to facilitate the students to have the characteristics on accepting their own self and self of others,

respecting rights of others, and happily co-existing in the culturally diverse society. The School had worked collaboratively with the community by having it to take part in the organization of the activities leading to the construction of identity for the School. The activities were organized in form of setting up to present way of life the each ethnic group to enable the students their culture and culture of friends of other ethnic groups. The teacher presents culture via an outstanding play of each ethnic group and this activity could be carried out in form of annual fair. A project in the School's operational plan is for an activity called "Road to Learn Cultural Way of Our Ethnicity".

4.3.4 Results on the Model for Developing the Teacher's Competency on Organizing Instruction for the Multi-ethnic Classroom

Table 4.14 Effectiveness of the Model for Developing Instructional Competency of the Teacher in the Multi-Ethnic Classroom

Aspects	Mean	SD	Level
1. Clear goals	4.33	0.50	Much
2. Clear vision	4.33	0.50	Much
3. Clear principles	4.33	0.50	Much
4. Using workshop	4.44	0.53	Much
5. Instructional competency of the teacher	4.44	0.53	Much
6. Developing student's characteristics for culturally diverse society	4.44	0.53	Much

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Table 4.14 (continued)

Aspects	Mean	SD	Level
7. Factor 1- Getting to know ethnic students	4.33	0.53	Much
8. Factor 2 – Respecting rights of ethnic students	4.33	0.53	Much
9. Factor 3 – Instructional technique for multi-ethnic classroom	4.33	0.53	Much
10. Factor 4 – promoting self-construction for ethnic students	4.44	0.53	Much
11. Activities for developing the student's acceptance of, respecting to, and co-existing in culturally diverse society	4.33	0.50	Much
12. With variety of activity	4.56	0.53	Most
13. Setting the duration and timing for the instructional activities	4.44	0.53	Much
14. Being applicable for multi-ethnic classroom	4.44	0.53	Much
15. Not complex but easy to understand	4.56	0.53	Most
16. Being able to develop the teacher's instructional competency of the teacher	4.33	0.50	Much
17. Able to develop the student's characteristics for the culturally-diverse society	4.11	0.60	Much
18. Useful for educational development	4.56	0.53	Most
19. Satisfying the needs of the present society	4.31	0.50	Much
Total	4.39	0.50	Much

From the table, it was found that, in general, the effectiveness of the model for organizing the instruction of the teacher in multi-ethnic classroom was at much level ($\bar{x} = 4.39$, $SD = 0.50$) and the first three aspects are Aspect 12 – with variety of activity, Aspect 15 - Not complex but easy to understand, and Aspect 18 - Useful for educational development. All of these aspects have the same average score ($\bar{x} = 4.56$, $SD=0.53$)