



Pre-Service Teachers and Educational Management in Multicultural Schools



Saowaluk Reungsri Narong Sukprasert Suwattanaarwong Phanphet
Pattana Boonyaprapa and Kittiwinn Dhedchawanagon

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Saowaluk Reungsri, Narong Sukprasert,

Suwattana Wong Phanphet, Pattana Boonyaprapa

Faculty of Sciences and Technology, Chiang Mai Rajabhat University

Kittiwin Dhedchawanagon

Faculty of Education, Chiang Mai University

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Abstract

This qualitative research aimed to study a form of educational management in multicultural schools of pre-service teachers and techniques used in learning in order to serve differences of learners. This research uses the theory of multicultural study (Banks, J., 1994) to be scope of research. The main tool for gathering and analyzing information is structured interview of pre-service teachers from program of industrial arts, Faculty of Sciences and Technology, Chiang Mai Rajabhat University, 2nd semester and academic year of 2017 of professional experience in a public school in Chiang Mai and participant observation has been applied by observing the form of learning management of pre-service teachers of educational management in multicultural schools. The finding found that pre-service teacher realized necessary by using techniques for teaching in order to serve differences of learners and be up to date about current news and knowledge. This will help to encourage the interest of learners. The condition of the learning process in multicultural schools about different ability and culture of learners influences the result of learning and the importance of developing curriculum and teaching techniques which are able to help learners to learn as per their abilities and culture in order for the better result of studying.

Keywords: Pre-service teachers, Multicultural schools

Introduction

This article would like to present “Educational management as per multi-culture” which tries to create positive value about living together of human being and leads to improvement of learning ability

of every learner. The purpose of this research is to provide equal opportunity of education among learners who are from different nationalities, social status and cultures. There were lots of experts gave a definition of Educational management as per multi-culture, such as Suthara Yothakhan (1998, 13) summarized the meaning of multi culture that multicultural education is learning management about various cultures in society which is changing the process of the structure system of curricular in school to accept and respect in diversity of cultures of students which are from culture in that society. This will lead the change of learning management that focuses on learner in each aspect. Moreover, the compatible of environment of learners in both inside and outside school need to be realized in order to support learners to be successful in the study and living with other people peacefully and intuitively.

Banks (1994, 1) provided meaning that multicultural education is the concept of reforming education and it is the process that has important goal in order to change the structure of educational institution in order for students in every gender, special student, different nationality student, a group of skin, a group of diversity's culture can be equal in accomplishment in learning.

Cortes (1996, 1) said that multicultural education is the process that teachers help to prepare people who concern with education and have different culture to understand each other, provide good cooperation and see the real benefit of helping each other, sacrifice and fair. Accepting diversity of culture does not lead to disharmony; it helps to develop understanding and helping each other of people by using multicultural education as an indicator that separation in society is from lack self-conscious. Multicultural education is necessary for every school not only for the school that has students or people that concern with multicultural education only because students and everyone need to exchange diversity of culture in the same country in order for understanding and helping each other. Therefore, schools should provide opportunity for students and concerned people in school to expand scope of diversity of culture from something close to them to further things.

As per above definition, it can be summarized that multicultural education aims everyone to accept and realize the value of their own culture and other cultures which are different from theirs. This will lead to pride of their cultures. It is the pride of learning other cultures also and it is selecting knowledge properly. Every school should have multicultural education because if students and concerned people do not learn about diversity of culture from activities in school, they need to learn from outside school also. Everyone will learn the diversity of culture in society. For example, there are students in Suksasongkroo School, Maerim, Chiang Mai is a group of students who have a diversity of races and each ethnic has an identity of culture and lifestyle. Therefore, pre-service teachers should use the concept about multicultural education in order to effectively manage learning that is relevant to the real requirement of learners who are different.

Methodology

This research is qualitative research which aims to study a form of educational management in multicultural schools of pre-service teachers and techniques used in teaching in order to serve difference of learners and to be guidance of developing educational course as per multicultural concept in multicultural school.

Concept used in this research

Context of school used in education

School in the studied area is school belong to the Bureau of Special Education Administration, Office of the Basic Education Commission, Ministry of Education and the school is approved as per an announcement from Ministry of Education in 1976 to be boarding school and belong to the Bureau of Special Education Administration, Ministry of Education. The available classes are Prathomsuea 1 to Matthayomsueksa 6 and they are boarding school as per the policy of Office of the Basic Education Commission, Ministry of Education that provides opportunity to disadvantaged child 11 categories which are 1) poor child (special) 2) child with drug problem 3) orphaned child 4) severely attacked child 5) Child who affected from Aid or infectious disease 6) Child from minority 7) Homeless child 8) Labored Child 9) Child in sexual business 10) Department of Juvenile Observation and Protection 11) Disordered child

The reason why this topic was selected to study is the sample of research is the hill tribe people 60% and they need to live in dormitory of school and Thai people who live in plain area only 40% and they are able to go back home without living in dormitories. The situation of pre-service teachers in those schools has been found that they do not realize the diversity of culture that it is exist in society. The teaching in multicultural school does not result in academic achievement and the importance of developing a course. The technique of learning used instruction media that help learners to study as per their ability and culture of them; but it does not result in better academic achievement.

Problem in multicultural school

Multicultural school is a school that has various cultures, for example the school used in this research is the school that has a diversity of culture as it consists of students who come from man, Karen, Lahu and city which is a minority and all of them study in the same school.

Therefore, multicultural school is a group of people or group of students who have a diversity of both races, tribes, lifestyles, beliefs, religion and tradition as per thinking process and symbol that comes from creating culture, religion, races, age, gender, social status and education. These factors are indicator of idea, beliefs, feelings, action of each person in a different way, especially in school that used in this research. The students are from different communities and they have more social interaction; therefore, it is necessary for members in school and community to learn a proper pattern that should behave or avoid as per the manner in each community to avoid conflict and bring peace to the community among a diversity of race, tribe, lifestyle, belief, religion, and tradition. Moreover, we cannot deny that human being is a social animal that needs to live as a group; therefore, each society in both schools or community should set rule of good behavior that should to perform for people in same and different community in order to live together peacefully.

For educational management in multicultural school, the researcher has questioned in this research that what are the main factors that make students from different tribes live together peacefully? In 1997 had problems in the school, which was role of a teacher in school was Thai people in the local area and most of them were Thai people from different area and there was no teacher from other tribes took the teacher's role. The local Thai teacher did not understand the diversity of the culture of each tribe. Then every concerned department had agreed to solve problem of difference; therefore, the activity that

supported being a tribe of student in school by encouraging students to participate in development school such as dress up in their traditional costume in every Friday. However, the replacement of main culture that affects culture in school is still problem until now. For example, language is also the problem. Every student is not allowed to use their native language in school as teachers and friends cannot understand. Therefore, every tribe that comes to learn in the school needs to use Thai language as a main language to communicate to each other. The students are allowed to use native language when they are not in learning hours.

Not only language that is problem in multicultural school, but praying in morning ceremony is something against other religion such as some students from the tribe who are Christian etc. These problems are the things that school management, teacher and school committee should focus on and realize the diversity of races in multicultural school in order not to have differences in each aspect. The concerned people are able to help students to realize their culture and tradition and culture and tradition of other people also. They are able to create a local course for students to learn the local background and cultivate them to realize their tribe and teach them to know the importance of living together in a school's society that is multicultural school in order to bring acceptance and respect each other. This is relevant writing of Prasit Leepreecha and Mukdawan Sakboon (2016) which mentioned that Thai government had policy and educational management for local tribes in Northern part of Thailand for 5 decades and this educational management based on Thai nationalism which focused on blending people from different tribes and cultures to be one of the nation. The process of educational management of government was successful very well. That meant people absorbed being Thai by trying to adapt identity of their tribe to be Thai while they lose confidence of being their own tribe. The important thing was there was space of education of youth in local tribes when compared to youth in a main society.

The guidance of educational management as per multicultural concept

When we are talking about differences of society and culture, we are unable to deny that those differences are from races, tribes and religion; therefore, they should have different lifestyles such as dressing, eating and ceremony. Moreover, geography, landscape and weather are causes of different cultures such as people who live in plain area will have different living style, tradition, belief and value from people who live in mountain or desert area. Also, economy, industry, job and working make different beliefs and value such as people from the western side like to use technology to concern in their lifestyle which is different from living in agricultural style or depending on the nature. However, in the society that has a diversity of culture believe that everyone is able to think and believe and perform differently while living together in difference will help people to adapt well and reduce space and increase opportunity in society and the economy also.

To create understanding, to accept and respect each other in difference of each tribe which has various cultures is necessary. In a school or policy of education has to arrange proper diversity and it should not be the separation of society. Every school needs to arrange education in multicultural style. If students or people who concerned about education do not learn about diversity of culture from activities in school they are able to learn from society. The importance of multicultural education in school is the process that should be added in the education of every level and schools need to help students, youth and population to understand and do not have detestation. They need to accept

in difference of tribes, races, languages, religions, doctrine, belief, living, gender which may not receive equality in any case. The people who are the main part of propelling are executive of schools, teacher, guardian and community. Then they absorb it slightly and accept mentioned difference. Some schools set multicultural education is one, of course, in their school and they arrange activities to reinforce that understanding. These activities provide chances for children and youth of each tribe to present themselves in order for children from different culture can learn history, culture and belief which are different. This is giving education that has a different viewpoint from old pattern that focused on culture and lifestyle of the majority only.

Therefore, the importance and the goal of educational management are multicultural concepts which begins by focusing on every learner. The learning experience that provides equal education should be arranged. The learners are able to develop themselves in the best way. The important element will bring school to manage the educational environment shows equality and do not focus on only one variable. However, the school needs to reform overall holism and change all the course and it should be performed continuously. The goals are equality of education, deleting discrimination and reflect being a multicultural society. (Zuriyatee Assoleeheen, 2010)

The characteristics of multicultural education management

Now we are unable to deny that Thai society has various groups of people such as culture, language or dressing. The most important thing that Thai society has to realize are understanding and accepting diversity, then people are able to live together. The most important thing is the good educational management, which based on the diversity of language, culture, course, teaching method and teacher in order to relate to the context of that area. Therefore, educational management as per multicultural concept has main elements to study for 3 things which are idea or concept, educational reform movement and process of educational management as per multicultural concept.

1) The multicultural concept is for every learner without separating gender, social status, tribes, race and culture. Everyone needs to have equality of chance to learn in school and aim to make the best change for students in school.

2) The educational management as per multicultural concept is way of reform of education and it is very difficult to change educational institution which has lots of students, different levels, gender, race and culture to have equal opportunity. Therefore, reforming education as per multicultural concept needs to change environment of school in overall which is not specific only changing course only.

3) The educational management as per multicultural concept is a process that has goal about educational management freely and fairly; therefore, deleting ideas of prejudice and separation in each group of student are needed. This process needs to perform continuously to increase equality of education to every learner. (Wutthisak Pochanukul, 2008)

Role of teacher and educational management in multicultural school

Chaiwat Padungpong (2007) mentioned about the role of teacher in educational management in multicultural school as follows

1) The teacher is a person that has an important role to create correct attitude and value of race for student through teaching process and being a role model for students. Therefore, knowing attitude and behavior of teacher about the different race, religion and culture of student should be in the positive direction.

2) The teacher needs to accept the concept of diversity of culture and living together in different culture.

3) The teacher should have knowledge, attitude and communication skill in the classroom and arranging activity in a lesson in order for students to understand and accept differences of culture and diversity.

4) class teacher and subject teacher in multicultural school or educational institute is the person who has main roles of supporting attitude about accepting in person and group which are different from them for both race, religion, language and culture.

5) Teacher must not have a bias to students who are different from them and need to learn students from different group in order to lead communication and perform learning activities to be suitable and support accepting each other.

Population and sample / scope of research

Population and sample of this research are pre-service teachers in the Industrial Arts Program, Faculty of Sciences and Technology, Chiang Mai Rajabhat University, 2nd semester, academic year 2017 for 3 persons in pre-service teaching in a government school in Chiang Mai. The scope of research is the study of educational management in multicultural school for 4 aspects as per the announcement of the Ministry of Education “2006 the year of reforming learning and teaching”. The guideline of curriculum management and learning and teaching as per standard education curriculum in 2001 (Bureau of Academic Affair and Educational Standard, 2006, 1-6) is a curriculum and bringing it to use, educational media, teaching management and evaluation.

Tools of research

The tools of research are structured interview, which created by researcher and it has been divided into 3 parts which are

1st part is a structural interview about status of pre-service teacher.

2nd part is a structural interview about problem that pre-service teacher face and the efficiency of educational management in multicultural school in 4 aspects which are curriculum and using, educational media, teaching, learning management and evaluation.

3rd part is a structural interview for pre-service teachers to express opinion about educational management and recommendation to improve educational management in multicultural school.

Gathering and analyzing information

The researcher proceeds to gather information as per the process by bringing the form of structural interview and introduction book to present to pre-service teacher who provides pre-service of teaching in a government school in Chiang Mai and they are sampled. The form has been sent by researchers and do interviews, observe the teaching of pre-service teachers. Analyzing information to manage all information uses excel program as it helps to manage and integrate type of information which is different. Then a researcher has information from a document, recording tape and compile information from observation. All information will be printed in the program in order for information, to arrange in concept and indicated the significance.

Results

The study of educational management in multicultural school of pre-service teacher and techniques used in teaching to serve difference of the learner to be guidance on developing educational course as per multicultural concept in multicultural school. The researcher uses educational management about standard education course 1999 by focusing on understanding for 4 aspects which are curriculum and using, educational media, teaching, learning management and evaluation (Bureau of Academic Affair and Educational Standard, 2006) and the information on each aspects are as follows

1. Curriculum and using

Curriculum and using: Pre-service teacher arranged plan of learning management as a multicultural concept by using the criteria and method of educational management for the classroom that has multicultural concept. The target is students from tribes who study in technician program in Matthayom 4-6. Therefore, educational management needs to prepare students who are different society, gender, race and culture to get knowledge, skill and attitude that are necessary for living in society. Multicultural Education is an important factor of developing student understanding other people. Therefore, pre-service teachers should have a guideline of multicultural education in a subject that you are responsible.

2. Educational media

Educational media: Pre-service teacher create educational media in order for student to understand abstract easily because learners will understand and realize the principle of that content including to encourage student to think and be interested in action. Then effective learning happens. Educational media that school brings to use in teaching has various categories such as publishing, video and sound recording.

3. Educational management

Educational management is able to do in many ways, for example, arranging activity in the classroom and outside classroom. The example of activities that pre-service teachers arrange to help student have knowledge and understand about multicultural concepts are

1) Learning activity for understanding diversity of culture, this activity focuses on learner to know and understand about other cultures. The main idea that students have got is the diversity of culture. The school arranges activity in order for the student to know and understand about other culture in different aspects. Also, the activity provides a concept of culture that is exist in everywhere of the country or the world. This is called diversity of culture and these cultures are different from ours and some parts are similar to ours also.

2) Activity of culture from different regions in Thailand, cultures of Thailand are many; therefore, pre-service teacher provides information about cultures of 4 regions to learn to understand about the identity of each culture in each region and students will realize the value of each culture and help to maintain those cultures to last forever.

3) A learning activity about races in Thailand: There are many tribes in Thailand and each tribe has long culture and tradition that they carry for a long time. Pre-service teacher arrange activity that helps students to understand the background of tribes; therefore, students accept and have a good attitude toward other tribes and they will have good understanding which helps them to live together peacefully.

4) Learning activity for being union: Learning about multicultural concept has one objective which is encouraging student to realize that no matter where they come from or live in society that has different culture, at the end, we come from same culture; therefore, we have to live together, help each other, understand each other in order for living together peacefully.

4. Evaluation

The objectives of multicultural education have a lot of items. Multicultural education aims to develop understanding of various cultures in society in order to apply to thinking process and making decision about multicultural issue and to develop necessary skills for communication in minority and majority. It helped to solve conflict and improve action in the past to develop attitudes and behavior that affect diversity of culture. The differences of tribes in society and Sueksa Songkroa School aim to cover the behavior of knowledge, value and skill. Therefore, evaluation of progress in multicultural education has been considered by pre-service teachers and divided into 2 aspects which are behavior, value and skill. The tool of evaluation that is related to mentioned objective has been selected. The tool of progress evaluation used to evaluate knowledge and skill of learning and teaching is tested and the tools of evaluating attitude and value or feeling and emotion is observed and the way that students present themselves.

Discussions

The main educational management focuses on central policy without considering the context of differences. The result of research presents the development of status of educational management that does not consider being multicultural of learners. The information has been gathered in multicultural school of pre-service teach by using the theory of multicultural education as scope of the concept. The result has been found that pre-service teachers have a good attitude and behavior of multicultural education in a classroom of multicultural school. Understanding of pre-service teacher about educational management in the area had both sides. They accept differences of beliefs, tradition and culture in group of the population and students. There are problems which are fearfulness, harmony and trust of people and student as they are different. Therefore, knowledge of local multicultural concepts in the North should be based on context of society of local government. The education is very important to existing of Thai culture and it should be realized about the realities of national education. It supports living together of people who are different races and tribes and provide good relationship between neighbors and global community. This study is the process that transfers culture, such as bringing new member to live in society and transfer culture to the next generation. Every school needs to have multicultural education because if student and people who concern about education management do not learn differences and diversity of culture from activity in school, they will learn these things outside society and they will experience the diversity of human for their whole life.

Conclusion and Suggestions

That condition is the cause that Thailand should review educational management again in order to be tools of developing economy, society and politics of the country. This can lead country to survive from crisis and be successful. The constitution of the Kingdom of Thailand in 1997 specified that government needs to provide education for Thai people thoroughly and efficiently not less than 12 years and in national education plan issue 8 (1997 – 2001) and national economy and society development plan, National Education Act (1999) and educational policy of government aimed Thai children to think advance and be the person of learning and complete for both mind and body and intellect. They need to have knowledge, moral and are able to work and adapt to current situations and depend on themselves and able to live in Thai society and world society happily.

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