



The Strategies of Basic Schools Administration in the Context of Multicultural Society, Phayao Province

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Received: 30 November 2017; Accepted: 28 March 2018

Abstract

This research aims to develop the educational administration strategies of basic education schools in the context of multicultural society in Phayao Province under the Office of the Secondary Education Region 36. The objectives of the research were: to study the context of educational administration of basic education schools in the context of multicultural society in Phayao province; to create educational administration strategies of basic education schools in the context of the multicultural society in Phayao province; and to evaluate the educational administration strategies of basic education schools in the context of multicultural society in Phayao Province under the Office of the Secondary Education Region 36. The research results were as follows:

1. Regarding the context of educational administration of basic education schools in multicultural society in Phayao province, it was found that the curriculum was vocational and promoted by the community. Multiculturalism provided opportunities for new educational curricula for carpenters, mechanics, electricians, building contractors and beauticians, but the evaluation of curriculum use was not progressing. In teaching and learning, the dual curriculum was developed in collaboration with educational institutes, vocational schools, communities and other organizations, based on the philosophy of sufficiency economy. The schools were supported by government agencies, private organizations and alumni associations to create a career for students. Student families were rarely poor; parents died or divorced and cultural diversity made it difficult for human communication. It was found that most local people were honest, having ethics and behaving as a good example. An individual had an opportunity to study language and culture of the various ethnic groups, but courses were not enough in schools. There was a lack of security in the careers of staff in the payroll group. The schools sometimes had to wait for the position of staff, which was not in line with the teaching. The participation of parents and the school committees were involved in the educational administration. The community had opportunities to do activities together. The one around the school cooperated with strong community leaders. Most parents were poor farmers or hired laborers so they rarely had time to care for their children and join school activities. The students' houses were far from the area of the school, it was difficult for them to communicate with other students. In dormitories, the students did activities together and developed the surrounding area of the dormitory building. They were supported with facilities needed for the residence. Dormitory staff were not sufficient to accommodate the number of boarding students, and the budget supported by the government was not enough to provide dormitories to students.

2. The educational administration of basic education schools in multicultural society in Phayao Province consists of five strategies: Strategy 1, development of school curriculum in accordance with the context; Strategy 2, development of teaching and learning process according to the standard; Strategy 3, personnel development quality; Strategy 4, parental promotion and community involvement in education; and Strategy 5, development of student dormitory services.

3. The results from the evaluation of educational administration strategies were feasible, and the benefits were very high.

Keywords: Educational Administration Strategies, Multicultural Society

Introduction

In the period of the National Economic and Social Development Plan No. 12 (2017–2021), Thailand will continue to suffer from the environment and the context of the changes that can bring risks both inside and outside the country, such as the opening of the free economy, challenging of new technologies, accessing to the elderly society and severing of natural disaster. In addition to the current situations also with the economy, society, natural



resources and environment, the country still faces many problems such as production problems, productivity competitive, education quality and social inequality. The development of 12th National Economic and Social Development Plan required the adoption of a conceptual framework, the main principles of planning through the application of sufficiency economy philosophy. This includes a focus on people as a center of participatory development, advocating and promoting the concept of national reform and the development of a sustainable, prosperous and society living happily together.

Thailand's current disparity between people remains a major problem in Thai society due to poor children also fail to reach basic education. The good culture of Thailand began to decline, such as giving value to fun and comfort, no discipline, selfishness and no sacrifice, generousness and irresponsibility. There is also a tendency for multicultural society; especially the arrival of foreign workers contributed to the integration of their culture with local people culture. Therefore, developing people potential is very important to support the growth of the country by providing the quality education and learning. Strong Social schools are as foundations for the development of people and the potential development of people from birth to development in all aspects of adults and teenagers who are potential to learn life skills. They can live together with others in the context of multicultural society by improving the quality of education and learning in equality by reforming the educational administration system for accountability. It is necessary to reform financial systems to increase the quality and efficiency of education administration by allocating budgets directly to the learners and encouraging participation from the private sector in educational administration. It also requires an improvement of quality teachers from the production process by recruiting and selecting good and intelligent people. A quality of assessment and certification system should focus on student outcomes and reform the learning system by focusing on learning to build human capacity from primary education to lifelong learning, developing media for learning, adjusting curriculum, manpower in line with changing market needs, researching and using technology (Office of the National Economic and Social Development Board, 2015). In addition, the National Education Act, BE 2542 (1999), provides education to develop Thai people physically and mentally in terms of intelligence, knowledge, morality, ethics and living culture. The direction of the National Education Development Plan No. 12 is the master of education administration of the country, focusing on insurance opportunities, equality in education, development of quality, standard of education and education for jobs under the economic and social context of the country and of the world driven by innovation and creativity. The dynamics under the society of wisdom-based society, lifelong learning society and supportive learning environment allow people to continually seek and educate themselves on a lifelong basis. The purpose of education is to educate people human resources development (good people, discipline, good citizenship for society, country and the world). This includes the performance that meets the needs of the labor market and the development of the country. They learn in a right way, live in society with a happy life, as well as work and earn for a living. Moreover, they should be able to adjust and live in a society, profoundly aware of changes in the economy and the multicultural society in the 21st century with sufficiency economy philosophy (Office of the Education Council, 2016).

Educational system is one system of society that is related to other systems, namely, political, economic, social and cultural systems. Education is a part of a system of social structures that transcends culture and social heritage to the new generations for stimulating changing society in a desirable way. So it is a factor or component that participates in the administration of education in various forms, especially in terms of cultural diversity; so that students can understand the true value of culture, skills, attitude and behavior. They can be creative and selective



for applying culture to live in the community and the multicultural society. To face the change and flow of foreign culture education, it must be focused on culture, especially the different and diverse cultures that exist in the society. This makes the society more complex and dynamic; so education is required in a variety of forms.

It is important to understand that people with different cultural backgrounds have equal rights in the country and the culture of each group is rooted and developed sequentially with deep wisdom in the culture. Multiculturalism provides a variety of choices for society at the same time (Pongsapich, 1998) by having educational schools playing a vital role in the human resources development as a major force in the nation's development. Educational schools are the source of knowledge and the combination of knowledgeable people to teach the youth. For this reason, people are keen to send their children to study in schools for their education. Not only urban people that focus on children's education, but remote communities and highlanders also do. Highland communities, the landscape is mostly steep, full-of dirt roadway, and inconvenient transportation in the rainy season, which by foot is the only way to get there. The community then sends their children to school in a nearby village or school that can be reached by foot. Most schools in villages provide only elementary-level education. After graduation, those who want to study in secondary level must go to high schools that are mostly located in larger villages or in cities where are far from the villages they live in. Therefore, it is very necessary to provide these people with the opportunity to learn (Lopusan, 2009), especially the ethnic groups along the border of Thailand who has their own language, beliefs, values, traditions and culture in which are different from the Thai culture in general. There are also groups that lack educational opportunities and are poor. Despite being educated, the quality of education is still low and affects the quality of life. It shows that the education provided to the community and the multicultural society of the ethnic group has not responded to the demand. The results of the research on the administration of basic school curriculum in accordance with the highland (tribal) service area of Baan Huay Mae Liam School, Muang District, Chiang Rai Province showed that the administration of teaching was not consistent; and couldn't meet the needs of the community because of the problem of communication, language, traditions, cultures, beliefs of the tribes and the different way of life (Sangsuwan, 2003). Therefore, the study of the educational administration strategies of basic education schools in the context of multicultural society was aimed to discover the appropriate educational administration strategies that responds the needs of students, parents, community and multicultural society for education in the context of multicultural society effectively. The goal was to achieve the objectives and shared targets and goals of the people in the community, especially in Phayao province. It is located in the northern part of Thailand with a long history, no less than other cities in Lanna Kingdom. The location of the city is near Phayao Lake, originally the site of Phu Kham Yao or Pha-Yao, which was founded in the 16th century by the ruler of Pho Khun Ngam Muang. After the change of power, it was under the influence of the Lanna Kingdom and in Rattanakosin period. It was under the administration of Chiang Rai Province as Phayao District, and was promoted as a province on August 28, 1977. It is the 72nd province of Thailand with an area of 6,335,060 square kilometer. The population, surveyed on December 2014, were 484,454 people, consisting of 236,671 males and 247,783 females. There were 181,374 house. The average density was 76.47 persons per square kilometer. Its inhabitants included 10 ethnic groups; namely, Lisu, Chinese, Musur, Akha, Mien, Hmong, Lue, Lua, Karen, and Thai highlanders, residing in several districts, such as Chiang Kham, Maejai, Muang Phayao, Dok Kham Tai, Chiang Muan, Pong and Phu Sang. The number of population was 29,113 people and 5,488 households (Social Development Center Unit 31, Phayao Province, 2014).



For this reason, the study of administration of basic education in the context of multicultural society in Phayao province under the Office of the Secondary Education Region 36 is aimed to be the maximum effective and achieve the targets.

Therefore, it is necessary to formulate policies, planning and administrative processes in a new form. To achieve results quickly and cost-effectively, one of the most commonly used administration processes in the world today to achieve the desired of results is Strategic Administration Process. This is an important step in the administration of the organization. There are guidelines to follow the direction with a clear evaluation; especially strategic planning that is a pre-planned process for human resource use and other resources, at the right pace, to achieve the goal. The unplanned operation will have a lot of work to do, wasting resources and cannot be expected for the reach of destination. Preparing for future action planning requires accurate prediction about the resource environment, and restrictions or obstacles because of the environment and the context in which they rapidly change and get worse in every moment. Therefore, the administrators cannot manage the organization without a direction and clear plan. This is similar to a sailing boat that needs a rudder in order to have a clear direction; not having a rudder is like the organization lacking of the direction and clear strategic. If the government is a big ship, the strategies are the helms that help determine and direct the ship (Decharin, 2010). In addition, Kaotiean (2006) stated that strategic planning would allow government administration to be able to adapt the ways and mechanisms in the period of time. The principle of the action is to meet the needs of the people. Of importance and problems, researcher is interested in studying the administration of basic education in the context of multicultural society in Phayao Province, under the Office of the Secondary Education Service Area 36, to acquire basic school administration strategies in the social context of multiculturalism in Phayao Province that can lead to real practice in schools to achieve efficiency, effectiveness and goals of education.

Research Objectives

1. To study the context of educational administration of basic education schools in the context of multicultural society in Phayao Province under the Office of Higher Education Region 36.
2. To develop the educational administration strategies of basic education schools in the context of multicultural society in Phayao Province under the Office of Higher Education Region 36.
3. To evaluate the educational administration strategies of basic education schools in the context of multicultural society in Phayao Province under the Office of Higher Education Region 36.

The Importance of Research

1. The educational administration strategies of basic education schools in the context of multicultural society in Phayao Province under the Office of Higher Education Region 36 can be guided by the educational schools.
2. The Office of the Secondary Education Service Area 36 can apply the educational administration strategies of basic education schools in the context of multicultural society in Phayao Province. The results of this research can be the information for decision-making of the authority to manage the educational schools in the context of multicultural society efficiently and effectively.



3. The other Office of Educational Service Area can lead the educational administration strategies of basic education schools in the context of multicultural society in Phayao province to be the information in the administration of basic education schools in the context of multicultural society in various area of Thailand.

Scope of Research

In research to develop the educational administration strategies of basic education schools in the context of multicultural society in Phayao Province under the Office of Higher Education Region 36, the researcher has set the scope of research as follows:

Content Scope

A study of the context of educational administration strategies of basic education schools in the context of multicultural society in Phayao Province was conducted by using SWOT analysis techniques to find strengths, weaknesses, opportunities, and threats for determining the strategic administration of educational schools in the multicultural society of Phayao Province in five aspects, including curriculum, learning, personnel, parental and community participation, and the student dormitory.

Resource Scope

This research had the following research resources:

Step 1: Collecting data from 42 informants on the context of educational administration of basic education school in the context of multicultural society in Phayao Province consists of 4 school administrators and 38 leaders of the learning groups of 4 high schools; Khunkwan Wittayakom School Phu Sang Wittayakom School, Faikwang Wittayakom School and Pong Ratchadapisek School under the Office of Higher Education Region 36.

Step 2: Creating strategies for educational administration of basic education schools in the context of multicultural society in Phayao Province. Research resources included 8 persons who are knowledgeable and experienced in educational administration of basic education schools in the context of multicultural society, selected by the specific selection from the qualified persons. The selected persons consist of 3 scholars or university professors who completed doctoral studies in education and has experienced in the administration of basic education in the context of multicultural society; 2 directors from Education Area Office and 3 school administrators who have more than 5 years experienced in high school administration.

Step 3: Evaluating the administration strategies of basic education schools in the context of multicultural society in Phayao Province. There were 27 informants consists of 3 school administrators and 24 leaders of the learning group in Phu Sang Wittayakom School, Faikwang Wittayakom School and Khunkwan Wittayakom School in Phayao Province, under the Office of the Secondary Education Service Area 36.

Research Methodologies

The development of educational administration strategies of basic education schools in the context of multicultural society in Phayao province. The research process was divided into 3 steps.

Step 1: To study the context of educational administration of basic education school in the context of multicultural society in Phayao Province, there were 42 informants consists of 4 school administrators and 38 leaders of the learning group of 4 high schools; Khunkwan Wittayakom School Phu Sang Wittayakom School, Faikwang Wittayakom School and Pong Ratchadapisek School under the Office of Higher Education Region 36.



The tool used to collect data was a set of open-ended questionnaire for school administrators. The leaders of the learning group was divided into 2 parts; the first part was a questionnaire about the general information of respondents including gender, age, education, work experience and the position in school; and the second part was an open-ended questionnaire about the context of educational administration of basic education schools in the context of multicultural society in Phayao province, including strengths, weaknesses, opportunities and threats in five aspects (curriculum, learning, personnel, parental and community participation, and the student dormitory). The researcher constructed a tool to collect data by studying the concepts, principles from documents and research studies for setting up a conceptual framework and creating tools. This was to allow the respondents to add more important issues related to the administration of education in the context of multicultural society into the questionnaire. The researcher collected the data by sending a letter of cooperation which requested to collect information from the target school administrators, to clarify the purpose of the study, how to carry out data collection and to ask for cooperation to send the answered questionnaire back. The researcher was returned the completed questionnaire. The data were analyzed by using frequency distribution and percentage. The open-ended form analysis was proceeded by content analysis.

Step 2: To create the educational administration strategies of basic education schools in the context of multicultural society in Phayao Province. The 8 informants were highly qualified and experienced in educational administration of basic education schools in the context of the multicultural society that were selected by the purposive selection from the qualified persons consisting of 3 persons: a scholar or university professor who completed doctoral studies in education and has experienced in the administration of basic education in the context of multicultural society, 2 directors from Education Area Office and 3 school administrators who have more than 5 years experienced in high school administration. The instrument used to collect data was the draft of the educational administration strategies of basic education schools in the context of multicultural society in Phayao Province and the strategic suitability assessment form. The data was collected by focus-group discussion along with a draft of strategies for educational administration of basic education schools in the context of multicultural society in Phayao Province. The researcher arranged an appointment with a panel of experts to join the focus group discussion, using draft strategies for educational administration of basic education institutions in the context of multicultural society in Phayao Province. Then proceed to the group discussion begun with the researcher presenting a draft strategies for educational administration of basic education institutions in the context of multicultural society to the experts to consider, give more suggestions and evaluate the strategic suitability. The discussion was taken on 2nd floor of Phayao University, Chiang Rai Campus. The researchers used the results from the group discussion to improve the draft of the educational administration strategies of basic education institutions in the context of multicultural society in Phayao Province according to the recommendations of the experts and analyzed the data by analyzing the content (Content Analysis), based on the issues raised by the group discussion. Analyzing data from the questionnaire was designed to assess the appropriateness of educational administration strategies of basic education institutions in the context of multicultural society in Phayao Province according to the opinions of experts by using mean and standard deviation.

Step 3: To evaluate the administration strategies of basic education schools in the context of multicultural society in Phayao Province. There were 27 informants consisting of 3 school administrators and 24 leaders of the learning groups from Phu Sang Wittayakom School, Faikwang Wittayakom School and Khunkwan Wittayakom School in Phayao Province, under the Office of the Secondary Education Service Area 36. The tool used to collect data was



a set of questionnaire asking about feasibility and usefulness of the administration strategies of basic education schools in the context of multicultural society in Phayao Province. The researcher conducted the data collection process by submitting a written request for cooperation to collect data for the target school administrators and clarifying the purpose of the study and how to carry out data collection. The data were analyzed by using mean and standard deviation.

Research Results

The research found that

1. The context of educational administration of basic education schools in the context of multicultural society in Phayao Province under the Office of the Secondary Education Region 36 Office, in the strength of the curriculum was found that there was a continuing education curriculum consistent with the core curriculum and local wisdom participating in local curriculum development. For the weakness, it was found that it was not continuously monitored and the culture of each tribe was unclearly integrated in the teaching and learning process. The result for the opportunity was found that there was the cooperation of the community and other organizations for promoting ethnic diversity so there was a growing opportunity for new educational curriculums. The obstacle was found that parents had different basic knowledge and cultures. The use of learning resources outside the school had barriers for the cost of travel. In terms of teaching and learning strengths, it had been found that dual-curriculums were used in teaching and learning, in collaboration with professional education institutions, communities and other organizations guided by the sufficiency economy philosophy. The weaknesses indicated that the readiness of was based on poor families or dead and divorced parents. Opportunities had been found that there was a support by public and private organizations and alumni associations, especially to find the students a career.

The obstacle was found that the family's readiness was not strong enough and the students lacked driving force, and ethnic diversity made it difficult in communication. In personnel, the strength found that the recruitment was consistent with the context of the school, the most teachers were the area people, honest, had ethics and behaved as a good example. The weaknesses were the insufficient number of teachers and the lack of security in the profession, because some were the temporary-contract employees. The persons had an opportunity to study language and culture of the various ethnic groups, but sometimes the schools had to wait for the official position for the staff, which was not in line with the teaching. The participation of parents and community was found that the school committees were involved in the educational administration, and they had opportunities to do activities together. The strong point was found that the committees from the strong educational administrations could join educational administrations. The weak point was found that most families were poor and they worked in agricultural farms and for hired laborers, so they rarely had time to take care of their children and joined school activities. The student family's houses were almost outside and far from the area of the school so it was difficult to communicate with students.

In dormitories, the students did activities together, developed the surrounding area of the dormitory building and were supported their development in various aspects with facilities needed for the residence. Dormitory staff were not sufficient to accommodate the number of dormitory students, and the budget supported by the government was not enough to provide dormitories to students.

2. Educational Administration Strategies of basic education schools in the context of multicultural society in Phayao Province consist of 5 strategies; namely, strategies 1 development of school curriculum in accordance with



the context, strategies 2 development of teaching and learning process according to the standard, strategies 3 personnel development quality, strategies 4 promoting parental involvement and the community in education, and strategies 5 development of student dormitory services.

3. The results of the evaluation of educational administration strategies were found to be feasible and the benefits were very high.

Discussion

1. The study of the context of educational administration of basic education schools in the context of multicultural society in Phayao province under the jurisdiction of the Office of the Secondary Education Region 36 had the following issues that can be discussed in the framework of contextual analysis of the strength, weaknesses, opportunities and obstacles in five areas; including curriculum, teaching and learning, personnel, participation of parents and community, and student's dormitory.

1.1 In the curriculum, the strengths of the curriculum were that local wisdom was involved in the provision of local curriculum. There was a career program in collaboration with local vocational education schools. Students participated in the curriculum according to the needs of each ethnic group. The school curriculum was designed for each group based on local wisdom and also consider the knowledge of the students. This approach showed that the school had a way to add a variety of lessons or cultural units to the school curriculum, especially to bring local wisdom to the students; as stated by Sleeter and Grant (1993) that the exchange of knowledge through the content that had been made more in the course will be clarifying guideline for the administration of education in the context of cultural diversity. There was also a weakness in the way that local philosophers were less involved and curriculum evaluation was not continued. The involvement of local communities in curriculum development was low, local courses were unclear, and there were the limitations of local philosophers, communities, and ethnic groups from both in and outside the school setting; such as traveling, economic status, the understanding of educational administration, etc. There was a barrier to participate in the curriculum administration. The curriculum was considered as the key to determine the educational direction of the school. To provide education in the context of multicultural society to achieve the objectives or goals, it needs to be updated and changed its course, as Cleesuntorn (2009) stated that the process of providing basic education must help the young people understand and accept the difference in the ethnicity, language, religion, beliefs, and well-being may not be equal in some areas. The school administrators, teachers, parents, and the community must find the way for the major group to understand and accept the diversity of the minor group. However, the research found that the school also had the opportunity to cooperate with various organizations such as the temple, the provincial or district, cultural councils, as well as the agencies to promote the ability of the students in the occupation and how to get a job. When multiculturalism occurs, diverse and various local wisdoms of different ethnic groups make it possible to acquire new educational programs.

1.2 In teaching and learning, it had been found that the schools had activities that meet the needs of the learner and had MOU with a vocational education institution through dual-curriculum. There were technological media that facilitate learning. There were local curriculum so the students had the opportunity to study from many learning resources in and out of school. The school had a standardized measurement and evaluation, consistent with the concept of Banks (2001) referring to the implement of multicultural education in schools students that is



more likely to learn from collaborative teaching techniques than competing teaching techniques. Most students can learn if school rules, learning outcomes, and the expectations were clarified.

In addition, evaluation techniques used to measure the knowledge of students from diverse cultures in each ethnic group will need to be evaluated in various ways in accordance with the results of Sangsuwan (2003) which found that the potential of the community to facilitate teaching and learning was varied, such as learning resources about crops and garden. In addition, each patch of the house also had a various kind of knowledge such as blacksmiths, mechanics, weaver, and herbal medicine doctor in which they were ready to take part in learning. The weaknesses were the readiness of the students, who were mostly in a poor family and died or divorced parents. The communities and parents were also less involved in teaching, supervision, and monitoring of teaching and learning activities. They lacked of skilled persons to be directly responsible for. Teaching materials were not diversified and not enough for students. Excessive classroom activities resulted in inadequate classroom activities. The budget used to promote the instructional process was insufficient. According to Inrak (2014), the problem of educational administration in multicultural society for tribal children primary school northern border area, there was a number of factors that had a higher average level of problems than others: schools provided web sites for information to children of tribal and community; the school brought various suggestions to improve educational administration; and schools implement policies to address issues and tribal needs. In educational administration, the school must collaborate with the community in conducting various activities to succeed and benefit the tribal children in the community and relevant organizations must provide sufficient funds to develop educational quality for tribal children to provide equal educational opportunities to students in urban areas. However, schools also had the opportunity to work with government agencies, private organizations, alumni associations to support teaching and learning, giving students the opportunity to study outside learning resources in a variety of courses, bring local wisdom to be part of teaching and learning and create a career for students. Although there were obstacles in communication, policy change or distance between home and school; Sangsuwan (2003) found that students needed basic skills in basic education and how to conserve wisdom and tribal culture. Students were expected to have moral, ethical, and responsibility by teaching and learning, integrating content with local needs into 8 learning groups and a student development activity. Like the way that Banks (2001) proposed a multicultural education approach by restructuring social structures and the culture of the school (*An Empowering School Culture and Social Structure*), it was to adjust the organizational culture of the school to promote or support the equality. It was equivalent to the students in the groups, school administrators, teachers, personnel, parents and learners participate in the decision-making process, creating an atmosphere of cooperation and course adjustment. It also enhanced the students' development activities in the school.

1.3 In the Personnel part, the strengths were found that teachers were young people who had knowledge and ability. The school administrators were knowledgeable according to the context. They were qualified according to the majors taught and also got continuing development with the systematic monitoring of personnel performance. Most of the staff were dedicated to work, devoted to the development of teaching and learning in the school. The recruitment of school personnel was consistent with the context of schools where students came from a variety of ethnic groups. School administrators were ethical and behaved as a good role model. The persons were most likely to be local people. This may be due to the government's policy of returning hometown, which required teachers to return to their local community for solving the problem of the shortage of teachers in schools in remote and backcountry areas so the school had more them in the area. However, in the context of multicultural education,



the emphasis should be placed on teacher development, in line with Inrak (2014) in which studied on the problems and approaches in multicultural society for elementary school children in northern border area. The study was found that teachers should have knowledge and understanding of local culture to integrate with teaching and learning. In particular, the weaknesses in personnel part included the promotion of morale to motivated personnel or pushed for stability, work progress and knowledge enhancement and understanding of multicultural society, and the recruitment and development of them to meet the quality education in the area by the cooperation of various organizations. Banks (2001) had stated that the school as social system must have a close relationship with such variables as the policy and culture of the institution, hidden curriculum, community participation, measurement and evaluation, instruction media curriculum and learning subjects, attitude, knowledge, understanding, belief and behavior of personnel in educational institution. The school must have a strategy to change the variables as appropriate and consistent with the context of cultural diversity, as well as to create an atmosphere in the school, the interaction between the students, teachers and staff.

1.4 The Participation of parents and community found that the school had a strong school board that participated in school administration. Schools had the opportunity to meet parents and the communities that came from diverse cultures of ethnic groups. The school had every home visiting project. There was an annual parents meeting and asking the needs of the community closely. The school was a community center so it should take the opportunity to trust and strong community leaders participated in planning, implementation and monitoring of the school. Communication technology was used to build relationships between community and school which can reduce time and distance. The school should promote the careers of the parents and the community to generate income that will strengthen the family income. It also showed the benefits of cultural diversity. Inrak (2014) found that in the educational administration approach, schools must collaborate with the community in conducting various activities. To succeed and benefit the tribal children in the community, they may require parents and community in each group for planning together to formulate policies, vision of education, sharing resources, activities and learning the wisdom of cultural groups. In addition, there was a multicultural education as part of the evaluation. They should continue to build relationships with the community to better understand and accept cultural diversity.

1.5 In the student dormitory, the strength was found that the dormitory students were doing activities together such as developing the surrounding area of the dormitory building, recreation and exercising area to promote the development of themselves. For the dormitory service, it was a place for those who were not comfortable with travel due to being in remote areas. They also controlled their behavior and how to live with others, as well as created an academic atmosphere. Teachers came to live with students in the dorms, library, classroom and activities. In the administration of student dormitory, it must spend a lot of money for food, facilities, buildings, student accommodations and the person responsible for taking care of the student dormitory.

The results of this research showed that the schools that provided education in the context of multicultural society in Phayao Province had the opportunity to receive support from various organizations in terms of facilities needed for living and studying. There should also be enough staff at the dormitory to take care of the students. There should be an awareness of the cleanliness of the dormitory to students, such as bedrooms, bathrooms, toilets, etc., including hygienic practices. As such, Kajornsil (1995) provided the view that dormitories served the purpose of providing clean housing, comfortable and safe for students, to enhance the educational environment for learners, social skills such as living together, respect for the rights of others, kindness, harmony,



self-reliance and can live in the school correctly. To enhance the skills of working together in a democratic way, it was proceeded by encouraging students to organize various activities. Also, the way to develop student dormitories of Chaitheeranuwatsiri (2000) found that the policy of student dormitories administration was established as a welfare and development for students, especially with the students from the provinces. In terms of administration, the opinions of teachers and students were at a moderate level. They were suggested that it should improve the condition of the hostel and dormitory staff. Students had the opportunity to fully manage the dormitory. It can be said that in the service of student dormitories of schools that were managed in the context of multicultural society, it should be supported by government budget. Pitiyanuwat (1988) had provided the view that dormitory services were intended to provide students with comfortable and safe accommodation.

2. Strategies for educational administration of basic education schools in the context of multicultural society in Phayao Province consist of 5 strategies; namely, strategies 1 development of school curriculum in accordance with the context, strategies 2 development of teaching and learning process according to the standard, strategies 3 personnel development quality, strategies 4 promoting parental involvement and the community in education and strategies 5 development of student dormitory services. The result of the evaluation of the appropriateness of educational administration strategies of basic education schools in the context of multicultural society, in terms of the opinions of the experts, it was found that the overall picture was appropriate at the high level. This may be due to the strategies developed according to the process of creating a strategy by studying the context of educational administration of the schools in the context of the multicultural society in Phayao province about the strengths, weaknesses, opportunities and obstacles, and monitored by the participation of the experts. As Phagaphasvivat (2003) had discussed the strategic analysis, there were 3 components: external environment analysis, internal environment of the organization and attitude analysis-values or culture of the organization. The goal was to define what was called "Strategic Position". An analysis of the external environment of the organization, it was an analysis of the changes in economic, political and social situation in the future, considering the direction of change in the short, medium and long term, in order to arrive at the conclusion that the change of the environment will affect the organization positively or negatively. Including the analysis of values, expectations and the culture of the organization, because the organization consists of different groups of people with different ideas. Considering the concept of individual groups in the organization was important to implement the organization, including the implementation of the strategic plan to achieve it.

It must be taken into the fact that the plan can be implemented. The fact was that one must take into consideration, concepts or values of people in organizations that were different in terms of concepts, groups; and in some cases, there may be conflicts. Politics in the organization strategic administration must take into account the facts about the roles and powers of different groups which groups had the power to push the policies set for success. The development of the direction and policy of the organization in line with those groups, it was part of the strategic analysis approach.

3. The results of the evaluation of educational administration strategies were found to be feasible and the benefits were very high. This may be due to the fact that the strategies derived from the study of the context of educational administration in educational schools in the context of multicultural society was covered in five areas: school curriculum, teaching and learning process, personnel development, parental and the community involvement in education, and student dormitory services. In each aspect, the role of the school must be managed effectively. The basic information of the strategies came from the administrators and teachers in the context of multicultural



society, Phayao province had been involved in determining strategic alternatives, as Phagaphasvivat (2003) stated after analyzing the external and internal environment. It will take into account the possibilities that can be implemented in line with the opportunities that were open to the future. It was a way to avoid or prevent the dangers of environmental change. Such approaches may be called "Strategic Fit". The most important goal was the most appropriate strategies under the possibilities and the way to make progress or benefit to the organization as possible.

Recommendation

There are two parts of recommendation are presented in this paper:

Recommendations for the Application

1. Educational administration policies should provide curriculum that emphasize the way of life and localities of ethnic children because these children have to return to help their parents careers and focus on the parental and community involvement in education.
2. Supervisory authorities focus on multicultural education and set the policy to drive it.
3. The school administrators set the policy and identity of the school in accordance with the multicultural society.
4. Administrations raise awareness, encourage teachers to create quality teaching systems to build learners' knowledge and their academic advances.
5. The responsible organizations should allocate sufficient budget to develop the quality of dormitory services for students.

Recommendations for Future Research

1. There should be conducted to monitor the implementation of the school administration strategies in terms of efficiency and effectiveness.
2. There should be conducted to evaluate the strategic indicators of how they affect the school teachers, students and the community.

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