



School Management Strategies to Improve the Career Skills in a Multicultural Society

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Abstract

The objectives of this research were: 1) to investigate the priority needs and factors contributing to improving the career skills in a multicultural society, 2) to construct and verify school management strategies to improve the career skills in a multicultural society, and 3) to study the results of the implementation of school management strategies to improve the career skills in a multicultural society. Instruments used in this research were an AIC technique and a meeting record form. Data were analyzed by content analysis and summarizing. The results revealed as follows: 1) Results of investigating the priority needs consisted of education, career skills, economy, and environment, 2) Results of factors contributing to improve the career skills in a multicultural society consisted of budgets, workplace, resource persons, technology or innovation, management, and sustainability, 3) Results of construction school management strategies consisted of education, career skills, management, and sustainability, 4) Results of verification strategies were the cooperative selection and prioritization the projects, and 5) Results of implementation the school management strategies to improve the career skills in a multicultural society, the stakeholders were very satisfactions.

Keywords: Management, Strategies, Career, Skills, Multicultural

Introduction

According to Thailand's 20-Year National Strategy (2018–2037) (Royal Thai Government Gazette, 2018, p. 37), the school-age and adolescent population stages focused on instilling moral and ethical values as well as discipline; learning skills development in accordance with the 21st century requirements, especially learning and working skills development required by the labor market; and life skills promotion required for harmonious living in a multi-cultural society. In line with the Twelfth National Economic and Social Development Plan (2017–2021) (Office of the National Economic and Social Development Board (NESDB), 2016, p. 68), part four in terms of the strategy for strengthening and realizing the potential of human capital, stated concerning developing Thai people of all ages to acquire the skills, knowledge, and capability also needed for sustaining meaningful life. Moreover, children should be encouraged to take part in life skills and continuous learning skills development, both inside and outside the classroom, including reading, community service, taking care of health, teamwork, and life planning, as well as creating more incentives designed to attract more children to take part in either Dual Vocational Education or Co-operative Education programs in order to equip them with the essential skills required by the labor market.

Additionally, the National Scheme of Education B.E. 2560–2579 (2017–2036) (Office of the Education Council, Ministry of Education, 2017, pp. 108–114) stipulated in the third strategy concerning the proficiency development for people of all ages and the promotion of a lifelong learning society, the main aim was to provide all Thai people with quality education and engaged in lifelong learning as well as live happy lives on the basis of the principles of a sufficiency economy and global changes in the 21st century to create and develop citizens with



quality, knowledge, abilities, skills, and desirable traits, able to study, learn, and developed their potential to the maximum of their abilities, aptitude, and interest for a career with a happy life together with others in society.

Therefore, in the fourth policy of Office of the Basic Education Commission in 2020 (Office of the Basic Education Commission, 2020) stated on creating opportunities to access quality education services, had standards and reduced the inequality in education. Moreover, the quality of the secondary students must be developed physically, mentally, emotionally, socially and intellectually, disciplines, and necessary skills for the 21st century including being developed learning skills linked to careers and employment. This led to have professional skills that were consistent with the requirements of the country, had flexibility in thinking to be able to work with others under a multicultural society, had basic skills for living a good life and happily. As a consequence with Equitable Education Fund Act B.E. 2561 (2018) (The Equitable Education Fund (EEF), 2018, p. 2) confirmed the equitable education as all the people were equally entitled to receive and access education and development; assistance was given to financially deprived persons to alleviate educational inequality and enhance the quality and efficiency of teachers as well as the educational inequality was unequal distribution of academic resources due to the quality or standard of educational institutions, quality or efficiency of teachers or economic or social status.

Correspondingly, Banks (2013, p. 1) introduced us to multicultural education as an idea or concept, an educational reform movement, and a process, multicultural education incorporated the idea that all students that should have an equal opportunity to learn in school. Another important idea in multicultural education is that some students, because of these characteristics, have a better chance to learn in schools as they were currently structured than do students who belonged to other groups or who had different cultural characteristics. Multicultural education is also related to the provision of equal opportunity in education to all the students in a society. In addition, Jagtap (2014, p. 1) who studied the role of school in multicultural society, had defined multicultural society was a need today's global society. Education and school were important factor for multicultural society to create multicultural society through education and multicultural education as well as the teacher should understand concept of multicultural education.

Likewise, Hirsh, Jackson, Kettley, Tamkin, & Jackson (1996, p. 6) mentioned on strategies for career development concerning the reason why careers had been looking for development had been looking was that the development of a strategy for career development was being recognized increasingly as an area of major challenge for organizations, and the strategy for career development needed to embrace our changing ideas about what a career consisted of as well as our changed assumptions about development strategy. Additionally, one of the six reasons for multicultural education in our diverse world was essential to be discussed in terms of assisting cultural groups in feeling they belonged in the school community: to advance equity in education and to promote multiculturalism and multicultural education amongst teachers and educators (Cultural Infusion, n.d.).

Besides, Imsombat & Lenanant (2019, p. 64) studied the development of 21st century learning skills in Nong Chumsaeng school by applying a participatory research approach, the research results showed that the development of the 21st century learning of students, information, media, and technology skills, life and career skills, the learning and innovation skills should be developed. Furthermore, Suwannakha, Usaho, & Suwannathachote (2020, pp. 1–2) showed that the results of an approach to basic education management for careers development of Thailand were the local curriculum should be consistent with the community context and requirement; designed learning and teaching for students to have actual experiences in business; cooperated with enterprises and the

community in designing the curriculum and teaching activities; the strategy was also to reinforce, fulfill dreams, and expand the basic educational opportunity into careers.

As regards the above mentions, the researcher teams under Graduate School, Chiang Mai Rajabhat University had to play a role not only leading university in producing and developing teachers as well as developing the community, we also had mission of extending and supporting the integration of academic services, research, and teaching and learning for sustainable local development. Therefore, we would like to develop school management strategies to improve the career skills in a multicultural society of united campus schools, Doi Ang Khang Group, under the Office of Chiang Mai Secondary Educational Service Area, in accordance with the Thailand's 20-Year National Strategy (2018–2037), the Twelfth National Economic and Social Development Plan (2017–2021), and the National Scheme of Education B.E. 2560–2579 (2017–2036). In addition, the researchers hoped that the school management strategies to improve the career skills of a multicultural society could be used as guidelines for policy proposals and as a strategy for other schools.

Research Objectives

1. To investigate the priority needs and factors contributing to improving the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area.
2. To construct and verify school management strategies to improve the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area.
3. To study the results of the implementation the school management strategies to improve the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area.

Significance of Research

1. A multicultural society had an opportunity to participate in the meeting to find the priority needs and shared factors contributing to success in developing career skills in their society in order to create guidelines for educational management in accordance with the requirements of communities in a multicultural society.
2. There was a cooperation among schools of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area to improve the educational quality in the same direction by constructing school management strategies to improve career skills in a multicultural society.
3. Teachers as practitioners had projects and activities resulting from the school management strategies to improve career skills in practice, create acceptance, and work together.
4. The Office of Chiang Mai Secondary Educational Service Area was able to apply school management strategies to improve career skills in a multicultural society that had been verified as accuracy and suitability to be an example for other schools.



Research Framework

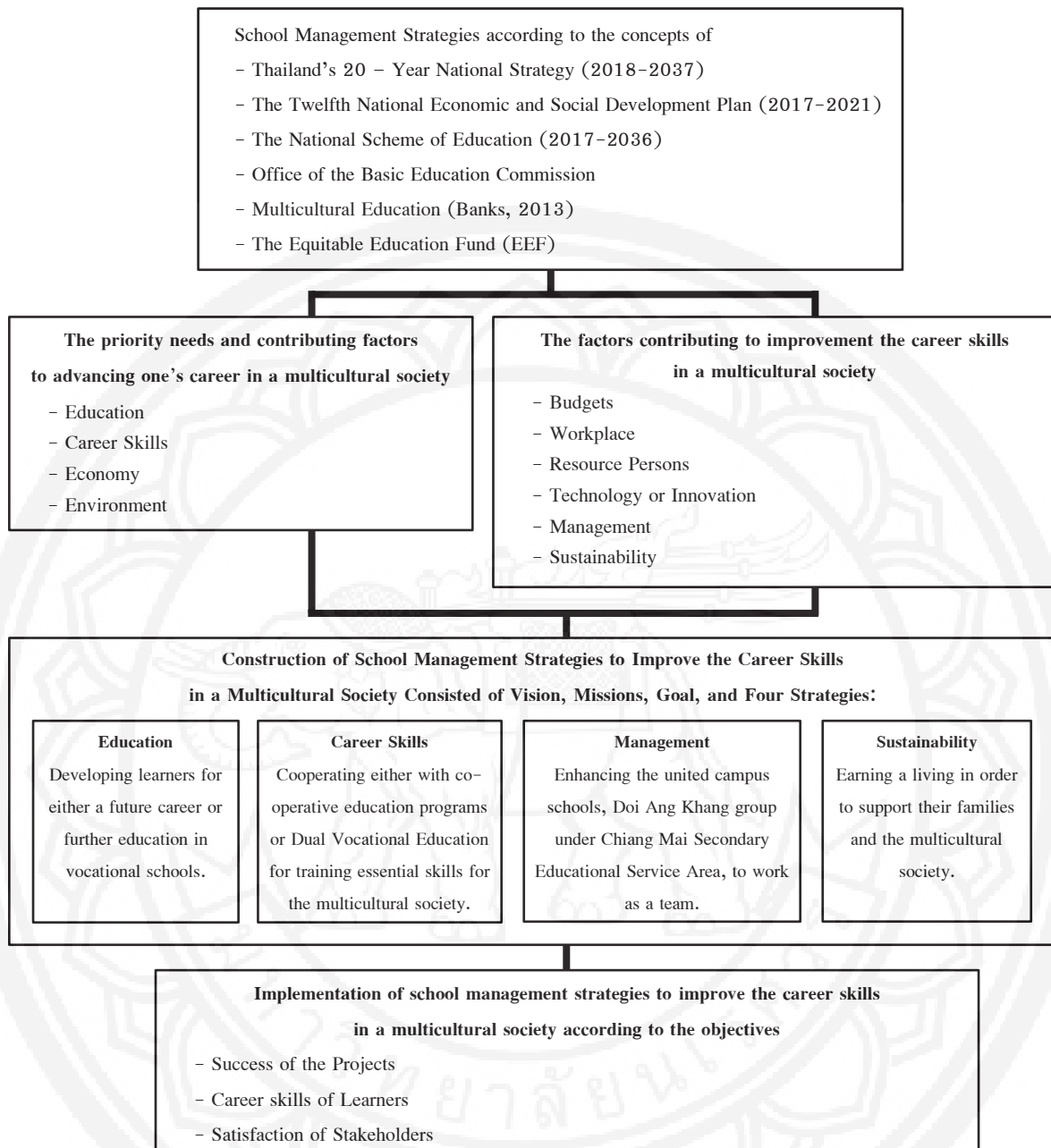


Figure 1 Research Framework.

Methods and Materials

This research method uses an Appreciation-Influence-Control technique (AIC) (Smith, 1985 as cited in Wongsathit, 2011, pp. 3–4) and is applied to Mind Map® & AIC for Participatory Planning based on the Prachasan Saenpakdee concept (Saenpakdee, n.d.) was divided into three phases as shown in Table 1:

**Table 1** Research Methods, Materials, Analysis

Research Procedures	Research Methods, Materials, Analysis
<p>Phase 1</p> <p>The investigating the priority needs and factors contributing to improving the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area.</p>	<p>Provide a meeting with community leaders of each multicultural group consisting of Haw (จีนฮ่อ), Black Lahu (ลาหู่ หรือ มูเซอดำ), Benglong (ปะหล่อง), and Tai-Yai (ไทใหญ่) were selected by purposive sampling, for a total of 8 respondents to build knowledge and sharing experiences (Appreciation: A). They attended to the meeting in order to</p> <p>A1: Analyze the current situation of the village, community, and sub-district.</p> <ul style="list-style-type: none"> - The instrument used was a meeting record form to analyze the current situation of the village, community, and sub-district. - Data were analyzed by content analysis. <p>A2: Synthesize the priority needs and factors contributing to improve the career skills.</p> <ul style="list-style-type: none"> - Instrument used was a meeting record form to synthesize the priority needs and factors contributing to improve the career skills. - Data were analyzed by synthesizing and summarizing into issues.
<p>Phase 2</p> <p>To construct and verify school management strategies to improve the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area were divided into two parts.</p>	<ul style="list-style-type: none"> - Part 1: Construct school management strategies to improve the career skills in a multicultural society by having a meeting of a group of administrators or representatives of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area consisting of Fangchanupathum School, Chaiprakarn School, Chiangdao Wittayakom School, Arunothaiwittayakom School, and Wianghaengwittayakom School, participating to construct a strategy selected by purposive sampling, for a total of 10 informants. (I1) The obtained data from results of investigating the priority needs and factors contributing to improve the career skills in a multicultural society (A2) were used to draft school management strategies to improve the career skills in a multicultural society. - Instrument used were a draft of school management strategies to improve the career skills in a multicultural society and a meeting record form to construct school management strategies to improve the career skills in a multicultural society. - Data were analyzed by summarizing into issues. <hr/> <ul style="list-style-type: none"> - Part 2: Verify a draft school management strategies to improve the career skills in a multicultural society by having a meeting with a group of 2 teachers as practitioners of each school, for a total of 10 informants selected by purposive sampling to find measures, indicators, goals, projects/plans to determine alternative development approached, set goals, define activities, and prioritize of activities or projects (I2) two period: <p>Period 1: Thinking about project to determine alternative development approaches that will achieve the objectives according to the strategies.</p> <p>Period 2: Prioritization of projects by</p> <p>2.1) Projects of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area were organized by each school.</p> <ul style="list-style-type: none"> - The instrument used was a meeting record form to find projects. - Data were analyzed by classifying the contents. <p>2.2) Projects that some parts needed the cooperation or support from agencies that supported co-working. Data were analyzed by summarizing.</p> <ul style="list-style-type: none"> - The instrument used was a meeting record form to set goals, define activities, and prioritize of projects (I2). - Data were analyzed by summarizing into issues.



Table 1 (Cont.)

Research Procedures	Research Methods, Materials, Analysis
<p>Phase 3</p> <p>To study the results of the implementation of school management strategies to improve the career skills in a multicultural society for the united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area.</p>	<p>Create the practical guidelines by having a meeting of school administrators, school teachers as practitioners, researcher team, for a total of 15 stakeholders to accept strategies and work together by implementing projects and activities into action and grouping the operational responsible teamwork for the projects and providing the activities by each step as follows:</p> <p>C1: The action plan consisted of selecting a project for implementation and sharing the responsibilities, including agreeing with the details for operations according to action plan.</p> <ul style="list-style-type: none"> - Instrument used was a meeting record form for consensus to select a project for implementation. - Data were analyzed by summarizing into issues. <p>C2: Operations in accordance with the action plan.</p> <ul style="list-style-type: none"> - The instrument used was an evaluation form to evaluate the project activities. - Data were analyzed by summarizing into issues. <p>C3: Evaluate the project success by stakeholders.</p> <ul style="list-style-type: none"> - The instrument used was an evaluation form to evaluate the success. - Data were analyzed by content analysis.

Results

Phase 1: Results of investigating the priority needs and factors contributing to improve the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area were divided into 2 steps as follows:

Step 1 (A1): Analysis results of the current situation of the village, community, and sub-district, all multicultural group consisted of Haw (จีนฮ่อ), Black Lahu (ลาหู่ หรือ มูเซอดำ), Benglong (ปะหล่อง), and Tai-Yai (ไทใหญ่) participating in the meeting were similar in traditions and careers because they lived nearby in the mountains, some still rotated their fields or shifting cultivation but most of them were traditionally existence farmers. Alongside rice they also grew crops such as corn, soy beans, cabbage, and coffee. The young children usually lived with the parents and some helped them work in the field.

Step 2 (A2): Synthesize the priority needs and factors contributing to improve the career skills were divided into 2 sections as follows:

Section 1: Synthesis results of investigating the priority needs consisted of 1.1) education focusing on the further education in the vocational schools, 1.2) career skills focuses on the training as profession skills, problem solving skills, technical skills, and teamwork skills, 1.3) economy focuses on earning income to sustain their families, and 1.4) environment focuses on the reservation and carrying on the local wisdom to benefit future generations.

Section 2: Synthesis results of factors contributing to improve the career skills in a multicultural society consisted of 2.1) budgets to support the source of investment funds, 2.2) workplace for working a suitable job after finishing the school, 2.3) resource persons as the knowledgeable persons to educate and train career skills in the village, 2.4) technology or innovation to inspire the new ideas, practices or inventions to be developed with the existing career skills, 2.5) management as the assistance of SME (small and medium-sized enterprises), marketing, and partnerships, 2.6) sustainability if there was a plan for monitoring, following-up the products and materials continuously.



Phase 2: Construct and verify the school management strategies to improve the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area were divided into two parts as follows:

Part 1: Results of construction the draft school management strategies to improve the career skills in a multicultural society by having a meeting of a group of administrators or representatives of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area. The researcher team analyzed and synthesized the results from phase 1 (A1, A2) and developed the school management strategies to improve the career skills in a multicultural society (I1) consisted of

1.1 Vision: The united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area cooperate to improve the career skills in a multicultural society.

1.2 Missions:

1.2.1 To serve a variety of educational services for a multicultural society.

1.2.2 To support teachers in the learning area of occupations and technology to improve the career skills in a multicultural society.

1.2.3 To promote and improve the career skills for learners in a multicultural society.

1.2.4 To build good relations among teachers of the learning area of occupations and technology of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area.

1.3 Goal: Learners in a multicultural society were improved the suitable career skills for earning incomes in the future to sustain their families in the multicultural society.

1.4 Four strategies consisted of 25 measures, the details were shown in Table 2.

Table 2 The School Management Strategies to Improve the Career Skills in a Multicultural Society and Measures

Strategies	Measures
1. Education	
Developing learners for either a future career or the further education in the vocational schools.	<p>1.1 The school vision, mission, and goals are made with the participation of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area by all relevant agencies and stakeholders.</p> <p>1.2 Prepare the curriculum development focusing on possibility and appropriate careers according to the school contexts in accordance with The Basic Education Core Curriculum B.E. 2551 (A.D. 2008) revised in B.E. 2560 (A.D. 2017).</p> <p>1.3 The career program is collaboratively planned for the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area.</p> <p>1.4 There is a 5-years action plan to provide additional career courses for higher secondary students.</p> <p>1.5 Provide a variety of career courses to be enough for students to select as they like.</p>



Table 2 (Cont.)

Strategies	Measures
2. Career Skills Organizing either with Co-operative Education programs or Dual Vocational Education for training essential skills for the multicultural society.	2.1 Investigate and set up profession skills to be suitable for learners' requirements in the multicultural society and the labor market. 2.2 Invite knowledgeable persons in each subject area to educate and train profession skills for learners. 2.3 Enable teachers to know and understand their learners and therefore assist and advise parents regarding their participation in learners' development for the future careers. 2.4 Exchange teaching and learning management among teachers in the learning area of occupations and technology of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area. 2.5 Stimulate learners to know themselves, know how to protect the environment, be able to make decisions, solve problems, set goals and make plans in regard to their education and future careers; and adapt themselves appropriately. 2.6 Encourage learners to see prospects for their future careers, love working, and have a favorable attitude towards work. 2.7 Encourage learners to lead a happy life in a multicultural society based on the principles of sufficiency.
3. Management Enhancing the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area to work as a team.	3.1 Arrange the Memorandum of Understanding (MOU) among the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area to run all projects and activities. 3.2 Management committee, responsible committee, practitioners committee, evaluation committee were appointed by chairman of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area. 3.3 Have a collaborative action plan to implement the school management strategies to improve the career skills in the multicultural society. 3.4 Share resources such as resource persons, equipment, materials, and others. 3.5 Provide career information courses to develop learners in various teaching methods. 3.6 Understand guidelines for entering employment, and choice and application of technologies appropriate to careers. 3.7 Provide experiences in careers for which they have aptitudes and interests, and have desirable characteristics for the careers.
4. Sustainability Earning a living in order to support their families and the multicultural society.	4.1 Establish a continual quality career to serve themselves and the multicultural society. 4.2 Learners understand methods of working for their livelihoods; create achievements through creative thinking; are skilful in team-working, management, problem-solving in cultures and diversity. 4.3 Provide opportunities for parents/resource persons/knowledgeable persons to share knowledge and local wisdom. 4.4 Provide lifelong education for learners to seek knowledge, work morally, and have and awareness of cost-effective including sustainable use of energy and resources. 4.5 Apply technologies appropriate with daily life for the benefit of life, multicultural society, and the environment. 4.6 Provide the budgets for supporting of sources of investment funds and reserve local wisdom.



Part 2: Results of verifying the draft school management strategies to improve the career skills in a multicultural society by having a meeting with a group of 2 teachers as practitioners of each school, for a total of 10 informants selected by purposive sampling to find strategies and measures in order to determine alternative development approaches, set goals, define activities, and prioritize of activities or projects (12) in two periods:

Period 1: Results of projects to determine alternative development approaches that will achieve the objectives according to the strategies, the details were shown in Table 3.

Table 3 The School Management Strategies to Improve the Career Skills in a Multicultural Society and Projects

Strategies	Projects
1. Education Developing learners for either a future career or the further education in the vocational schools.	– Project for collaboration of the curriculum development focusing on possible and appropriate careers based on school contexts, as well as career program planning for the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area.
2. Career Skills Organizing either with Co-operative Education programs or Dual Vocational Education for training essential skills for the multicultural society.	– Project for exchanging teaching and learning management among teachers in the learning area of occupations and technology in the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area.
3. Management Enhancing the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area to work as a team.	– Project for arranging the Memorandum of Understanding (MOU) among the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area to run all projects and activities.
4. Sustainability Earning a living in order to support their families and the multicultural society.	– Project for establishing each school's charter for a continual quality career to serve learners and the multicultural society. – Project for training the career skills as local wisdom for learners in a multicultural society by parents/resource persons/knowledgeable persons in a multicultural society.

Period 2: Results of prioritization of projects by classifying the contents as follows:

2.1 Projects of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area were organized by each school were as follows:

2.1.1 Project for establishing each school's charter for a continual quality career to serve learners and the multicultural society.

2.1.2 Project for training the career skills as local wisdom for learners in a multicultural society by parents/resource persons/knowledgeable persons in a multicultural society.

2.2 Projects that some parts needed the cooperation or support from agencies that supported co-working.

2.2.1 Project for arranging the Memorandum of Understanding (MOU) among the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area.

2.2.2 Project for collaboration of the curriculum development focusing on possible and appropriate careers based on school contexts, as well as career program planning for the career program for the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area.



2.2.3 Project for exchanging teaching and learning management among teachers in the learning area of occupations and technology in the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area.

Phase 3: Results of implementation the school management strategies to improve the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area by 15 stakeholders to accept strategies and work together to implement projects into action and grouping the operationally responsible teamwork for the projects and providing the activities by each step as follows:

3.1 Selecting a project for implementation and sharing the responsibilities, including agreeing with the details for operations according to action plan by consensus, was a project for arranging the Memorandum of Understanding (MOU) among the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area to run all projects and activities. (C1)

3.2 A project for arranging the Memorandum of Understanding (MOU) among the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area to run all projects and activities was operated according to action plan. (C2)

3.3 The evaluation results of the success of the projects and career skills of learners, the stakeholders were very satisfaction. (C3)

Discussion

From the research results, there were important issues that the researcher could be discussed as follows:

As regards the analysis results of the current situation of the village, community, and sub-district, all multicultural group consisted of Haw (จีนฮ่อ), Black Lahu (ลาหู่ หรือ มูเซอดำ), Benglong (ปะหล่อง), and Tai-Yai (ไทใหญ่) participating in the meeting were similar in traditions and careers because they lived nearby in the mountains, some still rotated their fields or shifting cultivation but most of them were traditionally existence farmers. Alongside rice they also grew crops such as corn, soy beans, cabbage, and coffee. The young children usually lived with their parents and some helped them work in the fields. It was different from Phramaha Mongkholkhan Thitadhammo, Pangthrap, & Kamol (2019, p. 46), who analyzed the formality of cohabitation in a multicultural society in the Tha Pae community, Muang district, Chiang Mai, research results were the common principles of people which created for people in the community an understanding to live with multicultural societies and accept the different concept of cultures, differences in race, language, religion, belief and opened development of each community to equal societies that everyone in the society turns to understand the differences and interested to learn the differences with an existing knowledge.

As regards the synthesis results of investigating the priority needs consisted of education focuses on the further education in the vocational schools; career skills focuses on the training as profession skills, problem solving skills, technical skills, and teamwork skills, economy focuses on earning a living to support their families, and environment focuses on the reservation and passing on the local wisdom to benefit for life. This may be due to what they learned from the ways that indigenous peoples have traditionally lived in their social and natural environments. In accordance with the fourth policy of Office of the Basic Education Commission in 2020 (Office of the Basic Education Commission, 2020), stated that the quality of the secondary students must be developed learning skills linked to careers and employment. This led to having professional skills that were consistent with



the requirements of the country, having flexibility in thinking to be able to work with others in a multicultural society, having basic skills for living a good life and happily.

As regards the synthesis results of factors contributing to improve the career skills in a multicultural society consisted of budgets to support the source of investment funds; workplace for working the suitable job after finishing the school; resource persons as the knowledgeable persons to educate and train career skills in the village; technology or innovation inspire the new ideas, practices or inventions to be developed with the existing career skills; management as the assistance of SME (small and medium-sized enterprises), marketing, and partnerships; and sustainability if there was a plan for monitoring, following-up the products and materials continuously.

As regards the school management strategies to improve the career skills in a multicultural society by having a meeting of a group of administrators or representatives of the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area consisted of vision, missions, goals, strategies, measures, projects, and activities. In accordance with Thailand's 20-Year National Strategy. (2018-2037) (Royal Thai Government Gazette, 2018, p. 9), mentioned the developments following this strategy would help promote modern innovators, thinkers, entrepreneurs, farmers, and so forth based on personal skills and abilities. In line with the Twelfth National Economic and Social Development Plan (2017-2021) (Office of the National Economic and Social Development Board (NESDB), 2016, p. 68), part four in terms of the strategy for strengthening and realizing the potential of human capital stated that the developing Thai people of all ages to acquire the skills, knowledge, and capability needed for sustaining meaningful lives should develop systematic thinking skills, creativity, and essential working skills required by the labor market among school-age children, and encouraging children to take part in life skills and continuous learning skills development.

As regards the implementation the school management strategies to improve the career skills in a multicultural society for united campus schools, Doi Ang Khang Group under the Office of Chiang Mai Secondary Educational Service Area, the stakeholders were to accept strategies and work together to implement projects into action and grouping the operational responsible teamwork for the projects and provide the activities by selecting a project for implementation and sharing the responsibilities, including agreeing with the details for operations, and arranging the Memorandum of Understanding (MOU) among the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area. Moreover, stakeholders were very satisfaction for the success of the projects and career skills of learners. It was similar to the findings of Wongjanta, Khiangnam, Vaiyavutjamai, & Assaporn (2019, p. 393), who mentioned that the teachers and individuals concerned with learning experience organization for early childhood children in different sociocultural context needed to construct their knowledge by accepting and realizing the value of cultural difference of the learners. The teacher had to find the approach to teach the children suited their development and culture, along the direction and goal of coexistence in the society.

Conclusion and Suggestions

It can be concluded that school management strategies, educating, and supporting a future career are a challenging jobs for relevant sectors. Memorandum of Understanding (MOU) among the united campus schools, Doi Ang Khang group under the Office of Chiang Mai Secondary Educational Service Area should be arranged to run all projects and activities. The teachers should learn a little multicultural background and believe that students can learn and want to learn. School administrators as key leaders can implement multicultural learning careers to



the parents. The Office of the Basic Education Commission (OBEC) should review the educational management in a multicultural society in the upper northern region in order to develop education and create the necessary skills for the 21st century to improve learning skills linked to careers and employment. This led to have professional skills that were consistent with the requirements of the country, had flexibility in thinking to be able to work with others in a multicultural society. Lastly, students who value the worth and dignity of their society are the keys to successful multicultural career development.

Recommendations

Recommendations for Application Research Findings

1. Director of Chiang Mai Secondary Educational Service Area should play a role of motioning and supporting what the united campus schools do as the best practice.
2. School administrators should encourage for cooperation of academic section, especially career skills to cope with the change.
3. Teachers of the learning area of occupations and technology should acquire more knowledge about career skills in the multicultural society.

Recommendations for the Further Research

1. There should be a research study to investigate the priority needs and factors contributing to improving the career skills in a multicultural society in the other regions.
2. There should be a research study to improve the career skills of a multicultural society according to digital disruption era.

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