

Innovative Multicultural Education Learning and Teaching Profession of Social Studies Indigenous Teachers' in the Northern of Thailand

Charin Mangkhang^{1*}

¹ Faculty of Education, Chiang Mai University, Thailand

* Charin.mangkhang@cmu.ac.th

ABSTRACT

The objective of this research was to study innovative multicultural education learning and teaching profession of social studies indigenous teachers in northern Thailand. It was a mixed methods research. The sample included 236 social studies indigenous teachers providing information about innovative multicultural education learning and 45 social studies indigenous teachers providing in-depth information about teaching profession. The research tools included structured interview, observation record and focus group record. The quantitative data was analyzed by using statistics for percentage values, while the qualitative data was analyzed by using inductive data. The research results indicated that the overall innovative multicultural education learning among social studies indigenous teachers was in a low level for the teaching profession of social studies indigenous teachers. The majority (70 percent) of teachers did not have a teaching profession in accordance to educational management elements, including course analysis, organizing extra-curricular activities, development of media and learning resources, and learning measurement and evaluation.

Keywords

Innovative multicultural education learning; teaching profession; social studies indigenous teacher.

Introduction

The concept of multicultural education in school system was about a relationship of power in which government may apply written rules as establish political justification. However, practically, one culture still dominates roles in society beyond the others (Amara Pongsapich, 1998). The alleviation of regulations used in the administration or management of persons moving into Thailand provided choices without dominant culture and subordinate culture. The study of pluralism in Thai society reported that ethnic identity is often occurred by government officials through their works, creation of representative image of discourses influencing the rise of governmental superiority and control over people with no right to bargain. Therefore, ethnic identity was created, preserved and transformed through the interactions between us and others that is called them (Banks, 1996; Barth, 1998). The entry into Thai public school system was a key factor accelerating the reshaping of ethnic groups (Woramet Yodbun, Suphawit Vanachyangkul and Arthit Wongatitikul, 2007).

Creating citizenship that recognize the ethnic and cultural differences of others, creating equal

opportunities for learners to learn meaningfully and to achieve learning outcomes with others are the main goals of multicultural education. Many learners had defined the meaning of multicultural education that it is a distinct cultural paradigm that needs to be initiated and realized in creative classroom transformation and developed teaching strategies to support ethnic students' learning as well as build knowledge and understanding of the diversity of citizens (Banks, 1979; Banks & McGee, 2001; Gay, 2000; Grant & Sleeter, 2003 and Nieto, 2004). Thus, when a cultural difference occurred in the classroom, it could cause bias and misunderstanding between each other, which would directly affect the learners. Although multicultural issues in classroom were influenced by many factors, but ethnic and religious factors were clearly evident in the classes of the margins of Thailand.

Innovative multicultural education learning in social studies classes consisted of 5 areas as a guide for education management in accordance with cultural differences presented in classroom: 1) integrating cultural content in various subjects, 2) building knowledge and understanding in culture, 3) reducing bias, 4) teaching with justice and 5) social and cultural restructuring in Gates

School (Gates, 2006). The in-class differences of both teachers and students, or between students themselves, would affect student achievement as well. In addition, UNESCO had been trying to manage multicultural education for more than 20 years by organizing cultural policy conference in Mexico in 1982. The post-meeting statement focused on the importance of cultural diversity, stating that "Most of the statements emphasize public on awareness of their cultural identity, the multicultural nature, the right to be different, and respect for cultures of others, including minorities". UNESCO's role as an international body could be seen that it is the first international organization to promote the importance of "coexistence on cultural differences" in various countries, and emphasize that the idea as a universal principle of humanity.

Teaching profession was to exchange knowledge of social studies indigenous teachers to the reform of the social studies classrooms that meets the needs of the learners for a holistic growth in knowledge. Learners would be educated with content, main concepts and principles of subjects in social sciences, including geography, history, political science, ethics, sociology, economics, law, population, environment, philosophy and religion according to the defined curriculum at each level in an integrated manner. In terms of process skills, learners should be trained in skills and processes, such as academic skills and social skills, etc. In terms of attitudes and values, experiences must be created to develop attitudes and values about democracy and humanity, such as self-reliance honesty, discipline, gratitude, love of one's dignity, good manufacturing habit, sufficient consumption, respect in value of work, critical thinking, team work, respect in the rights of others, respect in the common good, love in locality, love in the country, value the conservation and development of arts, culture and environment, faith in the principles of religion and democracy. The research by Allen & Labbo (2001) presented that teachers' knowledge of their own culture influences the interaction and self-reflection of the fundamental knowledge of different cultures in both teachers and learners as they applied their own understanding for cultural teaching. After training requiring instructors to write a self-reflection on awareness of culturally different communities, it was found that the

teachers had an understanding of the fundamentals of their own culture and gave a new basic cultural knowledge with another concept that was different from the existing to their learners. Therefore, it could be seen that the study of cultural memory through the teachers' record of cultural heritage helped to gain a better understanding of their own and others' cultures, which affected the learners' education. In this regard, adjustment in the role of teachers through social studies teaching activities was a way to encourage learners to develop thinking skills and to be able to apply knowledge, skills, values and attitudes for solving problems in the daily life. (Ministry of Education, 2012).

Therefore, the importance of this research would be to understand the level of knowledge and apply to the multicultural practice of social studies indigenous teachers. There were at least 3 important principles to be studied, including the educational reform movement and the teacher quality development process according to the multicultural approach that must be performed for all learners regardless of gender, social class, racial group or cultural character with all equality in educational opportunities in institutes, and the objective for learners to achieve the best educational change. However, it was delicate to change for equal educational opportunity in educational institutions where there are a lot of learners with a variety of social classes, genders, races and cultural differences.

The Policy innovative education area was a space for innovative educational experiments by empowering educational institutes to manage and provide education independently in accordance with the community's context and needs to improve educational quality, and develop learners to meet the determined educational goals. Educational reform under the multicultural education approach was therefore driving education for all that also leads to a strategy to change the holistic educational environment in educational institutions without being limited to only curriculum changes. The results of the study would be useful in the provision of social studies education in innovative education area in Chiang Mai with freedom and justice. The thinking with prejudice, separation and discrimination of different groups in learners must be eliminated. The process must be a continuous practice to increase equality of education for all learners. It

could be seen that multicultural education is related to the goals of the social studies subject that focuses on learners' citizenship through educational management processes. Social studies teachers must be aware of the knowledge of multicultural education with a correct understanding that would benefit learners to be confident to live with others peacefully without conflicts in society.

Research objectives

1. To study the level of innovative multicultural education learning among social studies indigenous teachers in multicultural schools in northern area, Thailand.
2. To study teaching profession of social studies indigenous teachers in multicultural schools, northern area, Thailand.

Methods

Research Scope

Population included a total of 2,238 social studies indigenous teachers teaching secondary education in schools under the Secondary Educational Service Area Office in northern area Thailand. And schools under the Office of Special Education Administration, a total of 37 schools.

Samples

1. The survey result showed 236 Social studies indigenous teachers. In the northern area in the school with the border between Thailand - Myanmar, Thailand – Laos. Teaching from 37 multicultural schools selected by exploring the information of social studies indigenous teachers in schools in northern area who were willing to provide information on knowledge and teaching profession, and answer and submit questionnaires to the head of the social studies department.
2. 45 social studies indigenous teachers who answered the questionnaire allowed the researcher to interview, observe teaching classes and management, and voluntarily participate in group discussions to share and learn about teaching profession in a multicultural school based on educational management elements, which were selected from those answered the questionnaire in the first section.

Methodology

This research consists of the provinces of Chiang Mai, Chiang Rai, Mae Hong Son, Nan and Phayao in northern, Thailand. Applied the Mixed Methods Research Design based on the Pragmatism framework with details as follows.

1. Survey on the use of innovative multicultural education learning by using questionnaires with social studies indigenous teachers in secondary schools, sending information to the head department of each school, coordinating with the social studies teachers in schools, and collecting data back to the researcher.
2. Interview on teaching profession of social studies indigenous teachers in multicultural schools according to educational management elements by arranging and coordinating for interviews with social studies indigenous teachers via e-mail and LINE communication.
3. Observation in the classroom with social studies indigenous teachers by observing the context and role of the teachers, learning, understanding and documenting teaching profession by participating in activities with the teachers to build familiarity until able to observe the teaching behavior according in actual conditions as needed by the researcher.
4. Group discussion after data collection by interviews and observations to examine the information on issues to summarize the supporting factors and obstacles of the teaching profession of social studies indigenous teachers in multicultural schools in northern area, Thailand.

Data Analysis

According to the analysis of questionnaire data using quantitative data and descriptive statics to describe the use of innovative multicultural education learning of social studies indigenous teachers and organizing the use of innovative multicultural education learning, the percentage, mean and standard deviation values indicated the knowledge level of the information giver by range with the set criteria as follows (Boonsong Nilkaew, 1996).

Average at 1.00 - 1.49 referred to the use of innovative multicultural education learning at a low level.

Average 1.50 - 2.49 referred to the use of innovative multicultural education learning at a medium level.

Average 2.50 - 3.00 referred to the use of innovative multicultural education learning at a high level.

The analysis of the interviewed data applied the frequency and percentage of teaching profession based on educational management components.

from observing the in-class atmosphere and overall school atmosphere, including interviews and teachers' focus group, through coding and grouping in order to interpret answers, then explain and summarize the results of the interpretation (Chai Phothisita, 2007; Supang Chantavanich, 2007).

Results

Qualitative data analysis

Qualitative data analysis was conducted by content analysis of data in field notes obtained

Research findings

1. Basic information of 236 social studies indigenous teachers in northern area, Thailand.

Table 1. Basic information of social studies indigenous teachers in northern area, Thailand.

No.	Items	Number (n= 236)	Percent
Gender	Male	106	44.91
	Female	130	55.08
Position	Professional teacher level	94	39.83
	Special professional teacher level	78	33.05
	Teacher level	43	18.22
	Assistant teacher level	21	8.89
Experience in teaching social studies	16-20 years of teaching experience	67	28.38
	11-15 years of teaching experience	61	25.84
	6-10 years of teaching experience	49	20.76
	1-5 years of teaching experience	59	25.00
Demand for creating a professional learning community		45	19.06

According to the results of using innovative multicultural education learning by 236 social studies indigenous teachers in multicultural schools in northern area, Thailand, it was found that social studies indigenous teachers had a low level of overall innovative multicultural education learning (average 1.22) with the lowest amount of low level learning average, sorted by 20 averages as follows.

Table 2. Results of using innovative multicultural education learning by social studies indigenous teachers.

No.	The use of innovative multicultural education learning by social studies indigenous teachers	\bar{X}	S.D.
Integrating cultural content into various subjects			
1	Adjustment of additional knowledge about history, race, culture and ethnic life	1.08	0.48
2	Development of a curriculum based on a learner-centered education	1.09	0.48

No.	The use of innovative multicultural education learning by social studies indigenous teachers	\bar{X}	S.D.
3	Adding knowledge, identity, race and culture into the educational process	1.10	0.56
4	Integrating ethnic knowledge and ethnic culture with the education	1.12	0.62
Building knowledge and understanding in culture			
5	Diagnosis of basic knowledge, attitudes and behavior of students	1.14	0.42
6	Creating opportunities for creative expression	1.15	0.56
7	Using innovative teaching and developing learning materials to promote digital literacy	1.16	0.46
8	Allowing opportunities for honest exchange of opinions	1.17	0.55
Bias reduction			
9	Organizing a critical analysis training activity on discrimination	1.18	0.42
10	Adjusting environment and providing space to focus on all races and cultures in the community	1.20	0.42
11	Cultivating democratic values in the coexistence of society	1.21	0.46
12	Equal creative interaction of administrators, teachers, parents and students	1.23	0.68
Justice-based teaching			
13	Organizing cooperative learning activities in social studies classroom	1.24	0.46
14	Training in perspective, comparison of similarities between cultures	1.25	0.72
15	Encouraging and promoting awareness of listening, reading and discussing multicultural social issues in the classroom	1.26	0.46
16	Being educated with understanding of race and culture of students	1.29	0.55
Social and cultural restructuring in schools			
17	Participation in the decision-making process of teachers and students	1.30	0.60
18	Organizing extracurricular activities to develop the quality of learners	1.34	0.48
19	Organizing activities to promote cultural pride of learners	1.35	0.48
20	Organizing analytical thinking training activities in classroom	1.45	0.56
Total		1.22	0.52

2. Data analysis of interviews with 45 social studies indigenous teachers

Table 3. Results of data analysis of interviews with social studies indigenous teachers

No.	Items	Number (n= 45)	Percent
Gender	Male	17	37.77
	Female	28	62.22
Education qualification	Bachelor's degree	31	68.88
	Master's degree	14	31.11
Position	Professional teacher level	20	44.44
	Special professional teacher level	8	17.77
	Teacher level	12	26.66
	Teacher assistant level	5	11.11

No.	Items	Number (n= 45)	Percent
Experience in teaching social studies	21 years or more of teaching experience	8	17.77
	16-20 years of teaching experience	16	35.55
	11-15 years of teaching experience	6	13.33
	6-10 years of teaching experience	10	22.22
	1-5 years of teaching experience	5	11.11

The report on teaching profession practice of indigenous social studies teachers in 16 lists, (70 percent) of indigenous social education teachers had no teaching profession based on the educational management elements. All social studies indigenous teachers (100 percent) did not perform the teaching profession in 10 lists. And found that there were indigenous social studies teachers few of them still have practices in 6 lists.

Table 4. Results of teaching profession of social studies indigenous teachers

No.	Items	Percent	Yes	No
1	Analysis of curriculum, learning subject for ethnic students	100.00		✓
2	Development of an integrated learning management plan for ethnic students	100.00		✓
3	Development of innovative education for ethnic students	100.00		✓
4	Effective use of media to integrate learning for ethnic students	100.00		✓
5	Media production and development of innovations promoting education for ethnic students	100.00		✓
7	Development of evaluation criteria for ethnic students	100.00		✓
8	Providing opportunities for students to participate in the development of evaluation criteria for ethnic students	100.00		✓
9	Providing opportunities for parents to participate in the development of evaluation criteria for ethnic students	100.00		✓
10	Use of specific evaluation criteria for ethnic students	100.00		✓
11	Inquiring or participating in the development of learning resources about multicultural education in the community	5.88	✓	
12	Encouraging learners to participate and present empirical learning results to communities and public	5.88	✓	
13	Designing learning activities for ethnic students	11.76	✓	
14	Planning with communities to organize extracurricular activities promoting multicultural education learning	11.76	✓	
15	Providing opportunities for parents to participate in extracurricular activities promoting multicultural education	17.76	✓	
16	Providing opportunities for students to participate in projects promoting multicultural education in the community.	29.41	✓	

Discussions

Innovative multicultural education learning and teaching profession of social studies indigenous teachers in Northern Thailand had important points to be discussed as follows.

1. The use of innovative multicultural education learning by social studies indigenous teachers in multicultural schools in Chiang Mai was in a low level of innovative multicultural education (average 1.22). This was consistent with a study of Gates (2006) who examined the cultural literacy of teachers teaching in the suburbs of Colorado, USA by developing a measure based on the management of multicultural education in five areas: 1) integrating cultural content into subjects, 2) building cultural knowledge and understanding, 3) reducing bias, 4) teaching in according to justice principles, and 5) social and cultural restructuring in schools where teachers in the sample group had the lowest cultural knowledge compared to other areas. When considering the total of 5 approaches, teachers were found to have less knowledge and implementation than the levels of importance. Also, teachers of other races and non-whites had more scores of knowledge, implementation and level of importance of multiculturalism than white teachers. The lack of knowledge in the multicultural knowledge of social studies teachers resulted in having no experience set and approaches for adjusting additional knowledge on ethnic history, culture and ethnic lifestyles in the national core curriculum. Banks (2005) proposed a method for school reformation to achieve educational management in a multicultural context, which included developing critical thinking, equity pedagogy, prejudice reduction, and empowering school culture and social structure. This context of the lack of knowledge in teachers might resulted in the failure in building an understanding of decentralization allowing local to participate in education reformation. Sirijit Sununta (2013) saw that multiculturalism is closely related to the liberal, notions of rights and democracy under the local conception laws towards civil rights and democracy. Therefore, it was important in shaping the perception of multiculturalism in Thai society, including the development of a spatial curriculum as a learner-centered education that addressed the needs of students with different ethnicities among

ethnic students. The study results reflected that social studies teachers had a low level of literacy, which showed that they had misconceptions about the basic educational core curriculum that was defined as a curriculum for all citizens to have opportunities to receive equal and quality education. The curriculum decentralized society to participate in the provision of education in accordance with local conditions and needs. Meanwhile, the social studies teachers' low level of knowledge for adding knowledge on racial identity, racial knowledge integration, ethnic culture into education would build awareness of Thai and global citizens for students, which was considered as a major obstacle in organizing learning activities to develop the learner characteristics in accordance with the principles set by the national curriculum on the national unity, and did not meet the needs of the learners based on the belief that everyone can learn and develop themselves to their full potential (Ministry of Education, 2008).

However, the lack of diversity and inadequate national testing policies might be the main reason for the destruction of strong global citizenship. Sirijit Sununta (2013) proposed consistently that the nationalist discourse emphasizing the threat towards Siam and Thai nation by the Western colonialist caused an internal colonialism by Thai state to be ignored. The cause of the violence in Thai society was still far away from most people understand. When the internal colonial discourse lacked reliability at a public level, and most people saw it as normal for minorities to adapt to large groups, the multiculturalism in Thai society therefore lacked power despite the movements of academics and public sector. The attitude of the state towards these groups also focused on supporting teaching and training, developing and cultivating Thai identity. Meanwhile, the discourse on threatens of Thainess through Western culture and consumerism lifestyle labelled some local and ethnic groups as representative of Thai lifestyle in the past with doing agriculture for living. The group was not viewed as privileged as a secondary cultural group whose lifestyle and cultural heritage were driven by central state policy. Also, the diagnosis of basic knowledge, attitudes and behavior of students before studying social studies caused a development in educational management to

strengthen global citizenship for ethnic students. This demonstrated that knowledge, essential skills and characteristics of learners in the social studies learning from the Basic Education Core curriculum were focused on allowing students to live together in Thai society and the world in peace, be good citizens, have faith in religious principles, value of resources and environment, have patriotism and pride in being Thai (Ministry of Education, 2012). It could be seen that the goal of social studies course was for all citizen, which was consistent with a research of Aekarin Sangthong (2008) that proposed findings and educational practices aimed for equality, freedom, and love in different human dignities. It was necessary to implement effective educational process in educational institutions and departments that promote and support the education for learners to be able to learn with passion on the basis of cultural differences, give have skills of critical thinking, understand, accept and respect differences in race, nationality, social status, ability and gender, as well as academic success, and to live in society happily without separating social classes. This reflected the recognition of self-worth, differences in human dignity of citizens, consistently to the concept of Nieto (2004) who saw that multicultural studies was as “Antiracist Education”, an important process for all students.

Prinya Thaewanarumitkul (2010) demonstrated that accepting differences to create educational equality is a mechanism for citizens' quality, caring for the environment for sustainability and benefits for all parties, being smart, happy and able to adapt himself in the globalization trend cleverly and knowingly, having life skills in dealing with arising problems, having a strong mental immunity that can deny the dangers that provoke delusions, being proud of being Thai, maintaining and conserving unique culture, traditions and lifestyle of oneself. Also, Uthai Dulyakasem (1997) proposed desirable characteristics of Thai people that must have curiosity, creativity and imagination with analytical and synthetic abilities, self-discipline, care to the community and ecosystem, honesty, fairness, ambition and persistent in work, ability to adapt, and ability to work as a team. This was consistent with Banks (2007); Bennett (1995); Wichai Tansiri (2008) and Fatina Wongleaka

(2010), who proposed the ideas that future citizenship quality must be learned from real experiences, thinking skills training for problem solving and prevention, reading skills and life-long learning with good virtue and values. It showed that for the characteristics of good Thai citizenship, in addition to an ability to adapt to the changes of the world society, good citizens of Thai society must have immunity to their own unique lifestyles. The course must response mainly to the diversity of the learners as in the 2007 Constitution of the Kingdom of Thailand that guaranteed community rights in the preservation and restoration of identity, local culture and contributions to resource management, which defined that people gathered as a local community have the right to conserve and restore local traditions and customs, good local and national art and culture, and are involved in the management, maintenance and utilization of natural resources, environment, as well as biodiversity in a balanced and sustainable manner (Government Gazette, 2007). Therefore, educational management must be organized in order to strengthen the society. The spatial curriculum included respect the benefactor, lifestyle in accordance with the principles of religion, balanced lifestyle, and application of the sufficiency economy principles in daily life.

2. 20 items of teaching profession of social studies indigenous teachers found that the majority (70 percent) of teachers had no teaching profession practice according to the element of education management. Information indicated that they had never received training or knowledge of teaching students in multicultural schools, which was the reason why social studies indigenous teachers were unable to analyze curriculum and learning contents for ethnic students, and lacked experience in designing and developing integrated learning management plans for ethnic students. For the development of possible innovative learning, effective use of media for learning integration, media production and innovation for promoting learning, disseminating media and learning resources about multicultural learning to the community, development of measurement criteria for ethnic students, providing opportunities for students to participate in the development of evaluation criteria for ethnic students, providing parents with the opportunity to

participate in developing evaluation criteria for ethnic students, and the use of specific evaluation criteria for ethnic students, social studies indigenous teachers educating ethnic students must be aware of the context of users. Thus, the graduation produced teachers that do not meet the needs of society showing the weakness of professional teachers (Charin Mangkhang, 2010), which did not show professional teacher competencies that must have knowledge and integration for teaching operation (Mishra P., & Koehler, MJ, 2006; Taweesak Jindanurak, 2016). He studies of Tikamporn Sompong, Wuttichai Niemted, Ekkarin Sungtong, and Reecha Chusuwan (2016) suggested that teacher competency in multicultural schools required classroom communication skills. The teachers must have a basic understanding of the learner's communication language, be open-minded, accept limitations in communication between teachers and learners, educate oneself constantly for developing knowledge, thinking skills, language used in communication, as well as integrate the learning with students, create classroom surroundings that facilitate their teaching, integrate school curriculum with local courses together, and organize activities in class equitably and equally using the teaching method that focus on learners' participation. It was consistent with the proposal of Charin Mangkhang (2009) who determined guidelines for the production of standardized teachers in multicultural society, and stated that social studies teachers should have the necessary competencies, including knowledge, attitudes and skills in communicating with local language in classroom correctly, the ability to use listening and speaking skills to create a learning environment that reduce gaps between learners and teachers and encourage students to understand and accept cultural and diversity differences, the ability to use computers to integrate learning to develop Thai speaking, listening, reading and writing skills, the ability to design appropriate learning and provide learning activities that support the correct racial attitudes and values of students through teaching and good behavioral example for their students, and positive attitudes and behaviors that demonstrate teachers' awareness of student's racial, religious and cultural differences. The teacher must be able to accept and embrace the concept of cultural

differences and coexistence in a diverse society by understanding the nature of students in a multicultural context, and be able to assist students to study and develop at their own potential.

It also encouraged the aptitude and interest without prejudice towards students who were different. Different groups of students were studied to communicate and behave towards learners for appropriate educational conduct and activities, to promote mutual acceptance, ability to create and use wide range of educational measurements and evaluation tools by physical assessment and practical assessment providing students the opportunities to develop their potential, reduce the prejudice of multicultural students from assessment results. In this assessment, teachers must identify the criteria for equality of multicultural students as well as students with special needs.

Teachers must be able to manage classroom and communicate effectively in multicultural classrooms by focusing on creating a cooperative learning environment, enabling students to work as a team, doing community projects that insert an attitude of acceptance among individuals and groups with differences, regardless of their race, religion, language or culture, having the ability to diagnose students for educational and learners' development, being able to plan, implement and research to solve problems of differences among multicultural students. Teachers must be able to choose, design, create and improve innovations for multicultural students to achieve good learning. They must also seek a variety of resources to promote learning among multicultural students, love their students with goodwill equally, show patience in organizing the learning experience for students, together build confidence and set a role model in professional ethical conduct for multicultural students.

Therefore, it could be seen that the teaching experience of social studies indigenous teachers did not affect the use of innovative multicultural education learning of social studies indigenous teachers and teaching profession of social studies indigenous teachers. Due to the similarity in research results, the lack of knowledge and understanding of social studies indigenous teachers resulted them to be a barrier for teaching profession in accordance to the educational

management component about learning evaluation, media development, learning resources, curriculum analysis and extra-curricular activities organization as well. Therefore, the teacher making curriculum must be diverse and appropriate for the context of graduate teachers, which would enable the production of teachers as targeted and meet real educational reformation.

Conclusion

Therefore, it could be seen that the teaching experience of social studies indigenous teachers did not affect the use of innovative multicultural education learning of social studies indigenous teachers and teaching profession of social studies indigenous teachers. Due to the similarity in research results, the lack of knowledge and understanding of social studies indigenous teachers resulted them to be a barrier for teaching profession in accordance to the educational management component about learning evaluation, media development, learning resources, curriculum analysis and extra-curricular activities organization as well. Therefore, the teacher making curriculum must be diverse and appropriate for the context of graduate teachers, which would enable the production of teachers as targeted and meet real educational reformation.

Suggestions

1. Suggestions for the implications

1.1 Teacher production and development policy should set up a teacher production and development plan according to spatial needs based on the entire system of teacher production and development in the social context for sustainable development.

1.2 The Ministry of Education and the teacher production institute must cooperate and plan together with agencies that use teachers to create a curriculum for teacher and educational institute administrator development for multicultural areas, organize training for educational personnel and general public to have knowledge and understanding of theories and principles of multicultural education in schools. There should also be measurement and evaluation according to the actual conditions.

1.3. Teacher production institutions and educational districts should develop online courses to enhance multicultural knowledge and implementation for schools in multicultural areas, or teaching curriculum for multicultural students, to meet the needs of Chiang Mai Educational Innovation Area.

2. Recommendations for further research

2.1 A new spatial curriculum and advance pedagogy should be developed to promote equality of students in multicultural schools in different context areas, Thailand.

2.2 There should be a study to compare variables as gender, parenting and culture of multicultural students for planning to strengthen global citizenship in accordance to cultural foundations of students in multicultural schools in different context areas, Thailand.

2.3 Innovation and learning materials should be developed to promote the learning quality of multicultural students for multicultural areas in Thailand.

2.4 Innovative multicultural education at secondary schools in the Northern Thailand should be studied.

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