ระบบการบริหารตามแนวคิดสังคมพหุวัฒนธรรม สำหรับโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาในจังหวัดเชียงใหม่

A Multicultural Society Management System for Schools under the Office of the Primary Educational Service Area in Chiang Mai Province

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บทคัดย่อ

การวิจัยครั้งนี้ มีวัตถุประสงค์ 1) เพื่อสังเคราะห์และยืนยันองค์ประกอบของการบริหารตามแนวคิดสังคมพหุวัฒนธรรม 2) เพื่อศึกษาสภาพปัจจุบัน ปัญหา และปัจจัยเอื้อต่อความสำเร็จของการบริหารตามแนวคิดสังคมพหุวัฒนธรรม สำหรับโรงเรียนประถมศึกษา และ 3) เพื่อพัฒนาระบบการบริหารตามแนวคิดสังคมพหุวัฒนธรรมสำหรับโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาในจังหวัดเชียงใหม่ ผู้ให้ข้อมูลเป็นผู้ทรงคุณวุฒิ จำนวน 43 คน เครื่องมือที่ใช้ในการวิจัย ได้แก่ ตารางการสังเคราะห์องค์ประกอบ แบบยืนยันองค์ประกอบ แบบสัมภาษณ์กึ่งโครงสร้าง แบบตรวจสอบ แบบประเมิน สถิติที่ใช้ คือ ค่าความถี่ ค่าร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และวิเคราะห์เนื้อหา ผลการวิจัยพบว่า 1. องค์ประกอบของการบริหารตามแนวคิดสังคมพหุวัฒนธรรม หลังการยืนยัน มีทั้งหมด 6 องค์ประกอบหลัก 38 องค์ประกอบย่อย 2. โรงเรียนประถมศึกษาได้นำแนวคิดพหุวัฒนธรรมมาผสมผสานกับหลักสูตรและกิจกรรมนอกหลักสูตร แต่ยังคงมีปัญหาในความสามารถของครู การสื่อสารข้ามวัฒนธรรม และการบูรณาการในชั้นเรียน ปัจจัยเอื้อต่อความสำเร็จ ได้แก่ หลักสูตรที่ปรับเปลี่ยนได้ ความร่วมมือของชุมชน และการสนับสนุนจากรัฐบาล 3. การพัฒนาระบบการบริหารตามแนวคิดสังคมพหุวัฒนธรรมสำหรับโรงเรียนสังกัดสำนักงานเขตพื้นที่การศึกษาประถมศึกษาในจังหวัดเชียงใหม่ ด้วยทฤษฎีระบบ (IPO) มี 6 ด้าน ได้แก่ การบูรณาการการจัดการเรียนรู้แบบพหุวัฒนธรรม การพัฒนาวิชาชีพด้านการศึกษาพหุวัฒนธรรม การสื่อสารระหว่างวัฒนธรรมในการศึกษา การส่งเสริมการมีส่วนร่วมของชุมชน การจัดการสภาพแวดล้อมพหุวัฒนธรรมอย่างมีประสิทธิภาพ และการประเมินพหุวัฒนธรรมในการบริหารการศึกษา ผลการตรวจสอบความถูกต้อง ร้อยละ 92.20 และความเหมาะสม ร้อยละ 96.44 ผลการประเมินความเป็นไปได้และความเป็นประโยชน์ มีค่าเฉลี่ยโดยรวมทุกด้านอยู่ในระดับมากที่สุด

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Abstract

This qualitative study aimed to: (1) synthesize and validate the key components of multicultural society management; (2) examine the current conditions, challenges, and factors contributing to the effective management of multicultural societies in primary schools; and (3) develop a multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province. The key informants consisted of 43 experts in relevant fields. The research instruments included a synthesis table, a confirmation form, a semi-structured interview form, a system verification form, and an evaluation form. Data were analyzed using frequency, percentage, mean, standard deviation, and content analysis. The findings revealed that: (1) the validated framework for multicultural society management in schools comprised six key components and 38 sub-components; (2) primary schools have integrated multicultural perspectives into their curricula and extracurricular activities; however, challenges remain in teacher competency, intercultural communication, and the integration of multicultural perspectives into classroom practices. Key factors contributing to successful multicultural society management include adaptable curricula, community collaboration, and government support; and (3) based on system theory and the Input–Process–Output (IPO) model, the proposed multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province comprises six aspects: (1) integration of multicultural instruction, (2) professional development in multicultural education, (3) intercultural communication in education, (4) promotion of community participation, (5) effective management of multicultural environments, and (6) multicultural evaluation in educational management. The proposed system achieved an accuracy rate of 92.20% and an appropriateness rating of 96.44%. Its feasibility and overall utility were both evaluated at the highest level.

Keywords: Multicultural Society, Management System, Primary Schools.

Introduction

Thailand has recognized the importance of multicultural education in fostering social inclusion and cohesion. Educational management focuses on equipping students with 21st-century skills, emphasizing moral and democratic values, social competencies, and national identity. In line with the 20-year National Strategy (2018–2037) [1] (National Strategy Secretariat Office, Office of the National Economic and Social Development Board, 2018) highlights the development of human resources to be virtuous, intelligent, and quality individuals with public awareness and responsibility to society. Despite these policies, challenges remain in effectively implementing multicultural education. Studies indicated that while policies exist, practical obstacles hinder their success, such as language barriers, cultural differences, and varying levels of preparedness among schools to accommodate diverse student backgrounds.

Managing a multicultural society involves fostering an environment where diverse cultural backgrounds are acknowledged, respected, and integrated into the broader community. Effective management of such diversity can enhance social cohesion, economic development, and cultural

enrichment. However, managing a multicultural society effectively requires a systems approach that encompasses input, processes, and output to foster inclusivity and cohesion.

Chiang Mai Province in northern Thailand is known for cultural diversity with various ethnic groups such as the Tai Yai, Karen, Mong, Akha, and numerous hill tribes. The challenges are accommodating diverse cultural contexts, addressing language barriers, ensuring educational equity, adapting national educational policies, fostering community engagement, preparing educators, and collecting data. An integrated approach, cooperation with local populations, and knowledge of educational theory and cultural dynamics within the context of Chiang Mai Province are all necessary to address these. This diversity is mirrored in the student populations of primary schools under the Office of the Primary Educational Service Area, presenting both opportunities and challenges in educational management.

It seems that Thailand's minority ethnic groups still face educational challenges like language barriers, limited access, cultural insensitivity, and economic hardships. Lack of bilingual education, inadequate infrastructure, underqualified teachers, and geographic isolation exacerbate these issues, especially in rural areas [2] (Siriphaprapagon, 2024). Multicultural society management requires a multifaceted approach that includes inclusive policies, cultural competence, support for multicultural organizations, social integration efforts, educational initiatives, and addressing cultural biases.

So far, multicultural education has contributed to social cohesion and democratic values, especially when systematically integrated into school policies and curricula, there is still no concrete system for schools in Thailand**.** The development of a multicultural society management system for schools is essential to ensure that educational practices are inclusive, culturally responsive, and aligned with both national and international education goals. However, developing a multicultural society management system for schools should not only enhance learning outcomes for all students but also strengthen social cohesion and cultural understanding in increasingly diverse societies.

Objectives

1. To synthesize and confirm components of the multicultural society management for schools under the Office of the Primary Educational Service Area in Chiang Mai Province.

2. To investigate the current conditions, challenges, and success factors of multicultural society management for schools.

3. To develop the multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province.

Literature Review

Multicultural Education

Based on [3] Banks (2014) multicultural education is an instructive change development in which the major objective is to rebuild educational modules and instructive education so that students from differing social classes, racial, and ethnic groups. Multicultural education comprises three major components: an instructive change development, a philosophy, and a handle that never closes since there will continuously be a disparity among equitable beliefs and school and societal hones.

Later, the study related the policy of multicultural society in the Republic of Korea and problems with cultural diversity, revealed that cultural diversity in Korea is hindered by cultural conflicts, racism, and language barriers. The policy should encourage cooperation, assist in divorce or separation cases, and incorporate multicultural society or foreign language content in curriculums. [4] (Jantao, 2021)

In addition, [5] Tamang (2022) highlights the growing importance of multicultural education in today's education. Teachers and mentors must address cultural differences in students' learning preparation. The concept, which emerged in the 1960s, addresses equity in education through content integration, knowledge construction, prejudice reduction, equity pedagogy, and an empowering school culture.

A multicultural society could be a differing community with different ethnic bunches coexisting, advertising presentations to differing societies, cultivating resilience, and advancing culinary, creative, and social abundance. In any case, challenges incorporate communication obstructions, errors, and social clashes, which can prevent keeping up a shared national character. [6] (Ahirai, 2024)

Moreover, multiculturalism refers to the recognition of cultural diversity and the identity of each culture as various interrelated cultures do not possess each other. If a country accepts multiculturalism, it must not exist. The law is too strict. The alternative must be open to normalization without any culture dominating [7] (Tulee, 2023).

However, [8] Moonfey et al. (2023) developed an innovative approach to promote multicultural society learning for ethnic students in vocational institutes in Chiang Mai Province. The study found that students wanted to study a multicultural society of equality and diversity, with a 1–3-hour time structure, content about race and ethnicity diversity, online learning, and self-assessment methods.

It can be concluded that multicultural education aims to create equal educational opportunities for students from diverse social, racial, and ethnic backgrounds, as well as male and female students and LGBT students. It consists of three main components: an instructional change development, a philosophy that embodies equitable beliefs, and a continuous effort to address disparities between equitable beliefs and school and societal norms.

Management System

According to [9] Kazmi and Naaranoja (2014), a management system is an organization's strategy process for carrying out organizational activities and accomplishing organizational goals, founded on a thorough set of guidelines and instructions. The paper's collection of guidelines pertains to the essential areas needed to complete organizational operational responsibilities.

Additionally, [10] Subiyakto and Ahlan (2014) developed an alternative model of the project success measurement based on the Input-Process-Output (IPO) model. The advancement was conducted utilizing comparison, selection, adjustment, and combination of the past hypotheses and models: Davis's IPO demonstration, the extended victory hypotheses, Delone and McLean's show, and the venture classificatory system. As demonstrated in most, consider that most models are created utilizing past hypotheses and models.

Concerning the IPO approach to the study of participatory institutions, [11] Galais, et al., 2021) political study has benefited greatly from the use of IPO models, especially when examining the legitimacy of political systems. Three primary dimensions consist of input, process, and output, can be used to describe

the traits of participatory institutions. It is commonly assumed that there is a dependency relationship among input, process, and output, with the process acting as a mediator.

In summary, the Input-Process-Output (IPO) system is a crucial framework for managing team dynamics in multicultural settings. It categorizes factors into input, process, and output, highlighting how diverse cultural backgrounds influence team interactions and effectiveness. This approach helps organizations develop cultural competence, fosters an inclusive environment, and enhances team effectiveness, cultural competence, and innovation.

Therefore, the research on the development of a multicultural society management system for schools focuses on creating a structured system to promote equity, inclusion, and cultural competence in diverse educational settings. By transforming curricula and teaching practices, the system ensures fair opportunities for students from various cultural and ethnic backgrounds. Utilizing the Input-Process-Output (IPO) model, the system aims to integrate cultural diversity (input), implement inclusive and responsive educational processes (process), and achieve equitable and sustainable learning outcomes (output). This research seeks to address the complexities of multicultural education management and support long-term educational reform through a systematic and contextually relevant approach.

The conceptual framework of the research is shown in Figure 1.

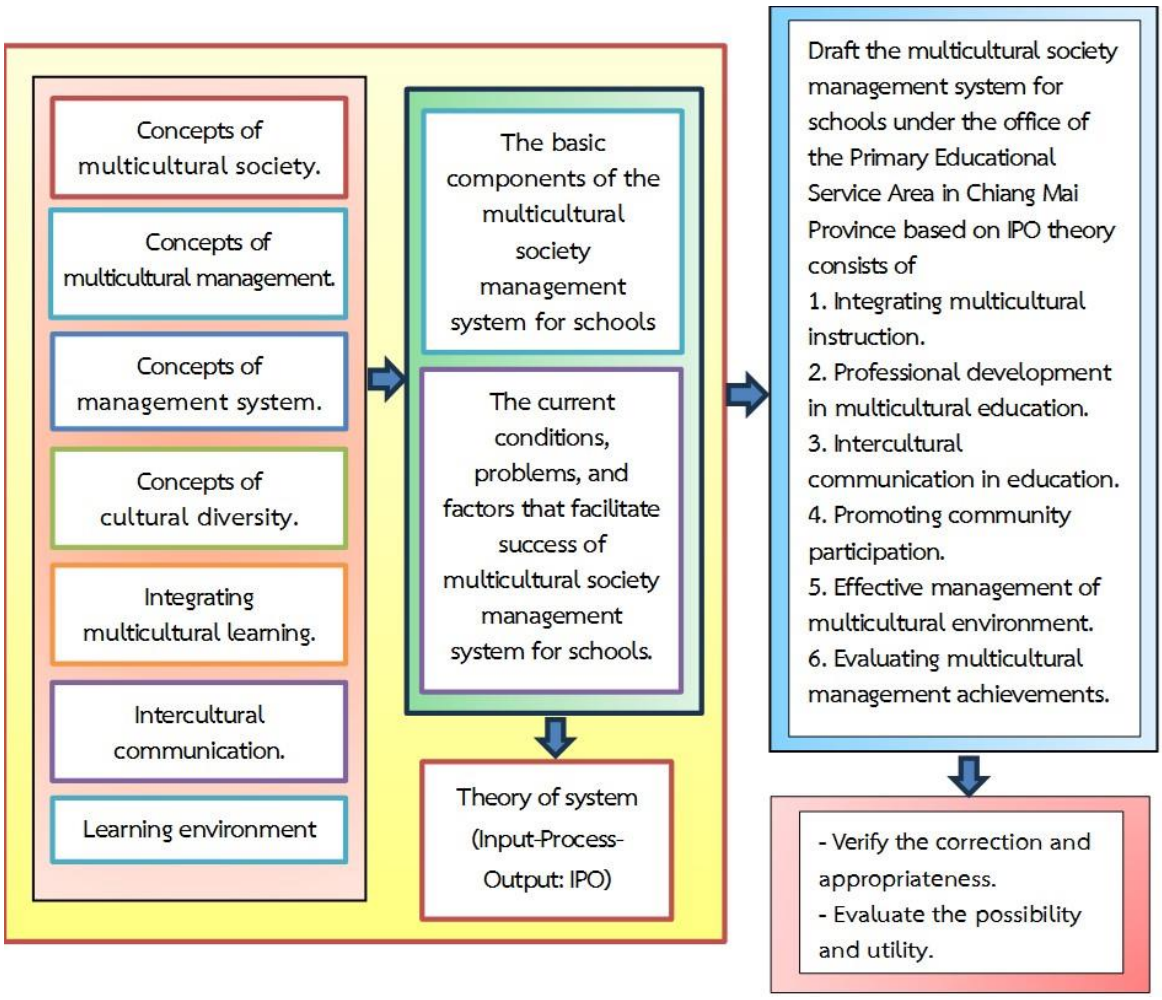


Figure 1: Conceptual framework of the research.

Methodology

This research method was divided into three phases, as follows:

Phase 1: To synthesize basic components of multicultural society management for primary schools from concepts and theories from thirty academic papers from both Thai and foreign educators that were published via electronic media of concepts, articles, and relevant research, a focus group discussion was conducted. Five experts in educational organizations were purposively selected as a participants for group discussion. The requirements applied to select participants for this stage were based on at least 5 years of administration experience. After discussion, each expert was required to fill out the confirmation table which used for checking the components according to the specified list. The expert will mark (✓) in the box and record the observations or suggestions for improving each item according to the opinion. Data retrieved from the discussion were analyzed by descriptive statistics: frequency and percentage.

Phase 2: To investigate the current conditions, problems, and factors that facilitate success of the multicultural society management for schools consisting of key informants selected by purposive sampling consisting of school administrators, deputy directors or heads of administrative department, and teachers that perform administrative duties according to the concept of a multicultural society, under the Office of the Primary Education Area in Chiang Mai Province, in four districts: Mueang Chiang Mai, Doi Saket, San Kamphaeng, and Mae-On, five informants per district, for a total of twenty informants. The instrument used was a semi-structured interview form. Data were analyzed by content analysis which is the analysis of data from in-depth interview transcripts of key informants and recording them in text. Then, the content obtained was analyzed to identify various issues, summarizing the current situation, problems, and factors that support the success of the school's management based on the concept of a multicultural society.

Phase 3: To develop the multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province was divided into three steps as follows:

Step 3.1: Draft the multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province by the researcher, and correct the suitability by the dissertation advisors to check the feasibility and cover.

Step 3.2: Improve and verify the multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province. Key informants were selected by purposive sampling, consisting of seven school administrators who graduated with a doctoral degree and six faculty lecturers who work in the educational administration major, for a total of thirteen experts. The instrument used was a draft of the multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province. The data were analyzed by content summarizing.

Step 3.3: Evaluate the multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province. Key informants were selected by purposive sampling, consisting of ten school administrators, deputy directors, three an educational

supervisor, and two teachers with experience in multicultural schools, for a total of thirteen experts. The data were analyzed by mean and standard deviation.

Results

Phase 1: The synthesizing results of the components of the multicultural society management for primary schools consisted of 6 components and 38 sub-components as follows:

1. Integrating cultural diversity in the curriculum consists of 6 sub-components as follows: Creating a flexible curriculum, selecting learning media, developing learning activities, promoting analytical and open-minded thinking, evaluating learning outcomes, and continuous curriculum development.

2. Developing the potential of teachers and personnel in organizing multicultural learning consists of 7 sub-components as follows: Training, promoting sensitivity and awareness of nuances, promoting collaborative learning and sharing of experiences, raising awareness of bias and discrimination, creating support networks and providing resources, supporting the development of teaching skills, and promoting teamwork.

3. Intercultural communication and learning consist of 6 sub-components as follows: Creating various communication channels, promoting communication among teachers, students, and parents, raising awareness and communication skills, using media and technology to enhance communication, creating a space for free exchange of ideas, and communication that emphasizes sensitivity.

4. Promoting community participation consists of 7 sub-components as follows: Building good relationships among schools and communities, using resources and knowledge from the community, transparent and comprehensive communication with the community, volunteering, and community support, parental involvement, listening to community opinions and needs, and collaborating learning among schools and communities.

5. Creating a learning environment that promotes intercultural understanding consists of 6 sub-components as follows: Designing spaces and creating learning environments, creating an atmosphere that accepts and respects differences, organizing special activities and projects, creating a safe space for expressing opinions, supporting learning through real experiences, and promoting student participation in learning.

6. Evaluation and monitoring of the success of multicultural management consist of 6 sub-components as follows: Establishment of relevant criteria and indicators, data collection and analysis, data evaluation, process improvement based on evaluation results, reporting of evaluation results, and continuous management development.

Phase 2: The current conditions, problems, and factors contributing to the success of the multicultural society management for schools are shown in Table 1.

Table 1. Demonstrate the current conditions, problems, and factors contributing to the success for the multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province.

Components	Current Conditions	Problems	Factors contributing to the success
1. Integration of cultural diversity in the curriculum.	Schools are integrating social differences into education, promoting extracurricular activities, fostering social understanding among instructors, and utilizing innovation to support multiculturalism at all educational levels.	Schools are integrating social differences in education, promoting extracurricular activities, fostering social understanding among instructors, and utilizing innovation to support multiculturalism at all educational levels.	The initiative involves creating adaptable educational modules, preparing instructors for multiculturalism, fostering community cooperation, utilizing innovation effectively, and gaining government and NGOs' support.
2. Developing the potential of teachers and personnel in organizing multicultural learning.	Multiculturalism in schools has grown due to societal differences, promoting mindfulness and preparation, but some schools require multicultural skills for systematic advancement.	Teachers face challenges in multiculturalism, including information needs, clear rules, limited resources, community biases, and participation between educational offices, communities, and related organizations.	To achieve success in multicultural instruction, clear government arrangements, quality preparation, suitable educational media, a collaborative environment, and a culture that acknowledges diverse qualities are essential factors.
3. Intercultural communication and learning.	Society's diverse population, facilitated by social media and instruction, promotes intercultural communication and understanding, fostering coexistence and coexistence among individuals from diverse backgrounds.	Society's evolving social structures necessitate intercultural communication and learning, facilitated by social media but challenging to analyze data. Instruction focuses on multiculturalism through exercises.	Intercultural learning success relies on developing communication skills, social affectability, re-entering the educational framework, utilizing innovative ideas, creating interaction spaces, and embracing government support.

Table 1 (Cont.)

Components	Current Conditions	Problems	Factors contributing to the success
4. Promoting community participation.	Community interest in multicultural social orders acknowledges diverse qualities like race, dialect, religion, and conventions, with community pioneers playing a crucial role in interfacing different groups and promoting multiculturalism education.	Addressing social conflicts, misinterpretations, and communication irregularities can improve intercultural understanding and participation within communities by addressing errors and preferences among different groups.	Social exchange and multicultural education are crucial for understanding and participation in diverse groups, which can be promoted through government or private development organizations through budget allocation or initiatives.
5. Creating a learning environment that promotes intercultural understanding.	Thailand's schools are integrating multiculturalism into their educational programs, focusing on diverse ethnic groups and teaching dialects, despite the cost of social activities.	Schools face issues like biases, lack of resources, traditional structures, parental support, and hazy intercultural learning arrangements, leading to inadequate learning and unsystematic execution.	Multicultural learning requires comprehensive educational programs, educator preparation, intercultural understanding, community support, and innovative use for coordinated learning.
6. Evaluation and monitoring of the success of multicultural management.	Multicultural arrangements are assessed using surveys, interviews, and perceptions, with schools collaborating with learning administration to incorporate diverse peers, using both quantitative and subjective measures.	Multicultural policies are assessed using surveys, interviews, and perceptions, with schools collaborating with the learning administration. Digital platforms and AI data aid in data collection and understanding.	Multicultural evaluation success relies on clear markers, support from committees and communities, innovation, assessor preparation, and an investigation framework, providing both quantitative and subjective assistance.

Phase 3: Results of developing a multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province divided into three steps as follows:

Step 3.1: Based on the synthesis of the first two stages, the significant issues of drafting a multicultural society management system by the dissertation advisors checking the feasibility, consisting of six components: educational policy development, creating cooperation among school networks, integration of curriculum and instructional management, promotion of using technology, and monitoring and evaluation based on a network management system (input-process-output: IPO).

The details of a multicultural society management system after improvement are shown in Table 2.

Table 2: Results of a multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province based on a management system (Input-Process-Output: IPO)

Components	Input	Process	Output
1. Integrating Multicultural Instruction	- Research and data from multicultural experts. - Culturally inclusive teaching media. - Budget and curriculum resources- Skilled teachers and staff.	- Form a curriculum committee with experts. - Plan and integrate multicultural content - Train teachers on inclusive methods- Implement and refine the curriculum.	- Inclusive curriculum- Activities promoting cultural understanding. - Competent multicultural educators- Diverse teaching media.
2. Professional Development	- Research on multicultural education - Training resources and budget- Experts and learning tools - Staff needs assessments	- Conduct training and workshops - Build teacher collaboration networks - Provide ongoing support- Assess development outcomes	- Trained teachers in multicultural practices. - Active knowledge-sharing networks. - New multicultural teaching tools - Long-term development reports.
3. Intercultural Communication in Education	- Intercultural materials and resources - Skilled communication personnel - Parental and community support	- Conduct cultural exchange programs - Offer additional language instruction- Use digital tools for communication	- Students with intercultural communication skills - Enhanced cultural awareness in schools

Table 2 (Cont.)

Components	Input	Process	Output
4. Promoting community participation.	- Basic information about the community. - Understanding of networking with the community. - Appropriate communication channels. -Interest and cooperation from stakeholders.	- Discuss educational development guidelines. - Promote collaborative activities. -Create communication channels and feedback. - Build projects or activities.	- Increase participation. - Projects or activities of the diversity of the community. - Creating sustainable cooperation. - Support learning environments.
5. Effective management of multicultural environment.	- Learning materials and teaching aids. - School policies and guidelines. - Adequate budget and resources. - Collaboration from the communities.	- Design and implement learning activities. - Organize a cultural day or week. - Promote cooperative learning.	- Students demonstrate skills. - The school environment is friendly and safe for all. - Students and teachers understand and respect cultural diversity. - Activities that reflect cultural
6. Multicultural evaluation in educational management.	- Clear criteria and indicators for evaluating. -Tools and technology for collecting. - Information and feedback from stakeholders.	- Establish criteria, indicators, and targets. - Collect data. - Prepare evaluation reports. - Plan to improve or develop more efficient management processes.	- Demonstrate achievements and provide recommendations. -Improving multicultural management policies and processes. - Increased awareness and participation.

Step 3.2: Improve a draft multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province, key informants adjusted the names of components and improved the details of a network management system (Input-Process-Output: IPO) to suit the management system before and verify the correction and appropriateness.

The data were analyzed by frequency and percentage as shown in Table 3.

Table 3: Results of verifying the correction and appropriateness of a multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province.

A multicultural society management system for schools.	Verifying results			
	Correction		Appropriateness	
	Frequency	Percent	Frequency	Percent
1. Integrating multicultural instruction.	11.94	91.88	12.50	96.15
2. Professional development in multicultural education.	12.19	93.77	12.76	98.17
3. Intercultural communication in education.	12.28	94.44	12.72	97.86
4. Promoting community participation.	12.00	92.31	12.57	96.70
5. Effective management of multicultural environment.	11.39	87.61	11.94	91.88
6. Evaluating multicultural management achievements.	12.11	93.16	12.72	97.86
Average	**11.99**	**92.20**	**12.54**	**96.44**

Step 3.3: Results of evaluation of the possibility and utility of the multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province.

Table 4: Results of evaluation of the possibility and utility of a multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province.

A multicultural society management system for schools.	Examination results					
	Possibility			Utility		
	$\bar{X}$	S.D.	Meaning	$\bar{X}$	S.D.	Meaning
1. Integrating multicultural instruction.	4.83	0.38	Highest	4.88	0.32	Highest
2. Professional development in multicultural education.	4.84	0.37	Highest	4.90	0.29	Highest
3. Intercultural communication in education.	4.83	0.37	Highest	4.89	0.31	Highest
4. Promoting community participation.	4.81	0.40	Highest	4.86	0.35	Highest
5. Effective management of multicultural environment.	4.81	0.39	Highest	4.87	0.34	Highest
6. Evaluating multicultural management achievements.	4.80	0.40	Highest	4.85	0.36	Highest
Total average	**4.82**	**0.39**	**Highest**	**4.88**	**0.33**	**Highest**

After evaluating the possibility and utility, fifteen experts also corrected, edited all components, and gave the name of the management system called IDIPCE(IPO)IPCPEA. A complete multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province as shown in Figure 2.

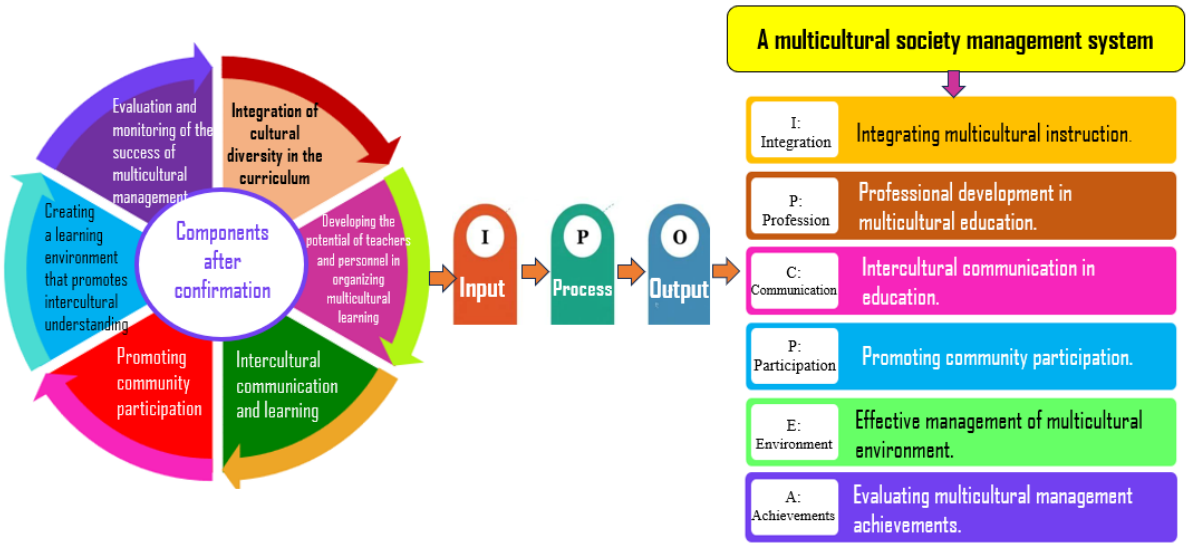


Figure 2: The multicultural society management system for schools under the Office of the Primary Educational Service Area in Chiang Mai Province

The details of "IDIPCE(IPO)IPCPEA" model are as follows:

1. **I: Integration = Integrating multicultural instruction.**

Input: Academic information, community, and multicultural experts' research on multicultural education.

Process: Organize teacher training on the use of media and teaching methods that reflect cultural diversity.

Output: Teachers who are capable of teaching with a multicultural concept with appropriate teaching media.

2. **P: = Profession = Professional development in multicultural education.**

Input: Academic data, budget and resources, and research on multicultural education.

Process: Organize training and workshops on multicultural learning management, and create networks for exchanging knowledge.

Output: Teaching approaches that promote understanding of cultural diversity and cooperative networks among teachers and communities on multiculturalism.

3. **C: Communication = Intercultural communication in education.**

Input: Learning resources and personnel with expertise in intercultural communication.

Process: Organize cultural exchange activities and use digital technologies and media to promote intercultural learning and communication.

Output: The school has practical guidelines and activities that promote sustainable intercultural learning and adaptation in a multicultural context.

4. **P: Participation = Promoting community participation.**

Input: Personnel with knowledge and understanding in networking with the community and appropriate communication channels

Process: Promote good relationships and collaborative activities to create transparent communication channels.

Output: Good relationships and mutual understanding among the schools and the communities.

5. **E: Environment = Effective management of the multicultural environment.**

Input: School policies and collaboration from the communities that support intercultural understanding.

Process: Promote cooperative learning by involving students from different cultural backgrounds to emphasize cultural exchange.

Output: Students and teachers understand and respect cultural diversity.

6. **A = Achievements = Evaluating multicultural management achievements.**

Input: A team or committee responsible for evaluating and monitoring progress.

Process: Prepare evaluation reports and present them to stakeholders and use evaluation results to plan improvements and efficient management processes.

Output: Improving multicultural management policies and processes and increased awareness and participation from teachers, students, and the communities.

Discussion

The researchers summarized and selected the significant issues for discussion as follows:

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

The first issue: Concerning the components of the multicultural society management for schools from thirty academic papers from both Thai and foreign educators that were published via electronic media of concepts, articles, and relevant research, confirm and edit, consisting of 6 components and 38 sub-components including integrating of cultural diversity in the curriculum; developing the potential of teachers and personnel in organizing multicultural learning; intercultural communication and learning; promoting community participation; creating a learning environment that promotes intercultural understanding; and evaluation and monitoring of the success of multicultural management. In line with the 20-year National Strategy (2018–2037) [1] (National Strategy Secretariat Office, Office of the National Economic and Social Development Board, 2018) highlights the development of human resources to be virtuous, intelligent, and quality individuals with public awareness and responsibility to society. Despite these policies, challenges remain in effectively implementing multicultural education. Similarly, [12] Supising et al. (2023), who synthesized components of the driving system of management in work-integrated education, it was found that

information consisted of an information technology system co-designing and implementation involving digital technology for education, the development of knowledge assets, and an educational supervisory system.

The second issue: The current conditions in Thailand's schools are integrating multiculturalism and promoting extracurricular activities. The problems include enhancing teachers' potential, fostering intercultural communication, and integrating in multicultural classrooms. Factors contributing to the success require adaptable curriculum, community cooperation, and government support.

According to the finding of [5] Tamang (2022), highlights the growing importance of multicultural education in today's education. Teachers and mentors must address cultural differences in students' learning preparation. The concept, which emerged in the 1960s, addresses equity in education through content integration, knowledge construction, prejudice reduction, equity pedagogy, and an empowering school culture. Moreover, [13] Supising et al. (2023), suggested the current conditions for developing the driving system in work-integrated education in terms of students, the participatory relationships among stakeholders, and organizational environments affected students' performance and gave them before and after knowledge about work-integrated education and cooperative learning programs. Besides, [14] Khomwarn and Supising (2024) aimed to improve educational management in state basic education institutions for learners with ethnic and cultural diversity. It emphasized multiculturalism, incorporating language, religion, and traditions. The purpose of the approach was to improve learning abilities and create a holistic educational environment to ensure equal learning opportunities for learners from different ethnic groups, genders, and cultures, leading to better achievement in the basic education sector.

The third issue: The multicultural society management system based on system theory (IPO) for schools under the Office of the Primary Educational Service Area in Chiang Mai Province consisted of integrating multicultural instruction; professional development in multicultural education; intercultural communication in education; promoting community participation; effective management of multicultural environment; and evaluating multicultural management achievements.

For this finding, Input-Process-Output (IPO) has been implemented for the research, [10] Subiyakto and Ahlan (2014) developed an alternative model of the project success measurement based on the Input-Process-Output (IPO) model. The advancement was conducted utilizing comparison, selection, adjustment, and combination of the past hypotheses and models: As demonstrated in most, consider that most models are created utilizing past hypotheses and models. [15] Salam (2015) characterized the framework approach as a term that means to do something efficiently. In the instructive industry, to educate methodically, instructors must consider input, process, and output and choose destinations, substance, strategies, and appraisal. The input, process, and output must be important, and there must be the proper blend of curricular targets, substance, methods, and appraisal pointed to deliver competent and certain practitioners. Concerning the IPO approach to the study of participatory institutions, [11] Galais, et al. (2021) political study has benefited greatly from the use of IPO models, especially when examining the legitimacy of political systems. Three primary dimensions consist of input, process, and output, can be used to describe the traits of participatory institutions. It is commonly assumed that there is a dependency relationship

among input, process, and output, with the process acting as a mediator. In terms of the development of a research information system, [16] Klinkulaptong and Noimai (2025) found three areas as follows: 1) Input, 2) Process, and 3) Output are at a good level of efficiency, meaning that experts have the opinion that the developed information system is at a good level.

Conclusion

The multicultural society management system based on system theory **(**IPO**)** for schools under the Office of the Primary Educational Service Area in Chiang Mai Province integrates multicultural instruction, professional development, intercultural communication, community participation, effective multicultural environment management, and evaluation of multicultural management achievements**.** The Input**-**Process**-**Output **(**IPO**)** system was used for research to develop an alternative system for success measurement**.** The framework approach emphasizes input, process, and output in teaching, with a proper blend of curricular targets, substance, methods, and evaluation**.**

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