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GUIDELINES FOR DEVELOPING MULTICULTURAL LEADERSHIP IN SCHOOL ADMINISTRATORS

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Abstract

This article multicultural leadership development guidelines for school administrators. This research involves force majeure to Guidelines for multilateral studies of school administrators. To benefit the education industry, especially school administrators. and Educational Service Area Office or the Ministry of Education to understand the context in organizing education, leadership styles, and various strategies that school directors Used in teaching and learning management in a multicultural society. The knowledge gained will help promote policy making by senior executives at the ministry or Educational Service Area Office. This academic article collecting data from academic documents, books and academic articles. The research has found that Guidelines for the development of multicultural leadership among school administrators Get a total of 23 guidelines as follows.

Keywords: Leadership, Multicultural leadership, School administrators.

Introduction

Multiculturalism is both a theory, a practice, and a political framework based on the values of cultural diversity. It seeks to find value and lead to practical action towards cultural diversity, and it faces challenges in cultural, ethnic, racial, gender, religious differences, and other identities. The pluralistic concept allows for transforming conflicts and progressing towards ethical and multicultural organizations. A multicultural organization is one that has a level of diversity and attempts to create an institutional cultural identity from that diversity. It consists of diverse group characteristics that may arise from differences in gender, nationality, race, and job specifics, which create small cultural groups within the organization (Ekgarin Sangthong, 2009: 11). Leaders in organizations should exhibit multicultural leadership that serves as a model in supporting and maintaining a multicultural organization. A lack of multicultural leadership within an organization results in thinking that lacks diversity, a lack of forgiveness, and leads to workplace bullying.

Managing education to align with the identities of people in different areas is a challenging issue for educators, especially government school administrators or principals. It involves aligning education with the culture, lifestyle, needs, and ways of life of people, which include ethnicity, language, religion, and varying levels of learning potential among students. A leader with multicultural competence must ensure that the educational institution's teaching approaches are multicultural, with diverse teaching styles. They must view that school administrators need to be aware of the cultural differences among students, which are quite sensitive to the system and the management of education in the institution.

For these reasons, it is essential to study multicultural leadership among school administrators to aid in developing multicultural leadership among educational leaders in the future.

Leadership Theory

Leadership is crucial for adjusting work processes to achieve organizational effectiveness. Leaders must also pay attention to the personnel within the organization. Leadership is essential for leaders to guide the organization towards success. Executives must lead in management, which is the leader's duty to ensure acceptance from people within the organization. Somkid Bangmo (2012: 220-221) mentioned that leadership concepts are divided into four theories as follows:

1) Trait Theory: This theory is based on the belief that good leadership depends significantly on an individual's physical, social, personality, and personal traits, such as physique, intelligence, calmness, and composure. Leaders must have specific traits, and leadership naturally emerges only in those with suitable characteristics. Davis Keith (1972: 102-104) identified four key traits associated with effective leadership: intelligence, social skills, internal motivation to succeed, and attitudes towards human relations.

2) Personal and Situation Theory: After 1930, theorists began to study leadership effectiveness in a more complex manner. This theory suggests that a leader's traits must relate to the situation to achieve effective leadership. The underlying belief is that the circumstances determine the essential traits for leadership success. Thus, individuals possessing leadership traits do not guarantee they will be leaders in every situation or opportunity.

3) Interaction and Expectation Theory: This theory emphasizes the importance of groups, based on the assumption that leadership arises from group behavior and expectations of who can best lead the group towards its goals. Any group member can be a leader if they have suitable traits to initiate group roles, which depend on the group's situation and acceptance. This involves interaction with various significant variables such as leader personality, follower characteristics, and the attitudes and problems of followers. The group's nature, relationships, and situations, including the environment and work conditions, are determinants. The key aspect of this theory is that leadership can be viewed from multiple perspectives and involves different processes depending on group circumstances, resulting from interaction within the group. Leadership is likened to other behaviors that emerge from individuals and a social system that constantly changes with interaction.

4) Three Factors of Leadership Theory: Currently, theorists study leadership components from various angles and suggest that developing leadership theories should broaden the scope of the situational environment. The expectations of followers or subordinates and the motivation for group work are crucial for the leadership process. Effective leadership behavior correlates with the three aforementioned factors in a fitting manner.

In summary, leadership theories explain phenomena related to providing guidance and solving management-related problems associated with leadership. These theories can be applied in practice for work execution.

Multicultural Education

Multicultural education is an educational approach that emphasizes the acceptance of differences in language, customs, traditions, beliefs, religions, and lifestyles, based on the recognition of individual rights, freedoms, and responsibilities. It provides opportunities for minority groups, who live differently, to develop in all aspects, leading to equality for everyone in society. Ultimately, multicultural education becomes a pathway to a society that is complete, valuable, and beautiful in its diversity, with the potential to utilize differences for sustainable progress. Therefore, multicultural education implemented at the foundational education level is characterized by its role in reducing feelings of racial or ethnic, religious, age, social status, and cultural discrimination. It is crucial for basic education that multicultural education be included in the curriculum because it is an issue that children, youth, and all citizens should

pay attention to, understand, and recognize its importance. Moreover, multicultural education fosters social justice, viewing everyone as equal in terms of rights, freedoms, and responsibilities in societal living. It is a process that helps everyone coexist peacefully in the community and society. Teachers who teach this subject must have a deep understanding and possess sophisticated processes to teach or provide knowledge, or emphasize integrated teaching with other subjects. This approach will aid everyone in society to understand each other and not misuse cultural, gender, religious, age, or belief differences (Kanyaluck, 2020).

Multicultural Leadership

According to the study by (Kanyalak, 2020), the components of multicultural leadership for school administrators were defined to be suitable according to the topics that the researcher was interested in studying. Supported by research, there are a total of 5 components as follows: 1) Openness to cultural diversity, 2) Communication competence, 3) Development of relationships within the organization, 4) Resource support, and 5) Ethical and moral standards. The researcher explained the meaning of each factor as follows:

1) Openness to cultural diversity refers to accepting cultural diversity as a characteristic of multicultural leadership. Administrators understand their own culture, professional culture, national culture, age-related culture, religious culture, and sub-gender culture. They have accurate information about organizational culture and the cultures of other nations, avoid cultural misconduct, and manage cultural diversity effectively.

2) Communication competence refers to the ability to communicate as a characteristic of multicultural leadership. Administrators have the ability to use the common language or local language for communication, focusing on effective speaking and writing. They possess careful listening and reading skills and inspire subordinates to work collaboratively.

3) Development of relationships within the organization refers to enhancing relationships among people in the organization as a characteristic of multicultural leadership. Administrators build interpersonal relationships among people from different cultures, foster good relationships within and outside the organization, instill diverse cultures, raise awareness among subordinates about the importance of shared responsibility, create shared cultural energy for cooperation among subordinates, and stimulate learning among subordinates.

4) Resource support refers to the characteristic of multicultural leadership by which administrators create curricula that emphasize cultural diversity, allocate materials to promote multiculturalism in schools, and allocate budgets to support multiculturalism.

5) Ethical and moral standards refer to the characteristic of multicultural leadership by which administrators raise awareness of ethics, principles of good governance, uphold unity, have compassion, fairness, and self-sacrifice.

Summary

From the entire content of this article, the author has studied multicultural leadership and found that leaders should have 23 approaches to multicultural leadership as follows: 1. Leaders must be open-minded to accept cultural diversity, such as gender, age, race, and religion. 2. Leaders must establish uniform regulations to ensure everyone adheres to common practices. 3. Leaders must support equality within the organizational culture. 4. Leaders must listen to and respect everyone's opinions. 5. Leaders should continuously undergo English language training. 6. Leaders must communicate clearly and take responsibility for their words at all times. 7. Leaders should possess the art of speaking to inspire people within the organization. 8. Leaders need to have skills in collaboration with external agencies. 9. Leaders should be able to communicate clearly and accurately in writing. 10. Leaders should have an understanding based on diverse differences. 11. Leaders must recognize and understand

cultural diversity. 12. Leaders should promote activities that align with cultural diversity. 13. Leaders must be patient under various pressures. 14. Leaders should establish shared behavioral practices within the organization. 15. Leaders must provide curricula that are in line with local contexts. 16. Leaders must plan budget management to align with the organization's objectives. 17. Leaders should encourage staff to develop themselves and prepare self-development reports. 18. Leaders should have a broad vision and manage resources appropriately. 19. Leaders should show compassion toward colleagues. 20. Leaders must be selfless, prioritizing the common good. 21. Leaders should exemplify moral and ethical behavior. 22. Leaders must maintain neutrality. 23. Leaders must work sincerely without discrimination.

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