



Competencies of School Principal Aspires to Management Excellence in Multicultural Education : A Study of Mataneedol School

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Abstract—The purpose of this study was to analyse competencies of school principal for sustainable management within Multicultural Educational (ME) institution, this was done by 1) Studying the initiation and continuity of social management and its effectiveness at Mataneedol School; and 2) studying the communication between principal, parents, teachers, staff and students in a multicultural Education learning community. The present sample was made up of sixteen countries, which are Thailand, Australia, Canada, China, Denmark, Ireland, Germany, Italy, New Zealand, Netherlands, Japan, United Kingdom, United States, India, Pakistan, Singapore and Jordan. International families from these countries have enrolled their children to study at Mataneedol School. The methodology has been created to Mix Method; illustrate that the international social management procedures at Mataneedol School are considerate and accommodating to cultural differences. Results have been based on careful considerations of communication, family structure, parents' convenience, and school climate perceptions; managerial methodology regarding cultural diversity; planning and human resource; service satisfaction, management approach, information-analysis and achievements for sustainability.

Keywords: Management Excellence, Multicultural Education, Communication, Mataneedol School

I. INTRODUCTION

Knowledge, skills and attitudes of new age executives, it is one thing that confirms that the educational management profession is going to make it tough for itself and for those involved McClelland(1973) Testing for Competitiveness, than for intelligence. Cultural fluctuations by foreign populations are becoming increasingly commonplace among foreigners. What is cultural diversity? And what are the benefits of cultural education to school management? Many scholars believe that multicultural and ethnic diversity studies are a key component of Gay's education (NCREL, 2009). Management must understand it. Adapt to changes in the education market. They need to develop their profession. Education reform movement and the process with the main goal is to Change the structure of the academy to provide extra male and female students and students who are members of a variety of ethnic, ethnic, linguistic and

cultural groups are equally likely to achieve maximum achievement.

II. RESEARCH QUESTIONS

What are competencies of school principal for sustainable management within Multicultural Educational (ME) institution?

III. RESEARCH OBJECTIVES

To analyse competencies of school principal for sustainable management within Multicultural Educational (ME) institution.

IV. SCOPE OF STUDY

Area of research.

Area is Mataneedol School, KhonKaen, Thailand.

Target research.

Target is 120 people from student's parents in 16 countries: Thailand, Australia, Canada, Denmark, Ireland, Germany, Italy, New Zealand, Netherlands, Japan, United Kingdom, USA, India, Pakistan, Singapore, and Jordan.

Boundary in the content.

Specifically the postulated information aims to unequivocally show how sustainable management has been initiated with intention to provide seamless continuity of communication between Thai and international students and their families, inevitably the study will also include native and foreign teachers and all Thai staff. The study is also specific with regards to cultural change and communication, with a clear objective to explain how important and sometimes esoteric information is conveyed efficiently across a diverse community efficiently.

V. EXPECTED OUTCOMES

This research project expects to have following outcomes;

1. The study will report on the many challenges that have manifested over time, not only with heterogeneous

cultural differences, but also with contrasting individual family situations as well as different ideals and outside languages, which are often reinforced by an entourage of relatives. The study's holistic approach includes challenges that exist between different peoples in a relatively close-knit educational facility; these challenges sometimes extend out to foreign teachers.

2. The study aims to pinpoint successful key strategies that have been introduced and updated since the beginning, as well as over the course of time, in an effort to maintain and promulgate the success of Mataneedol School.

VI. RESEARCH METHODOLOGY

This research is a mixed method of time series (Mixed Method). The nature of the blend of time surveys, this was done by

- 1) Studying the initiation and continuity of social management and its effectiveness at Mataneedol School.
- 2) Studying the communication between principal, parents, teachers, staff and students in a multicultural Education learning community.

VII. RESEARCH FINDINGS

The rapid growth of Mataneedol School's multicultural community has in no way disconcerted Thai nationalism amongst our indigenous students. Thai traditions and culture have always threaded in with our western enriched curriculum and have always included a lot of hands on activities, teaching students many important traditional skills that are entwined with Thai history. Such activities are an important education for our students, especially those unfamiliar with living in Thailand with their Thai families; Thai traditions and culture are also interesting to foreign students from overseas and can generate some interesting conversations amongst students when foreign students share their own experiences of very different traditions and cultures. From our observations a multicultural school community makes for a serene atmosphere that needs no enforced boundaries and very little interference from teachers; students who are taught to think critically are more likely to effectively work through their differences rather than become fazed by things that they are unable to fully comprehend, differences that can lead to possible confrontation.

As well as a moral teaching from an ordained monk being made available at the school each Friday for every student, Christmas is an integral celebrated as part of our academics not only to teach students about other religious practices but the vocabulary that surrounds the western Christmas tradition is full of nouns worth learning; many languages vocabularies are rich with religious lexicon. Other religions are discussed in students social studies classes; social studies proves to be a popular subject with our older students because it incorporates a lot of interesting history and facts about other countries, and social studies classes are often student centered learning.

Over the course of time it became apparent that some of our events were of noticeable interest to our foreign parents, our International Food & Culture Fair proved to be a success with everyone, as did our Science Fair. Parents and teachers' feedback is always collected from school events for the purpose of making improvements and it was feedback that saw our International Food & Culture Fair grow from strength to strength and caused our Science event to mutate into a S.T.E.M. Science Week, to include technology, engineering and mathematics.

Mataneedol's school grounds have constantly been improved in a way that benefits absolutely everyone, the environment's air quality, safety and general aesthetics.

With the influx of new family members not only has Mataneedol School had to provide more covered parking but also we have recently added automatic electronic boom barriers as well as many traffic-calming measures, such as sleeping policemen and safety signs. New security and safety gates have also been put up in selected areas around the school. We also have rules for visitors at the school to abide by upon entry.

In our luscious gardens we are constantly adding many new trees and plants and each has a nametag to convey some information regarding the plants origin and uses.

Students have always been encouraged to borrow from our impressive collection of library books from all around the world, and over the years many teachers have sought books when visiting their home countries to add to our library; we now boast a rich collection of books from China, Japan, UK. and USA.

An interesting finding was the noticeable difference in students' abilities when inducted in Mataneedol School's Pre-kindergarten at a young age. Many students starting in Pre-k are well on their way to being fluent English speakers by the time they finish kindergarten, and as well as starting early we find that good communication between parents and teachers also makes for better overall development.

Teaching English in Thailand seems to be a very transient job for foreigners and there are many reasons as to why. Over the years we have found that hiring teachers with degrees to satisfy authorities often proves to be the biggest disappointment, not only disappointing characters but also low teaching ability and a poor level of English. To go one better the truth also points to show us that teachers who have been teachers in their own native countries previously to teaching in Thailand are the most unsuitable for the new challenges that come along with teaching English as a second language. From experience we find that teachers who are experienced with teaching in their own countries are set in their ways and have many preconceived ideas about how things should be done, rather than being open and accepting to new ideas. Obviously this won't be the case every time but for Mataneedol school, which is in a remote location far from main tourist hot spots, we have found such issues

to be problematic, especially when the pool of foreign teachers in surrounding areas holds limited choice. Our reputation as a good school continues to grow and this can be attributed to hiring people who are enthusiastic about doing something positive with their lives. With the whole of university education being about making money a degree is by no means a mark of intelligence or the mark of a good teacher. In these modern times Internet access can provide an embryonic teacher with what is needed to expand and hone their teaching and language skills. Anyone with the right intentions and enthusiasm, providing English is their first language, can benefit English language learners. The need for a veteran foreign teacher is an advantage when hiring foreign teachers and settling them into the school.

A transient job it might be but Mataneedol School has kept a core of reliable Thai and English members of staff and it helps to assure parents who are insecure at the start. Having a core of long standing teachers also helps a lot with Sufficiency Economy; they have an expansive knowledge of how the school operates and what there is in the way of available school resources. Veteran teachers also provide useful support for new starts and importantly these long-time members of teaching staff are familiar with almost every student at the school.

When looking to find examples and comparisons for our analysis we find that very little research is available for us to compare and contrast with Mataneedol School.

VIII. RESEARCH DISCUSSION

The purpose of the following report is to succinctly provide invaluable information borne out of diligent perseverance of continuous written and spoken communication between selected multinational members of school staff and management over the eight years of Mataneedol's steady growth and success. While managing organizational change is depends on leadership to be enacted, particularly; the leadership style that is primarily concern with the capabilities required enacts change successfully (Eisenbach, et al., 1999; Burke & Church, 1993; Idris & Ali, 2008).

Important information such as information about threats from obscure new diseases is promulgated as it comes to light in many ways, including large banners at the front of the school, as an alert on our websites and Facebook page as well as news letters sent out in Thai and English, with contingencies in place for parents of other spoken languages. Outside school events, all of which are clearly marked on the yearly plans and emphasized during school orientation, are supplemented with letters, sent out in Thai & English, requiring authorization from parents and guardians as a prerequisite for such occasions. Operational excellence is not just a matter of cost

reduction and quality improvement, but also being smart about how to handle people and resources. It requires solid change management capability and strong leadership to become operational excellence. Operational excellence is also very much dependent on employees' empowerment, ownership and a culture of continuous improvement. Its adoption and introduction usually confronts a company with the need to change the way its employees think and act. Providing leadership for operational excellence comes down to balancing and combining control and individual autonomy and responsibility, and requires a very high level of employee commitment. (Van Assen, 2011)

IX. BIBLIOGRAPHY

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