

# THE MULTICULTURAL LEADERSHIP STRUCTURAL EQUATION MODEL OF PRIVATE ISLAMIC SCHOOL ADMINISTRATORS

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**Abstract:** The objectives of this research on multicultural leadership structural equation model of private Islamic school administrators were 1) to investigate the components and factors affecting multicultural leadership of private Islamic school administrators, 2) to develop a multicultural leadership structural equation model of private Islamic school administrators, and 3) to examine the consistency of the multicultural leadership structural equation model of private Islamic school administrators developed by the researcher with empirical data. The research was divided into 3 phases as follows: Phase 1 was to investigate the components and factors affecting multicultural leadership of private Islamic school administrators using a semi-structured interview with 12 experts; Phase 2 was to develop a multicultural leadership structural equation model of private Islamic school administrators using a focus group discussion with 10 experts; and Phase 3 was to examine the consistency of the multicultural leadership structural equation model of private Islamic school administrators developed by the researcher with empirical data from a sample of 245 people.

**Keywords:** multicultural – leadership – administrators - private

## INTRODUCTION

Private education has been involved in the education of the country for a long time. This will help lighten the burden of education management for the state. It also helps create educational opportunities, helping to make the education system competitive in terms of quality. It is an alternative for parents and learners. The government has continually emphasized on promoting private education. There is a provision for the promotion and support of private education in the constitution. National Education Law Private School Law National Education Plan Cabinet Resolution Currently, there are 12,641 private schools under the responsibility of the Office of the Private Education Commission, with 3,489,091 students, classified as formal schools. general education ( Pre-elementary school - Mathayom 6 ) 3,894 places, students 2,180,222 175 international students 50,958 students 5,987 short-term non-formal schools 1,009,103 students Pondok Institute and Masjid Islamic Education Center (Tadika) in the southern border provinces 2,585 students 248,808.

The current situation of private education is challenged by the global and national economic and social environment and trends. which are both opportunities and obstacles to educational management important include trade

liberalization and services and the digital revolution that has resulted in countries Faced with a global economic system that is free and borderless competition The development of science and technology is an important factor in the development of the country. Entering an aging society that results in a decrease in the number of school-age population The quality of Thai people who need to accelerate development both in terms of skills, knowledge, attitudes and behaviors that are in line with the good norms of Thai society In addition, from 2017 onwards, it is the transition period for the country to develop the country according to the 20 - year national strategic framework ( 2017-2036 ) , the National Economic and Social Development Plan No.12 , 2017 - 2021 , aiming to develop for Thai people of all ages a complete person ethical discipline Good values are public and happy, with good health and wellness, warm family. He is a talented person who has the skills, knowledge, and ability to develop himself continuously throughout his life. including having economic and social stability Get fair access to resources and quality social services The underprivileged can develop their potential and the community is strong and self-reliant. (Office of the National Economic and Social Development Council. 2019)

Education) and in accordance with the Sustainable Development Goals (SDGs 2030) of the United Nations 17 Goals 16 9 Goals Goal 4 " Ensure that Everyone has a comprehensive and equal quality education. and support

lifelong learning opportunities. ”There are important objectives: ensuring quality, equitable and equal education for all children at all levels From early childhood to higher education increase the number of qualified teachers increase the number of youth and adults with the skills necessary for work and entrepreneurship. including eliminating inequality in education taking into account human rights gender equality promoting a culture of peace and citizenship of the world by applying the National Strategy as an important conceptual framework for the development of education Under the vision of education management that focuses on ensuring that all Thai people receive quality education and lifelong learning live happily in line with the philosophy of sufficiency economy and changing the world in the 21st century. (Office of the Education Council .2007)

Late (2018) Said that private Islamic schools are schools that have evolved by transforming from pondok educational institutions. This is an educational institution that provides teaching based on textbooks and does not have a written curriculum. There is a teacher's desk management. Later, when in the year 1961-1965, the state registered a pondok and converted it into an Islamic religious school. It was then converted to a private Islamic school to the present day. In this regard, there are 2 curriculums used in teaching and learning which are 1) Religious Curriculum and 2) General and Professional Curriculum. After the education reform under the National Education Act, B.E. 2542 (1999), private Islamic schools adopted the Islamic Studies

curriculum B.E. 2546 in conjunction with the Basic Education Curriculum B.E. by using the Basic Education Core Curriculum 2008 to the present.

Therefore, the management of education in accordance with identity is an important issue and a challenge for educators, especially school administrators, in organizing education in accordance with the culture of living, community needs and way of life of people, consisting of ethnicity, religion, language, culture, traditions and potential differences of learners with different. Therefore, it is imperative for school administrators to have an understanding of effective educational management models and to be aware of the cultural differences among learners, which is quite sensitive to the system and teaching and learning management of educational institutions. (Gardiner and Enomoto. 2006)

For the above reasons Therefore, the researcher is interested in studying the multicultural leadership of administrators of Islamic private school administrators. To be useful in creating guidelines for developing multicultural leadership of Islamic private school administrators.

## **THEORETICAL FRAMEWORK**

Riehl (2000) states that school administrators who demonstrate multicultural leadership abilities must be ready to manage education according to the aforementioned conceptual framework. It must respond and demonstrate educational management skills. The main issues are as follows: 1 ) Must promote new educational management that

is relevant to cultural diversity. For example, the school director must be able to promote and support all groups of students with different backgrounds. The management must have clear expectations and this continued support for teaching and learning that is based on cultural differences. In addition, there must be a clear guideline to support or discuss group differences. 2) The school director must be involved and have a clear role in teaching and learning within the school. It plays a role in promoting, facilitating, or being a catalyst in promoting change in educational institutions. The director must play a clear role in demonstrating leadership potential in teaching and learning, and must be aware of realistic teaching styles including recognizing assessment models that are appropriate for learners; and 3) school directors must be able to connect schools and communities by engaging parents to help students succeed in learning. The director must encourage the community to be involved and to be part of the educational establishment in order to serve the community and society. In addition, must have the ability to connect cultures (Connecting Cultures) of different groups of people inside and outside the school and community

Sather and Henze (2001) say that good leaders need to build good relationships with communities, and people from different cultures. Leaders must make choices, or plans to build relationships in relation to potential conflicts. Leaders must assess the situation regarding the state of the problems and tensions that arise in the school. Leaders need to be free to allow personnel, students can approach and they must

listen carefully to gain a variety of perspectives on solving the problems they face. In dealing with problems leaders have to prioritize solving problems and ensure that all students are taken care of. to be safe Leaders should apply a multicultural approach to the problems and issues arising from cultural diversity.

Portin and Shen (2005) stated that school directors must be aware of the cultural differences among learners who are quite sensitive to the educational system and management of educational institutions.

Bank (2007) said that good administrators must provide educational opportunities to assess the state of the problems and tensions that arise in schools. and must be able to apply approaches to dealing with problems arising from cultural diversity to reduce social and cultural gaps between teachers and learners so that they can live happily in different societies. have a clear vision The goal is to manage education together for teachers, learners and parents.

Sungdong (2008) states that multicultural leadership is the expression of raising awareness of the use of influence, power, governance and decision-making to promote different dimensions of culture, traditions, and beliefs that connect link between educational institutions and communities, society, including showing potential in promoting and organizing activities or educational program Organizational structure that facilitates cutting off learning about cultural differences knowledge building or policies that reflect multiculturalism as well as promote understanding and awareness of cultural

differences To achieve the goal of living together, accepting, respecting and showing kindness to each other.

Bordas (2009) states that multicultural leadership is Diversity must be promoted. The leaders must encourage the community in all sectors of the community to participate in the management of education with an open concept for people to interact. and share between to be a good community and ready to accept changes in a globalized society In order for the leaders to have such leadership, they need to be prepared in the following issues: 1 ) learning about history. that multicultural leader Must understand the organization and have an understanding of different cultures. 2 ) Prioritizing the collective over the individual is the need to prioritize humanity, humility and respect for others. Seeing common interests more than personal interests 3) must be open-minded unselfish In a society where people are different Being open-minded is an important morality. and in working together in that organization There must be sharing and exchanging knowledge with each other. 4 ) Building leadership in a multicultural society must make subordinates feel that Anyone can play a lead role. This will cause competition between subordinates. 5 ) Must be able to help members of the organization work better. On the basis of different members of the organization. Leaders must create mutual recognition in order to work together effectively. Especially to improve the quality of work to be even better. For the benefit of the organization, leaders must create consensus together. and can integrate various issues



seamlessly This will help increase the potential of the organization's work to be stronger.) Reduce conflicts for the relationship of the organization The members of the organization can be regarded as members of the family who live together. Often, differences in thought lead to conflict. Therefore, leaders in multicultural societies must be able to reduce or eliminating conflicts that exist within the organization Organization leaders must point out that family is important. Therefore, when there is a problem in the family, they must find a common solution to eliminate the existing problems. 7) Promote a culture that emphasizes spirituality Promoting a culture that values spirituality It is another duty that leaders must perform. Leaders must create for members of the organization to perform their duties on the basis of the organization's shared values, commitment, work with the heart. Leaders must provide opportunities for members of the organization to express their opinions. Create an atmosphere of conversation that focuses on spirituality for the organization. by allowing subordinates to realize the importance and most importantly, emphasizing happiness at work; and 8) Leaders must emphasize to subordinates the importance of the organization's vision. under the collaboration of others from different social backgrounds Leaders must emphasize Let the followers understand the vision of the organization. including the vision of the community through dialogue communicate talk and ready to accept new ideas that are useful to the organization If the followers understand the vision of the organization, they will

help to promote the work in the same direction. and has a commitment to work as well as the courage to take risks and dedicate or sacrifice to work.

Morote (2010) states that there must be direct responsibility for cultural diversity. This includes integrating learners' culture into teaching and learning. Leaders with multicultural competence It must be ensured that the teaching methods of the educational establishments are multicultural and have different teaching styles from different perspectives.

Damsub (2017) said that multicultural leadership mean concept and practices that focus on and value the diversity and cultural differences of people in society. To create awareness and appreciation of different cultural values It includes guidelines for addressing the challenges of bias against culture, ethnicity, race, gender, religion and other characteristics.

In conclusion, multicultural leadership is defined as the behavior that expresses an understanding of cultures in a variety of environments. cultural flexibility Different ways of working to achieve the goals set. and can adapt quickly to unfamiliar situations.

## **RESEARCH METHODOLOGY**

This research can be classified into 3 phases as follows:

The first phase of research studied the components and factors affecting multicultural leadership of Islamic private school administrators.

Step 1 Study of related documents and research and synthesize elements and factors affecting multicultural leadership of Islamic private school administrators. by analyzing the content ( Content Analysis ).

Step 2 : Gathering opinions on the components and factors affecting multicultural leadership of Islamic private school administrators. A semi-structured interview was used for the research titled The Structural Multicultural Leadership Equation Model as a Theoretical Framework derived from the synthesis of 4 components: 1) Cultural Knowledge 2 . ), Cultural Awareness, 3) Cultural Sensitivity, and 4) Cultural Skills from 12 experts , consisting of Director of the Office of Private Education Number 39 people, the administrators of private Islamic schools, the qualifications of qualified persons are as follows:

1. Director of the Office of Private Education Must be a person with at least 5 years of working experience as a Director of the Office of Private Education and having at least a master's degree in education.

2. Administrators of private Islamic schools Must have experience working as a director and deputy director of a private Islamic school Has been at least 5 years and has a qualification not lower than a master's degree in education.

3. All qualified persons must be willing to provide information. and express opinions on research matters.

Step 3 : Content Coverage Revision Check content validity ( Construct Validity) Construct Validity

language accuracy. and bring improvements according to recommendations The results were analyzed item by item to determine the quality of the tool by determining the Index of Congruence ( IOC : Index of Congruence) , which defined 5 experts , comprising 1 evaluation and research expert, 1 management leadership expert, 1 expert Educational administration, 2 people, 1 private Islamic school administrator, with qualifications of experts as follows:

- 1 . Executive Leadership Specialist Must be a teacher teaching administrative leadership in a higher education institution Have at least a master's degree in evaluation and research Hold an academic position not lower than an assistant professor In the case of a position lower than an assistant professor Must have research results related to educational management.

2. Educational Administration Specialist Must be a teacher teaching in educational administration in a higher education institution Have a qualification not lower than a master's degree in education, Hold an academic position not lower than an assistant professor In the case of a position lower than an assistant professor Must have research results related to educational management.

3. Administrators of private Islamic schools Must have work experience as a director of a private Islamic school for at least 5 years and have at least a master's degree in education.

- 4 . All experts must be willing to provide information. and express opinions on research matters.

The second phase of research was to develop a multicultural leadership structure equation model of the administrators of Islamic private schools. This is a collection of opinions from experts in education management. By using Focus Group Discussion technique to develop a multicultural leadership structure equation model of Islamic private school administrators. to be more suitable and complete By using the method of choosing specific experts ( Purposive Sampling) , consisting of 10 people, consisting of 5 educational policy experts, 2 educational administration experts, 3 private Islamic school administrators, with the qualifications of experts as follows:

- 1 . Education Policy Specialist Must be an education administrator or is in the process of supervising the administration of the Ministry of Education in the position from the Director of the District Office of Private Education upwards.

2. Educational Administration Specialist Must be a teacher teaching in educational administration in a higher education institution Have a qualification not lower than a master's degree in education, Hold an academic position not lower than an assistant professor In the case of a position lower than an assistant professor Must have research results related to educational management.

3. Administrators of private Islamic schools Must have work experience as a director of a private Islamic school for at least 5 years and have at least a master's degree in education.

4 . All experts must be willing to provide information. and express opinions on research matters

Phase 3 research examined the harmonization of the Leadership Structural Equation Model. Multiculturalism of Islamic Private School Administrators developed with empirical data By analyzing the Structural Equation Model (SEM) from a sample of 245 people, the sample size was determined according to the guidelines of Comrey and Lee ( 1992), that is, the sample size of 200 people was considered fair ( 300 people were considered fair) . Good ( As a Good) and the number 500 was considered very good ( As Excellent) by random sampling. which is the administrator of a private Islamic educational institution in the charity type of the foundation.

## **RESULTS AND DISCUSSION**

Research results according to research objective 3 , to examine the concordance of the multicultural leadership structure equation model of Islamic private school administrators developed with empirical data. by the structural equation model analysis technique. from a sample of 245 people

The results of research according to the research objective number 3 , to examine the concordance of the multicultural leadership structure equation model of the administrators of Islamic private schools. developed with empirical data by the structural equation model analysis technique. from a sample of 245 people

1. The results of checking the harmonization of the multicultural leadership structure equation model of the administrators of Islamic private schools developed by the researcher. It is consistent with the empirical data at a good level. Considering a chi-square ( $\chi^2$ ) of 66.01 , at degrees of freedom ( df) of 65 , there was a probability of 1.015 . Harmony Level Index ( GFI) adjusted harmonization index ( AGFI ). ) is 0.97 and 0.93 , respectively, the root of the squared mean of residual in standard score ( SRMR ) is 0.016 when the root of the estimated error squared mean ( RMSEA).was 0.008 and the Comparative Harmony Index ( CFI) was 1.00 , and the critical sample size ( CN) was 339.92 , which can be summarized as follows:

1.1 Multicultural Leadership Structural Equation Model of Islamic Private School Administrators Multicultural Leadership Components There were five observed variables: 1 ) cultural cognition, 2 ) cultural awareness, 3 ) cultural sensitivity, 4 ) cultural skills, and 5 ) organizational culture were positive, with component weights ranging from 0.35 to 0.56 , and The statistical significance was at the .01 level , with confidence values ( CR) and mean extractable variances ( AVE) of 0.60 and 0.23 , respectively.

1.2 Multicultural Leadership Structural Equation Model of Islamic Private School Administrators moral element Four observed variables were 1 ) honesty, 2 ) fairness, 3 ) sufficiency, and 4 ) responsibility, which were positive, the component weights ranged from 0.46 to 0.63 , and were statistically significant at the .01 level . confidence ( CR) and

mean extractable variance ( AVE) were 0.67 and 0.34 , respectively.

1.3 Multicultural Leadership Structural Equation Model of Islamic Private School Administrators vision element There were four observable variables: 1 ) vision formation, 2 ) vision dissemination, 3) vision implementation, 4) and 5 ) modeling, positive values, component weights ranging from 0.47 to 0.63 , and The statistical significance was at the .01 level , with confidence values ( CR) and mean extractable variances ( AVE) of 0.65 and 0.32 , respectively.

1.4 Multicultural Leadership Structural Equation Model of Islamic Private School Administrators communication element There were 3 observed variables, namely 1 ) communication skills 2) communication channels and 3 ) communication form ( Communication Form) values were positive, component weights ranged from 0.49 to 0.63 and were statistically significant at the .01 level. The confidence values ( CR) and the mean extractable variance ( AVE) were 0.60 and 0.33 , respectively.

2 Results of direct influence studies Indirect and collective influence of factors affecting multicultural leadership of Islamic private school administrators when considering direct and indirect influences on multicultural leadership variables; It was found that such variables were directly influenced by morality, ethics and communication. Their influence sizes were 0.31 and 0.18 , respectively, which were statistically significant at .05. In addition, multicultural leadership was indirectly influenced by morality, ethics and



vision. The influence sizes were 0.59 and 0.08 , respectively, which were statistically significant at the .01 level.

In addition to direct and indirect influences on multicultural leadership There were also other variables that were influenced indirectly and indirectly, namely, the vision variable was directly influenced by morality. The influence size was 0.95 , which was a statistically significant influence at the .01 level. directly influenced by morality and vision The influence sizes were 0.49 and 0.43 , respectively, which were statistically significant at the .01 level. In addition, communication was indirectly influenced by morality and ethics. and vision The influence size was 0.41 , respectively, which was a statistically significant influence at the .01 level. When considering the correlation matrix between latent variables, it was found that the correlation coefficient between latent variables was between 0.86 .to 0.95 , with all variables having unidirectional correlation, i.e. positive correlation. The variable with the greatest correlation coefficient The correlation coefficient was 0.95 , which was the moral and ethical variable.

From the results of the multicultural leadership structure equation model of Islamic private school administrators, it was found that Morality had the most effect on Multicultural Leadership , followed by Vision . and communication with correlation coefficients of 0.95 , 0.91 and 0.86 , respectively.

Research results for the development of a multicultural leadership structure equation model of Islamic

private school administrators developed by the researcher is consistent with the empirical data. The key issues discussed were found as follows:

1. Multicultural leadership consists of 1 ) cultural cognition, 2 ) cultural awareness, 3 ) cultural sensitivity, 4 ) cultural skills, and 5 ) organizational culture. This may be because the research has a synthesis of principles, concepts, theories and related research. together with the interviews with the administrators of private Islamic schools with different contexts. From the research results, it was found that Important indicators under the corporate culture framework. The opinions from experts found that important indicator which has the highest weight of the component is its belief in ideology consistent with Islamic faith, consistent with Al-fghani ( 2008). Conducted research on the characteristics of Islamic leaders like the Prophet Muhammad. The results showed that Leaders who have elements of Islamic principles in the field of true faith and high integrity. As a result, the efficiency and effectiveness of the administration can be higher. The second important indicator is to act as a good example in the way of the Prophet. and set organizational norms as the third important indicator. From the research results, it was found that Multicultural Leadership of Islamic Private School Administrators Organizational culture is a key element, as Suwanmanee ( 2013) found that organizational culture is based on shared values based on beliefs. or the norms that people in the organization adhere to and act together. It is also consistent with the concepts of

Thongsuksai, Sangthong, Haruthaithanasun and Nicharankul (2020). It was found that creating an organizational culture that fosters acceptance and understanding of coexistence in diverse societies is another important attribute of executives. Without building a good corporate culture, it is difficult to attract communities or Stakeholders are involved in the management of education, and Moran, Harris, and Moran (2011) said that creating an organizational culture that fosters acceptance and understanding of coexistence in diverse societies. where leaders must build cultural bridges to drive educational institutions to achieve their goals which corresponds to qualified person number IV 01 That said, the administrators of private schools teach Islam in the modern era. It is imperative to learn and understand the culture of others who come from different religions. and is always aware of the multicultural context However, the administrators of private religious schools must create an organizational culture that emphasizes diversity in the scope of Islam.

2. Moral and ethical factors consist of 1 ) Integrity 2 ) Justice 3 ) Sufficiency and 4 ) Responsibility Like Thongsuk (2017) found that ethical leaders must be loyal. be fair It is also consistent with the moral school's concept, consisting of 1) Sufficiency 2) Gratitude 3) Honesty 4) Responsibility and 5) Moral Ideology ( Ballangpattama. 2020 ) and Totaye ( 2015 ) . Conducted research on morality and ethics of administrators of Islamic private schools in Nakhon Si Thammarat province. The results showed that Moral and Ethics of Islamic Private School Administrators Overall, it's at a high level. From the

research, it was found that Important indicators under the concept of sufficiency The opinions from experts found that the important indicators Which has the highest weight of the composition is to use reason and knowledge carefully, taking into account the risks that may arise from life. The second most important indicator is living according to the philosophy of sufficiency economy. and know the moderation that is appropriate for oneself from the individual, family, and national level as well It is the third important indicator. From the research results, it was found that Multicultural Leadership It is a variable that is directly influenced by morality and ethics. and communication in line with Wani and Saleeming ( 2014 ) Conducted research on the coexistence of communities in a multicultural society, a case study of Sai Khao Sub-district, Khok Pho District, Pattani Province The results showed that Strong community leaders, fair governance, kinship relationships. and communication is a factor contributing to the peaceful coexistence of Thai Buddhists and Malay Muslims in the area. for understanding and cooperation of all parties which is a good and sustainable method by adhering to the principle of sufficiency economy In accordance with the royal initiative of King Rama IX , using the principle of living 3 rings 2 conditions moderation, reasonable, good self-immunity, conditions, knowledge, knowledge, prudence, careful, moral conditions, honesty, honesty, wisdom, diligence, patience, sharing, not taking advantage uphold honesty.

3. Vision factors include 1 ) creating a vision 2) spreading the vision 3) implementing the vision and 4) being a good role model, like Lonlua ( 2011 ) . found that leaders must have the ability to create a vision spreading the vision and the implementation of the vision including being able to act as a good role model for others to see and want to follow From the research, it was found that Key indicators under the concept of spreading the vision The opinions from experts found that the important indicators which has the highest weight of the component is to create understanding and seeing the value in the vision of the school The second most important indicator was behavior in a view consistent with the vision. and value and give importance to the vision of the educational institution It is the third important indicator. From the research results, it was found that Multicultural Leadership Other variables that were directly and indirectly influenced were vision variables, consistent with Thamrongthanyawong, Thajongrak and Khobjaiklang ( 2016 ) .That said, administrators must have a vision in planning that will help foster multicultural schools. try to create an atmosphere of cooperation among the staff in the school Support to improve curriculum and teaching Including various extracurricular activities that will help students of all groups develop their potential. In addition, Sinlarat ( 2010 ) said that vision is the ability of a leader to know and understand the situation of the organization very well. Able to clearly define the roles and directions of the organization as well as selling ideas to accepting and modifying to others,

helping to cheer everyone up and saving the work and spreading it widely. Katkaew (2016) has done research on the vision of school administrators and administration. Academics in Elementary Education Under the Office of Nakhon Pathom Primary Educational Service Area 2, overall, there was a positive correlation or a statistically significant correlation at the .01 level. Opinions as a guideline for creating a vision as well as disseminating guidelines for different operations to achieve the stated objectives Executives can use both the science and art of leadership and be a model in systematic and systematic practice according to the processes and procedures arising from the crystallization of ideas. Involvement in the design of personnel will create better unity and relationship within the organization.

4. Communication factors include 1) communication skills, 2) communication channels, and 3) communication styles, like Wannasri (2007) found that executives must have communication skills The ability to send and receive information to achieve the objectives through communication channels through various methods, with the form of communication between messengers and related parties to achieve good understanding and coordination From the research, it was found that Key indicators under the framework of communication skills The opinions from experts found that the important indicators Which has the highest weight of the composition is able to speak to convince others to agree and accept their opinions. The second most important indicator is the ability to speak easily to others. and

can write a message to convey to the reader to understand according to the purpose It is the third important indicator. From the research results, it was found that Multicultural Leadership Directly influenced is communication, consistent with Wannasri ( 2007). It was found that communication factors had a direct influence on the leadership of school administrators. In addition, Thongsuksai, Sangthong, Haruthaithanasun, and Nicharankul (2020) said that coexistence in a multicultural society A key requirement for leaders is multicultural communication skills. This is a necessary skill and must be continually developed. They must learn both the listening skills and the communication skills required to communicate and listen to help prevent misunderstandings during communication. Multicultural communication is a sensitive issue. This is because different interpretations or interpretations of languages can cause misunderstandings. The executives should therefore be more careful in communicating.

## **CONCLUSIONS**

The results showed that Components and indicators of multicultural leadership of Islamic private school administrators consist of 5 components: 1 ) Cultural Knowledge 2 ) Cultural Awareness 3 ) Cultural Sensitivity 4 ) Cultural Skills and 5 ) Organizational Culture and factors affecting the Multicultural Leadership of Islamic Private School Administrators consists of 3 components: 1) Morality

2) Vision and 3) Communication. Indicators of Multicultural Leadership of Islamic Private School Administrators Number 1 07 Indicators and indicator development with Focus Group Discussion techniques from 10 experts , 98 indicators .

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