Ed Process Int J

www.edupij.com

ISSN 2147-0901 (Print), 2564-8020 (Online)

EDUCATIONAL PROCESS
INTERNATIONAL JOURNAL

Enhancing Teachers' Competency through School as Learning Communities and Psychological Capital to Foster Cultural Diversity in Students

Narulmon Prayai, Ruj Luecha, Wissarut Suwansantisuk, Chanita Daeng-udom

Research Article

Cite this article: Prayai, N., Luecha, R., Suwansantisuk, W., & Daeng-udom, C. (2025). Enhancing Teachers' Competency through School as Learning Communities and Psychological Capital to Foster Cultural Diversity in Students. *Educational Process: International Journal, 19*, e2025564. https://doi.org/10.22521/edupij.2025.19.564

Received August 6, 2025
Accepted November 21, 2025

Keywords: Cultural diversity; Inclusive classrooms; Teacher competency; Learning communities; Psychological capital.

Author for correspondence:
Ruj Luecha
ruj@g.swu.ac.th
Faculty of Education, Srinakharinwirot University, Bangkok, Thailand

Abstract

Background/purpose. As urban classrooms in Thailand become increasingly multicultural due to migration and social change, teachers face growing challenges in fostering inclusion and cultural understanding among students. This study examined how the integration of the School as Learning Communities (SLC) model and Psychological Capital (PsyCap) can enhance teachers' instructional competencies and promote students' understanding of cultural diversity in Thailand's urban school systems.

Materials/methods. A sequential exploratory mixed methods design was employed. In Phase 1, qualitative data were collected from 20 teachers in Bangkok to co-develop a professional development program. Phase 2 involved a quasi-experimental study with 300 upper-primary students to evaluate the program's effectiveness.

Results. Teachers' instructional competencies significantly surpassed the quality benchmark across four dimensions: learning activity design, instructional delivery, media selection, and assessment. Students also demonstrated significant improvement in understanding cultural diversity across five dimensions: gender, ethnicity, religion, social class, and inclusion of individuals with special needs (Wilks' Lambda = .28, $F(5, 295) = 148.68$, $p < .001$, $\eta^2 = .72$).

Conclusion. The study highlights the potential of combining collaborative professional learning models with psychological empowerment to foster inclusive teaching practices. Limitations include the single urban context and reliance on self-reported teacher competencies, which may limit generalizability. Future research should extend to rural and cross-cultural settings with longitudinal follow-up. In practice, embedding PsyCap development within professional learning communities can support equity-driven instruction and inform teacher-training policies that advance inclusion in diverse classrooms worldwide.

1. Introduction

In the 21st century, education systems worldwide face mounting challenges in fostering inclusive and culturally responsive classrooms, particularly in urban and multicultural societies (Brown et al., 2022). As global migration accelerates in the post-COVID era, major cities are experiencing rapid demographic shifts—driven by displacement, economic migration, and border re-openings—that have intensified cultural diversity (UN-Habitat, 2022). These transformations require educators not only to navigate linguistic and cultural plurality but also to respond to students' increasing social and emotional needs from marginalized backgrounds.

Despite widespread reforms in teacher training, existing approaches to inclusive education remain fragmented and insufficient (Oswal et al., 2025). Many professional development initiatives continue to emphasize cognitive or content-based competencies, often neglecting the psychological and emotional demands teachers face in high-diversity contexts (Mendoza & Heymann, 2024). Recent research has revealed that cultural diversity in schools, while enriching, also presents significant stressors for educators. For instance, teachers working in multicultural settings frequently report heightened levels of stress and emotional exhaustion, often stemming from challenges related to communication barriers, value conflicts, and a lack of institutional support (Glock et al., 2019). Studies show that teachers' multicultural efficacy beliefs, along with their perceptions of inclusive school policies and climate, are closely associated with burnout and mental well-being (Chahar Mahali et al., 2024; Dubbeld et al., 2019). These findings highlight the need for integrated teacher development strategies that strengthen both instructional competence and psychological resources to meet the demands of increasingly diverse classrooms.

Bangkok exemplifies these challenges. As a rapidly expanding economic and migration hub, the city has seen a significant rise in the number of non-Thai students and children of migrant workers, particularly from Cambodia, Laos, Myanmar, and Vietnam (Bhula-or, 2021; United Nations Network on Migration in Thailand, 2024). The city's classrooms reflect a microcosm of regional diversity, where teachers are expected to ensure equity and engagement across language barriers, socioeconomic divides, and cultural traditions (Arphattananon, 2022; Peungcharoenkun & Waluyo, 2024). In such a dynamic setting, developing teacher competencies that support cultural inclusion is not merely desirable—it is essential for educational equity.

One promising framework for cultivating inclusive teaching is the School as Learning Communities (SLC) model (Sato, 2019), which promotes continuous professional development through democratic collaboration, peer reflection, and shared pedagogical practice. SLC enables teachers to co-construct context-responsive strategies that honor student diversity and foster inclusive learning environments (García-Carrión et al., 2020; Kougioumtzis & Patriksson, 2009). Its ethos of collective inquiry and professional dialogue provides fertile ground for teachers to refine culturally responsive teaching grounded in equity and belonging (Moreno-Medrano, 2024; Veepion et al., 2025; Zubiri-Esnaola et al., 2020).

However, several recent studies have reported mixed results regarding the effectiveness of inclusion-focused programs. For example, Hogan et al. (2025) found that while short-term professional development significantly improved educators' knowledge and attitudes toward inclusion, it did not lead to statistically significant improvements in classroom strategy implementation—indicating the need for more sustained and intensive training models. Similarly, Wong (2025) revealed that although teachers actively sought practical tools for managing culturally diverse classrooms, they often overlooked the deeper, reflective dimensions of multicultural education, particularly those related to social justice, critical consciousness, and systemic transformation. These findings highlight a persistent gap in current inclusion initiatives: many fail to equip educators with the internal psychological resources necessary to maintain inclusive practices

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

under real-world pressures. Without such support, even well-intentioned efforts may falter when educators encounter fatigue, self-doubt, or resistance from institutional structures (Aalto et al., 2024).

In parallel, the concept of Psychological Capital (PsyCap)—which comprises self-efficacy, optimism, hope, and resilience—is grounded in Positive Organizational Behavior (POB) theory (Luthans et al., 2007). POB emphasizes the development of measurable, improvable psychological resources that enhance human functioning. Within educational contexts, PsyCap enables teachers to maintain emotional stability, remain adaptable, and sustain inclusive mindsets even under complex and stressful conditions (Zhao & You, 2021; Zhou et al., 2024). Teachers with strong PsyCap are better equipped to manage classroom tensions, address implicit bias, and model resilience for their students (Huang & Wang, 2021; Shi & Sin, 2024).

This study proposes that the SLC environment can catalyze the development of PsyCap. Peer feedback, shared goals, and collective problem-solving within SLCs create enabling conditions for cultivating self-efficacy (via mastery and vicarious experiences), hope (through collaborative goal setting), resilience (via social support), and optimism (by reinforcing positive future orientations) (Christensen & Jerrim, 2025; Daspit et al., 2015; Zhang et al., 2024). Thus, this research introduces a novel, integrated framework in which SLC promotes PsyCap, PsyCap enhances teacher instructional competency, and competent teachers foster student cultural understanding. This theoretical linkage has been largely absent in multicultural education research.

Theoretically, the SLC model provides social and structural conditions—such as shared reflection, peer dialogue, and collaborative inquiry—that help teachers cultivate PsyCap resources of hope, optimism, self-efficacy, and resilience (Dehghani et al., 2025; Tobin et al., 2024). In turn, strong PsyCap enhances teachers' engagement in collective learning, adaptability, and inclusive classroom practices (Shi & Sin, 2024). Integrating these frameworks creates a reciprocal cycle between professional collaboration and psychological growth. This integration is especially relevant in Southeast Asian contexts such as Thailand, where educational cultures emphasize collectivism, relational harmony, and community-based learning (Srisawad & Ounvichit, 2016; Suavansri et al., 2022). Collaborative models like SLC align with Thai teachers' shared sense of responsibility and mutual support, while PsyCap development complements national priorities for teacher resilience, well-being, and inclusive pedagogy (Phusavat et al., 2025; Thi Ha & Rodrigo, 2024). Collectively, these perspectives position the SLC–PsyCap integration as a culturally responsive approach to teacher development in Thailand and the broader Southeast Asian region.

To address these gaps, this study adopts a sequential exploratory mixed-methods design, ideally suited to developing and evaluating complex educational interventions. This approach was essential, as the initial qualitative phase captured teachers' lived experiences in culturally diverse classrooms, directly informing the design of a tailored professional development program. Unlike purely quantitative or concurrent designs, this structure ensured that the intervention was contextually grounded before testing its effectiveness. Alternative designs, such as experimental or cross-sectional studies, would have lacked the formative depth needed to co-construct meaningful strategies and may have overlooked the psychological and pedagogical dimensions of teacher empowerment. The subsequent quasi-experimental phase provided a rigorous assessment of the program's impact on students' understanding of cultural diversity. By integrating qualitative insight with quantitative validation, this design offers a robust, scalable model of teacher empowerment grounded in both pedagogical collaboration and psychological resources, with clear implications for inclusive education across diverse global contexts.

Despite growing interest in inclusive education, few studies have systematically examined how integrating SLC and PsyCap can jointly enhance teachers' cultural responsiveness and students'

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

intercultural understanding. This study uniquely contributes to the literature by developing and empirically testing a holistic framework that links collaborative professional learning with teachers' psychological empowerment in multicultural contexts. By bridging organizational and positive psychological perspectives, this research provides new insights into how teacher development can simultaneously strengthen instructional practice and resilience in culturally diverse classrooms.

2. Methods

2.1. Research Design

This study employed a sequential, exploratory, mixed-methods research design, integrating qualitative and experimental approaches. It was conducted in two phases: first, a qualitative approach was used to develop a structured teacher development program, followed by an experimental study to evaluate its effectiveness.

3. Phase 1: Development of a Teacher Development Program

3.1. Key Informants

To obtain rich qualitative insights, 20 key informants were selected through purposive sampling, consisting of teachers from Bangkok Metropolitan schools. The inclusion criteria for teacher selection were as follows: (1) current employment as teachers in a school under the jurisdiction of the Bangkok Metropolitan Administration; (2) teaching at the upper primary level (Grades 4–6) or instructing subjects within the social studies, religion, culture, local studies, Thai language, or English language domains, with cultural relevance; (3) prior experience teaching students from culturally diverse backgrounds; and (4) teaching in a school that fosters global citizenship or promotes a "metropolitan learner" identity, demonstrating an understanding of Bangkok's multicultural context. Teachers who were unwilling to participate or did not meet the study's requirements were excluded.

3.2. Data Collection

The development of the teacher development program followed an iterative process. Initially, the researchers designed a draft intervention, which was refined through focus group discussions. These discussions explored key aspects of the program's content and its applicability in culturally diverse classrooms. Each focus group consisted of five teachers and covered topics such as student learning conditions in Bangkok's diverse educational settings, strategies and techniques for managing culturally diverse classrooms, and preparations and instructional adjustments needed to foster inclusivity. The insights gained were used to revise and enhance the program's content and structure. To ensure comprehensive data collection, research assistants took detailed field notes and audio-recorded each discussion. Data collection continued until saturation was reached, meaning no new themes or insights emerged.

3.3. Data Analysis

The focus group discussions were transcribed verbatim and translated into text for analysis. Content analysis was performed by two independent researchers to identify recurring themes and sub-themes, capturing teachers' perspectives on managing culturally diverse classrooms. The initial themes were systematically reviewed and refined by the research team to ensure clarity and alignment with the study's objectives. The research team engaged in reflective discussions to validate and finalize the key themes, ensuring consistency and coherence with the study's framework.

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

4. Phase 2: Investigation of the Effectiveness of the Program

4.1. Study Design and Samples

A quasi-experimental pre-test and post-test design was employed to evaluate the effectiveness of the program in enhancing students' understanding of cultural diversity. The sample was drawn from schools under the Bangkok Metropolitan Administration. In the first stage, schools were stratified by location—urban, suburban, and peripheral areas—to ensure representation across diverse educational contexts and student demographics. Within each stratum, 18 schools were randomly selected using stratified random sampling to maintain geographic and socio-economic balance. In the second stage, purposive sampling was used to select student participants within these schools. Specifically, 15 students were selected from each of 16 schools, and 30 from the remaining 2 schools, for a total sample of 300 students. The larger samples from the latter schools were intentionally selected for their higher levels of cultural diversity, enabling a more in-depth assessment of the program's impact.

The sample size was determined based on both pedagogical considerations and statistical power analysis. From an instructional design perspective, a student–teacher ratio of 15:1 was established to ensure personalized instruction, close supervision, and meaningful engagement with cultural diversity content (Khor & Mutthulakshmi, 2024). Accordingly, one teacher was assigned for every 15 students, and two teachers were allocated in classrooms of 30 students to maintain instructional quality. This pedagogical structure guided the sample composition.

In addition, a priori power analysis was conducted using G*Power (version 3.1.9.7) for a repeated-measures MANOVA (within factors), assuming a medium effect size ($f = 0.15$), an alpha level of .05, and a statistical power of .80. The analysis indicated that a minimum of 145 participants was required to detect statistically significant effects. The final sample size of 300 students not only aligned with classroom implementation needs but also exceeded the statistical requirements, ensuring adequate power to evaluate the program's effectiveness in promoting students' understanding of cultural diversity.

The inclusion criteria were: (1) enrollment in a school governed by the Bangkok Metropolitan Administration, (2) placement in the upper primary level (Grades 4–6), (3) membership in a culturally diverse peer group, and (4) attendance at a school that fosters a global citizenship perspective or a "metropolitan learner" identity. Students were excluded if they or their guardians declined to provide consent.

4.2. Intervention

Findings from the qualitative study informed the development of a structured teacher development program. This program integrated the School as Learning Communities (SLC) approach and Psychological Capital (PsyCap) to enhance teachers' instructional competencies and improve students' understanding of cultural diversity.

The program was designed to strengthen teachers' instructional competencies by incorporating PsyCap, which includes hope, self-efficacy, resilience, and optimism (Luthans et al., 2007). Enhancing these psychological attributes helps teachers navigate diverse classrooms, foster student engagement, and create inclusive learning environments. The SLC framework was central to this approach, emphasizing collaborative learning, shared decision-making, and reflective teaching practices.

During the initial phase, teachers participated in goal-setting exercises to develop hope, defining clear learning objectives and identifying multiple strategies to achieve them. Self-efficacy was enhanced through collaborative professional learning communities, where teachers exchanged

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

strategies and gained confidence in implementing culturally responsive pedagogy. Resilience was fostered through scenario-based training, enabling teachers to anticipate classroom challenges and develop proactive solutions. Optimism was encouraged by promoting a growth-oriented mindset, emphasizing that teaching challenges are opportunities for professional development rather than obstacles.

As teachers implemented the program, they continuously adapted instructional techniques based on student progress. Self-efficacy was further reinforced as teachers observed the positive impact of their adapted methods on student engagement and learning outcomes. Resilience was critical in addressing challenges such as disengagement and cultural misunderstandings, requiring teachers to adjust their strategies dynamically. Optimism was cultivated by celebrating incremental successes and focusing on long-term student development rather than immediate setbacks.

Structured reflection sessions played a vital role in reinforcing PsyCap. Teachers engaged in learning circles, peer mentoring, and collaborative discussions to assess their instructional practices. Hope was maintained by recognizing progress, while self-efficacy grew as teachers gained confidence in their ability to refine teaching methods. Resilience was strengthened through critical reflection, allowing teachers to learn from setbacks and devise improvement strategies. Optimism was fostered by adopting a solution-focused approach to future teaching challenges.

To ensure ongoing professional growth, the program incorporated mentoring and coaching systems. Teachers received guidance on career development, constructive feedback, and peer support to reinforce self-efficacy. Resilience was built through emotional support and stress-management strategies, equipping teachers to navigate the complexities of diverse classrooms. The SLC framework institutionalized these practices, ensuring that collaborative learning structures were sustained beyond the intervention.

Following teacher training, educators designed interactive activities to enhance students' understanding of cultural diversity. These activities employed experiential learning techniques to foster critical thinking, empathy, and cultural awareness. Teachers collaborated to refine lesson plans, co-teach, and reflect on student engagement and outcomes within the SLC framework.

Key activities included "Hello ASEAN," where students practiced greetings in ASEAN languages through card games and pronunciation exercises to enhance their appreciation of regional cultural diversity. "Thai and ASEAN Cultures" engaged students in comparing food, traditions, and religious practices, fostering cross-cultural understanding. "Different but Alike" challenged students to reconsider biases through a decision-making exercise that revealed the identities of globally recognized figures after they had been judged solely on appearance. "A World of Peace" encouraged students to explore the meaning of peace across cultures by analyzing word translations and creating visual representations of peaceful and non-peaceful environments. "Different but United" examined gender and sexual diversity through case studies, reinforcing the importance of inclusion. Finally, "To a Special Friend" used role-playing exercises to foster empathy for individuals with disabilities, prompting students to brainstorm ways to promote inclusivity in their communities.

By integrating these structured activities into classroom instruction, the program systematically fostered cultural awareness and appreciation. The combination of experiential learning, collaborative discussions, and critical reflection allowed students to develop empathy, challenge biases, and embrace diversity. The inclusion of varied learning strategies ensured engagement across different learning styles, making the approach effective in promoting cultural understanding. The SLC framework reinforced these efforts by ensuring that diversity education was not treated as an isolated set of lessons but rather as an ongoing, integrated process within the school culture. Teachers and students worked collaboratively in a learning community that valued inclusion, dialogue, and shared responsibility for fostering a multicultural perspective.

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

Through this intervention, both teachers and students gained essential competencies for navigating diverse social environments, reinforcing the role of education in fostering inclusivity and social cohesion. The integration of positive psychological capital with the SLC approach ensured that professional growth was not only about technical skill development but also about fostering resilience, hope, and collaboration in the school community. As a result, teachers emerged as confident facilitators of multicultural education, while students developed the attitudes and skills necessary for global citizenship.

4.3. Teacher Competency Assessment

Teacher competency was measured using a structured reflection tool designed to assess instructional effectiveness across four key dimensions: learning activity design, instructional delivery, instructional media selection, and assessment and evaluation. The tool was developed based on a review of relevant literature (Abuhassna & Alnawajha, 2023), including the competency assessment framework by Boysen et al. (2015), and utilized a rubric with three levels, ranging from 0 (Needs Improvement) to 3 (Excellent).

Content validity was established through expert review by three specialists in teacher competency assessment. Experts evaluated the appropriateness, clarity, and relevance of the assessment criteria using a 4-point Likert scale, where scores ranged from 1 (Least Appropriate) to 4 (Most Appropriate). The content validity assessment yielded a mean score of 3.67 (SD = 0.27), indicating high appropriateness.

4.4. Cultural Diversity Understanding Assessment

Students' understanding of cultural diversity was measured using a multiple-choice test developed from a review of relevant literature (Agarwal-Rangnath, 2013; Banks, 2019). The assessment examined five key dimensions —gender identity, sexual orientation, race and religion, social class, and individuals with special needs —each with five items (25 items total). The test utilized real-life scenarios, and each response was assigned a specific score.

Content validity was established through expert review by three specialists in cultural diversity education, with an Index of Objective Congruency (IOC) ranging from 0.67 to 1.00, indicating satisfactory content validity (Rovinelli & Hambleton, 1977). The assessment was pilot-tested on 30 students demographically similar to the target sample. Item analysis confirmed adequate measurement quality, with difficulty levels ranging from 0.48 to 0.78 (moderate to slightly easy) and discrimination indices ranging from 0.23 to 0.69 (moderate to high). The test's reliability was confirmed with a Cronbach's alpha of 0.89, indicating strong internal consistency. Higher scores reflected a greater understanding of cultural diversity.

4.5. Data Collection Procedure

Data were collected in two phases—pre-test and post-test—to measure students' understanding of cultural diversity before and after the intervention. Prior to data collection, informed consent was obtained from students and their guardians to ensure ethical compliance. At the pre-test stage, students completed the cultural diversity understanding assessment to establish baseline knowledge. The intervention program was then delivered over a designated period, incorporating activities grounded in the SLC framework and PsyCap principles. Upon completion, students took the post-test to assess changes in their understanding. Standardized administration procedures were followed, with trained research assistants monitoring data collection to ensure consistency. Missing or incomplete responses were reviewed for quality assurance.

The Human Research Ethics Committee granted ethical approval for this study. Students under 18 years of age are required to obtain parental or guardian consent in addition to their own assent.

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

The consent forms outlined the study's objectives, the voluntary nature of participation, and the right to withdraw at any time without consequences. Confidentiality and data security measures were strictly adhered to in accordance with ethical guidelines for human research.

4.6. Data Analysis

Due to the small teacher sample size and non-normal data distribution, a one-sample Wilcoxon signed-rank test compared post-test competency scores against the quality criterion defined by Boysen et al. (2015) to determine whether the median score exceeded the benchmark. Repeated measures MANOVA was employed to evaluate the intervention's effectiveness across multiple dimensions of cultural diversity understanding. Descriptive statistics, including means and standard deviations, summarized pre-test and post-test scores. Wilks' Lambda was used to assess overall multivariate effects, with partial eta squared (η^2) reported to determine effect sizes. A follow-up univariate ANOVA was conducted for each dimension to examine specific areas of improvement. Bonferroni-adjusted post-hoc comparisons identified statistically significant differences between pre-test and post-test scores. Statistical significance was set at $p < .05$.

We report how we determined our sample size, all data exclusions, all manipulations, and all measures in the study, and the study in accordance with the Journal Article Reporting Standards (JARS; Appelbaum et al., 2018). Materials and analysis code for this study are available by emailing the corresponding author. Data were analyzed using SPSS, version 26.0. This study's design and its analysis were not pre-registered.

Text editing and English grammar revision were supported using ChatGPT, a large language model developed by OpenAI (2024). No content was generated or analyzed beyond linguistic refinement.

5. Results

5.1. Qualitative Findings: Teachers' Experiences in Culturally Diverse Classrooms

The findings revealed four key themes regarding teachers' experiences in managing culturally diverse classrooms: challenges in diverse classrooms, the role of teachers in fostering inclusivity, effective learning approaches, and school-community engagement in promoting cultural diversity. Table 1 summarizes these themes and sub-themes.

Theme 1: Challenges in Culturally Diverse Classrooms

Teachers identified socioeconomic difficulties and cultural conflicts as major challenges. Many students from low-income families face unstable home environments and financial constraints, which hinder academic progress. Teachers often extend their roles beyond instruction, providing emotional and financial support to struggling students. Cultural differences also lead to social exclusion and conflict, particularly in group activities. Misunderstandings about language, traditions, and customs can lead to teasing and discrimination, creating a negative classroom atmosphere that affects learning.

Theme 2: Teachers' Role in Fostering Inclusive Classrooms

Teachers emphasized adaptive teaching strategies and a positive mindset as essential for inclusivity. They integrate cultural diversity into lessons through real-life scenarios and interactive activities to foster understanding and acceptance. Beyond instructional approaches, teachers highlighted the impact of their own attitudes on classroom dynamics. An open-minded, bias-free perspective fosters trust, respect, and engagement, reinforcing inclusivity.

Theme 3: Effective Learning Approaches for Culturally Diverse Students

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

Teachers identified active learning and peer collaboration as effective strategies. Storytelling, role-playing, and real-life case studies enhance student engagement and cultural awareness by making learning more relatable. Collaborative learning also helps reduce cultural biases and build mutual respect. Structured peer interactions encourage students to learn from diverse perspectives and challenge stereotypes, promoting social cohesion in the classroom.

Theme 4: School and Community Engagement in Cultural Inclusion

Teachers stressed the role of parental involvement and school policies in fostering an inclusive culture. Parents significantly shape children's attitudes toward diversity, yet some hold biases that affect students' perceptions. Engaging families through workshops, multicultural events, and discussions was recommended to promote inclusivity at home and school. Institutional policies supporting multicultural education were also seen as essential. Teachers advocated for clear guidelines, cultural exchange activities, and diversity-focused curricula to sustain an inclusive learning environment.

5.2. Quantitative Findings: Effectiveness of the Teacher Development Program

The study included a total of 300 students from Bangkok Metropolitan schools. These students were taught by 20 teachers. The student sample comprised 144 male students (48.0%) and 156 female students (52.0%), all enrolled in Grades 4 to 6, with an equal distribution of 100 students per grade level.

The one-sample Wilcoxon signed-rank tests showed that teachers who participated in the program demonstrated significantly higher instructional competency scores across all dimensions compared to the predetermined quality benchmark (Level 2). Median scores in each area reached Level 3, reflecting a high level of instructional quality. Competency in learning activity design ($z = 4.12$, $p < .01$), instructional delivery ($z = 3.74$, $p < .01$), instructional media selection ($z = 3.88$, $p < .01$), and assessment and evaluation ($z = 3.74$, $p < .01$) all significantly exceeded the benchmark.

A repeated measures MANOVA was conducted to assess the overall impact of the intervention on students' understanding of cultural diversity. The results indicated a significant multivariate effect, Wilks' Lambda = .28, $F(5, 295) = 148.68$, $p < .01$, $\eta^2 = .72$, suggesting that the intervention had a strong impact ($\eta^2 > .70$) on improving students' cultural diversity understanding. Follow-up univariate ANOVA analyses revealed significant improvements across all five dimensions: Gender identity: $F(1, 299) = 331.99$, $p < .01$, $\eta^2 = .53$; Sexual orientation: $F(1, 299) = 522.32$, $p < .01$, $\eta^2 = .64$; Race and religion: $F(1, 299) = 487.71$, $p < .01$, $\eta^2 = .62$; Social class: $F(1, 299) = 542.61$, $p < .01$, $\eta^2 = .65$; and Individuals with special needs: $F(1, 299) = 490.88$, $p < .01$, $\eta^2 = .62$. All dimensions demonstrated statistically significant improvements, with large effect sizes ($\eta^2 > .50$), indicating meaningful educational benefits from the intervention. Pairwise comparisons using Bonferroni adjustments confirmed significant improvements across all dimensions from pre-test to post-test ($p < .01$) (See Table 2). Students' understanding of cultural diversity—measures across gender identity, sexual orientation, race and religion, social class, and individuals with special needs—was significantly higher after the intervention compared to before, with statistical significance at the .05 level.

5.3. Integration of Qualitative and Quantitative Findings

Integrating the qualitative and quantitative results offers a clearer understanding of how the teacher development program enhanced inclusive education practices. Qualitative findings showed that teachers faced challenges such as socioeconomic disparities, cultural conflicts, and limited parental involvement, yet adopted adaptive teaching, active learning, and school–community collaboration as effective strategies. These insights align with the quantitative results, which demonstrated significant improvements in teachers' instructional competencies and students' understanding of cultural diversity.

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

Teachers' use of interactive and collaborative learning activities corresponded with the quantitative gains across all five dimensions of cultural diversity understanding. The development of self-efficacy and resilience through the SLC-based intervention also mirrored the higher instructional competency scores. Likewise, the emphasis on school–community engagement and inclusive mindsets supported the observed improvements in students' empathy and acceptance.

Overall, these findings confirm that integrating the SLC framework with PsyCap strengthened both pedagogical and psychological aspects of inclusion. Teachers' reflective practices, peer collaboration, and enhanced PsyCap were key mechanisms driving the measurable improvements in cultural understanding among students.

6. Discussion

The findings of this study provide strong evidence of the effectiveness of the intervention in enhancing students' understanding of cultural diversity. By integrating teacher competency development, SLC, and PsyCap, the intervention significantly improved students' awareness and comprehension of cultural diversity across multiple dimensions. These results offer critical theoretical and practical implications for multicultural education, teacher development, and policy strategies aimed at fostering inclusive learning environments.

The substantial improvement in students' cultural diversity understanding highlights the vital role of structured educational programs in fostering inclusivity and reducing biases. The findings suggest that when students critically engage with issues related to gender diversity, sexual orientation, race and religion, social class, and individuals with disabilities, they develop a more nuanced perspective on diversity, equity, and inclusion. This aligns with prior research highlighting the impact of culturally responsive education in shaping students' attitudes and behaviors toward marginalized communities (Kim et al., 2024; Okoye-Johnson, 2011). Furthermore, the results are consistent with Schachner et al. (2021), who found that schools with a stronger cultural diversity climate—where students are exposed to diverse perspectives—experience lower levels of perceived discrimination and stronger intercultural relationships. These findings emphasize that promoting an inclusive school culture requires more than policy implementation; it requires continuous, structured engagement with diversity education. The success of this intervention demonstrates that providing structured learning experiences that encourage meaningful interactions and discussions can effectively shift students' perspectives.

A key factor contributing to the intervention's effectiveness was its structured and multidimensional approach, which extends beyond knowledge acquisition to foster attitudinal and behavioral changes (Arruzza & Chau, 2021). The integration of teacher competency development, PsyCap reinforcement, and collaborative learning communities created a holistic educational experience that actively engaged both educators and students. This aligns with previous research emphasizing the need for skilled facilitators, resilient and adaptive educators, and an ongoing platform for dialogue and reflection in diversity education (Riedel et al., 2023; Semião et al., 2023). Notably, the emphasis on schools as learning communities—where teachers and students continuously engaged in discussions on diversity—proved to be a critical element. This model is consistent with the professional learning communities (PLC) framework, which has been shown to support teacher development and enhance student learning outcomes (Christensen & Jerrim, 2025; DuFour & Eaker, 1998). By embedding cultural diversity topics within these learning communities, the intervention ensured that diversity discussions were integrated into the broader educational framework rather than treated as isolated lessons. This approach encouraged both teachers and students to view cultural diversity as a central and ongoing aspect of their learning experience.

The intervention's integration of PsyCap was particularly significant. Teachers were not only trained to facilitate discussions on diversity but were also equipped with resilience, hope, optimism,

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

and self-efficacy—key psychological attributes that enabled them to navigate sensitive topics with confidence (Liu & Du, 2024). Previous research has demonstrated that teachers with higher levels of PsyCap are more effective in fostering inclusive classroom environments, supporting student engagement, and promoting open discussions on cultural differences (Shi & Sin, 2024; Zhao & You, 2021). By strengthening teachers' PsyCap, the program enhanced their ability to create supportive, inclusive learning spaces where students felt comfortable expressing their thoughts and engaging with diverse perspectives. Additionally, teachers with higher self-efficacy are more likely to create psychologically safe environments that encourage active student participation in diversity-related discussions (Emiru & Gedifew, 2024). This shift from passive learning to active engagement is crucial for deepening students' understanding of multicultural issues and fostering meaningful conversations on diversity.

While the overall results were positive, variations among teachers' outcomes suggest that individual and contextual factors influenced the extent of program effectiveness. Teachers with higher baseline levels of PsyCap and longer teaching experience tended to facilitate more positive student growth, likely due to their stronger capacity for emotional regulation, adaptive reflection, and pedagogical flexibility (Shi & Sin, 2024; Zhou & Zheng, 2022). In contrast, less experienced teachers initially expressed lower confidence in managing culturally sensitive topics but demonstrated significant growth over time through peer mentoring and collaborative learning within the SLC framework (Karataş & Oral, 2015). Contextual conditions, such as supportive school leadership, open communication culture, and opportunities for co-teaching, also appeared to enhance program impact by fostering trust and sustained engagement (Ghamrawi et al., 2024; McTigue et al., 2023). These findings indicate that teacher-related psychological resources and school-level support mechanisms play a synergistic role in maximizing the outcomes of diversity-focused interventions.

This study highlights key implications for education and policy. First, it emphasizes integrating structured cultural diversity education into school curricula. Schools should move beyond general discussions on equality and incorporate hands-on learning that reflects real-world cultural dynamics. Interactive strategies such as role-playing, case studies, project-based learning, and cross-cultural exchanges can deepen engagement with issues of race, gender, religion, social class, and disability. Diversity education should be embedded across disciplines such as history, literature, the social sciences, and STEM for sustained reinforcement. Second, teacher training programs must prioritize multicultural education and equip educators with skills to lead diversity discussions. The findings highlight the importance of developing teachers' PsyCap—including resilience, optimism, hope, and self-efficacy—through professional development. Teaching diversity can be emotionally and cognitively demanding, requiring educators to manage classroom conflicts, address sensitive topics, and challenge biases. Without adequate training, teachers may struggle to navigate these challenges, limiting diversity education's effectiveness. Structured programs that enhance cultural competence, emotional resilience, and conflict resolution skills are essential for fostering inclusive classrooms. Third, long-term institutional support is necessary for diversity education, ensuring equitable learning experiences for all students. Rather than relying solely on individual teachers, schools should embed diversity education within policies and accountability frameworks. Accreditation standards could require schools to demonstrate how they integrate multicultural education into curricula. Ongoing evaluations should measure the impact of diversity initiatives and inform data-driven adjustments based on student feedback and research. Finally, policymakers should invest in teacher development, cross-cultural dialogue, and inclusive curriculum design to drive systemic change. Establishing regional or national diversity education centers could provide schools with resources, training, and best practices. These centers could serve as hubs for professional development and collaboration, equipping educators to address diversity-related challenges effectively. By implementing well-

https://doi.org/10.22521/edupij.2025.19.564 Published online by Universitepark Press

structured, sustainable policies, education systems can foster a lasting culture of inclusion, making diversity education a fundamental part of student learning.

Although this study was conducted within the context of Bangkok's multicultural public schools, its implications extend well beyond the Thai education system. The integrated model—combining School as Learning Communities (SLC) with Psychological Capital (PsyCap)—offers a replicable and adaptable framework for inclusive education in urban multicultural settings globally. As cities across the world experience rising migration, cultural pluralism, and increasing classroom diversity, the need for teacher development programs that address both instructional skills and psychological resilience is becoming universal. Education systems in similarly diverse urban environments—whether in Southeast Asia, Europe, or North America—can benefit from adopting this model to build teacher capacity and enhance students' cultural understanding. Future cross-national studies are encouraged to examine how this approach may be tailored and scaled across different cultural and policy contexts, contributing to broader global efforts toward educational equity and inclusion.

7. Limitations and Future Research

Despite the intervention's success, several methodological and contextual challenges should be acknowledged. First, the absence of a control group limits the ability to attribute improvements in students' cultural understanding solely to the intervention. Future research should incorporate randomized controlled or matched-group designs to enhance internal validity and confirm causal relationships between the intervention and observed outcomes. Second, the study was conducted exclusively in public schools within Bangkok, which may restrict the generalizability of the findings to other cultural and institutional contexts. Subsequent studies should replicate this model across diverse geographical regions and school types—including rural, private, and international schools—to test its cross-cultural applicability and robustness. Third, the evaluation period was limited to short-term outcomes, capturing only immediate improvements. Future longitudinal studies should assess the durability of these effects by tracking students' attitudes and behaviors toward cultural diversity months or years after program completion. Finally, contextual constraints such as time limitations and limited parent–school collaboration may have affected program consistency. Future research should explore strategies to strengthen school–family partnerships, allocate sufficient instructional time, and identify administrative supports that sustain multicultural education initiatives over the long term.

8. Conclusions

This study demonstrates that integrating teacher development, psychological capital, and school as learning communities can effectively enhance students' understanding of cultural diversity. Beyond Bangkok, this framework offers valuable guidance for multicultural education systems worldwide, particularly in urban contexts shaped by migration and demographic change. The SLC–PsyCap model provides a scalable approach to fostering teacher resilience, cultural competence, and inclusive pedagogy. Applying this model globally can strengthen educators' capacity to create equitable learning environments and prepare students to thrive in diverse, interconnected societies.

Declarations

Acknowledgements. We would like to express our gratitude to the Bangkok Metropolitan Administration (BMA) Education Office, the teachers, and the students in the academic year 2024 for their valuable participation and support in this study.

Authors' Contributions. NP conceived the study. All authors helped design the intervention and collected the data. WS analyzed and interpreted the data. All authors wrote the drafts of the manuscript. All authors read and approved the final manuscript.

Funding. This research was supported by a research grant from the Bangkok Metropolitan Administration (BMA) Education Office for the fiscal year 2024, as part of the research project "Development of teachers' instructional competencies by using schools as learning communities combined with psychological capital to enhance the understanding of cultural diversity for students in Bangkok metropolitan administration schools."

Availability of Data and Materials. The data that support the findings of this study are available from the corresponding author upon reasonable request.

Ethics Approval and Consent to Participate. The study involving human participants was reviewed and approved by the Human Research Ethics Committee, Saint Louis College (certificate number E.003/2567 and E.027/2567). All experiments were performed in accordance with the relevant guidelines and regulations. Informed consent was obtained from all participants included in the study.

Consent for Publication. Not applicable.

Competing Interests. The authors declare that there was no conflict of interest.

References

Aalto, S., Kankaanpää, R., Peltonen, K., Derluyn, I., Szelei, N., Verelst, A., De Haene, L., de Smet, S., Spaas, C., Jervelund, S. S., Skovdal, M., Andersen, A. J., Hilden, P. K., Opaas, M., Durbeej, N., Osman, F., Sarkadi, A., Soye, E., & Vänskä, M. (2024). The effect of teacher multicultural attitudes on self-efficacy and well-being at work. *Social Psychology of Education, 27*, 2527–2557. https://doi.org/10.1007/s11218-024-09886-3

Abuhassna, H., & Alnawajha, S. (2023). Instructional design made easy! Instructional design models, categories, frameworks, educational context, and recommendations for future work. *European Journal of Investigation in Health, Psychology and Education, 13*(4), 715–735. https://doi.org/10.3390/ejihpe13040054

Agarwal-Rangnath, R. (2013). Social studies, literature, and social justice in the Common Core classroom: A guide for teachers. Teachers College Press.

Appelbaum, M., Cooper, H., Kline, R. B., Mayo-Wilson, E., Nezu, A. M., & Rao, S. M. (2018). Journal article reporting standards for quantitative research in psychology: The APA Publications and Communications Board task force report. *The American Psychologist*, *73*(1), 3–25. https://doi.org/10.1037/amp0000191

Arphattananon, T. (2022). Education of migrant children from Myanmar in Thai government schools. *Manusya: Journal of Humanities, 24*(3), 409–425. https://doi.org/10.1163/26659077-24030008

Arruzza, E., & Chau, M. (2021). The effectiveness of cultural competence education in enhancing knowledge acquisition, performance, attitudes, and student satisfaction among undergraduate health science students: A scoping review. *Journal of Educational Evaluation for Health Professions, 18*, 3. https://doi.org/10.3352/jeehp.2021.18.3

Banks, J. A. (2019). Multicultural education: Characteristics and goals. In J. A. Banks, & C. A. M. Banks (Eds.), *Multicultural education: Issues and perspectives* (10th ed., pp. 3–24). John Wiley & Sons.

Brown, M., Altrichter, H., Shiyan, I., Rodríguez Conde, M. J., McNamara, G., Herzog-Punzenberger, B., Vorobyeva, I., Vangrando, V., Gardezi, S., O'Hara, J., Postlbauer, A., Milyaeva, D., Sergeevna, N., Fulterer, S., García, A. G., & Sánchez, L. (2022). Challenges and opportunities for culturally responsive leadership in schools: Evidence from four European countries. *Policy Futures in Education*, *20*(5), 580–607. https://doi.org/10.1177/14782103211040909

Bhula-or, R. (2021). Migration and sustainable development in Thailand. *Asian Education and Development Studies, 10*(1), 83–94. https://doi.org/10.1108/AEDS-02-2019-0036

Boateng, G. O., Neilands, T. B., Frongillo, E. A., Melgar-Quiñonez, H. R., & Young, S. L. (2018). Best practices for developing and validating scales for health, social, and behavioral research: A primer. *Frontiers in Public Health, 6*, 149. https://doi.org/10.3389/fpubh.2018.00149

Boysen, G. A., Richmond, A. S., & Gurung, R. A. R. (2015). Model teaching criteria for psychology: Initial documentation of teachers' self-reported competency. *Scholarship of Teaching and Learning in Psychology, 1*(1), 48–59. https://doi.org/10.1037/stl0000023

Chahar Mahali, S., Sevigny, P. R., & Beshai, S. (2024). Multicultural efficacy beliefs in higher education: Examining university instructors' burnout and mental well-being. *Psychological Reports*. https://doi.org/10.1177/00332941241253599

Christensen, A. A., & Jerrim, J. (2025). Professional learning communities and teacher outcomes. A cross-national analysis. *Teaching and Teacher Education, 156*, 104920. https://doi.org/10.1016/j.tate.2024.104920

Daspit, J. J., Mims, T. C., & Zavattaro, S. M. (2015). The role of positive psychological states in online learning: Integrating psychological capital into the community of inquiry framework. *Journal of Management Education, 39*(5), 626–649. https://doi.org/10.1177/1052562914564980

Dehghani, E., Rezvani, E., & Hadian, B. (2025). Collaborative inquiry in EFL teachers' professional development and its perceived benefits and challenges. *Language Teaching Research Quarterly, 47*, 73–92. https://doi.org/10.32038/ltrq.2025.47.05

Dubbeld, A., de Hoog, N., den Brok, P., & de Laat, M. (2019). Teachers' multicultural attitudes and perceptions of school policy and school climate in relation to burnout. *Intercultural Education*, *30*(6), 599–617. https://doi.org/10.1080/14675986.2018.1538042

DuFour, R., & Eaker, R. (1998). *Professional learning communities at work: Best practices for enhancing student achievement*. Solution Tree.

Emiru, E. K., & Gedifew, M. T. (2024). The effect of teacher self-efficacy on learning engagement of secondary school students. *Cogent Education, 11*(1), 2308432. https://doi.org/10.1080/2331186X.2024.2308432

García-Carrión, R., Cuxart, M. P., Alvarez, P., & Flecha, A. (2020). Teacher induction in schools as learning communities: Successful pathways to teachers' professional development in a diverse school serving students living in poverty. *Sustainability, 12*(17), 7146. https://doi.org/10.3390/su12177146

Ghamrawi, N., Abu-Shawish, R. K., Shal, T., & Ghamrawi, N. A. R. (2024). Teacher leadership in higher education: Why not? *Cogent Education, 11*(1). https://doi.org/10.1080/2331186X.2024.2366679

Glock, S., Kleen, H., & Morgenroth, S. (2019). Stress among teachers: Exploring the role of cultural diversity in schools. *The Journal of Experimental Education*, *87*(4), 696–713. https://doi.org/10.1080/00220973.2019.1574700

Hogan, J. A., Montalbano, C., Coviello, J., McQueston, J., Kirby, M., Koo, B. J., Nissley-Tsiopinis, J., Jutcovich, S., & Lang, J. (2025). Developing inclusive educators: Analyzing the effectiveness of a short-term technical assistance model for best practices. *Education Sciences, 15*(5), 578. https://doi.org/10.3390/educsci15050578

Huang, X., & Wang, C. (2021). Factors affecting teachers' informal workplace learning: The effects of school climate and psychological capital. *Teaching and Teacher Education, 103*, 103363. https://doi.org/10.1016/j.tate.2021.103363

Karataş, K., & Oral, B. (2015). Teachers' perceptions on culturally responsiveness in education. *Journal of Ethnic and Cultural Studies*, *2*(2), 47–57. https://doi.org/10.29333/ejecs/39

Khor, E. T., & Mutthulakshmi, K. (2024). A systematic review of the role of learning analytics in supporting personalized learning. *Educational Sciences, 14*(1), 51. https://doi.org/10.3390/educsci14010051

Kim, H., Adams, S. K., Zeltzer, R., & Beatty, A. (2024). Multicultural attitudes among early childhood teachers: Characteristics, sense of teacher efficacy, and efficacy to implement inclusive practices. *Journal of Early Childhood Teacher Education, 45*(4), 557–578. https://doi.org/10.1080/10901027.2397352

Kougioumtzis, K., & Patriksson, G. (2009). School-based teacher collaboration in Sweden and Greece: Formal cooperation, deprivatized practices and personalized interaction in primary and lower secondary schools. *Teachers and Teaching, 15*(1), 131–154. https://doi.org/10.1080/13540600802661352

Liu, D., & Du, R. (2024). Psychological capital, mindfulness, and teacher burnout: Insights from Chinese EFL educators through structural equation modeling. *Frontiers in Psychology, 15*, 1351912. https://doi.org/10.3389/fpsyg.2024.1351912

Luthans, F., Avolio, B. J., Avey, J. B., & Norman, S. M. (2007). Positive psychological capital: Measurement and relationship with performance and satisfaction. *Personnel Psychology, 60*(3), 541–572. https://doi.org/10.1111/j.1744-6570.2007.00083.x

McTigue, E. M., Gourvennec, A. F., Solheim, O. J., & Jensen, M. T. (2023). Co-teaching implementation: How do school leaders support teachers? Education Sciences, *13*(12), 1197. https://doi.org/10.3390/educsci13121197

Mendoza, M., & Heymann, J. (2024). Implementation of inclusive education: A systematic review of studies of inclusive education interventions in low- and lower-middle-income countries. *International Journal of Disability, Development and Education, 71*(3), 299–316. https://doi.org/10.1080/1034912X.2022.2095359

Moreno-Medrano, L. M. (2024). Schools as learning communities: Critical interculturality and inclusion in action. In S. Romero-Contreras, I. Garcìa-Cedillo, & L. M. Moreno-Medrano (Eds.), *Intercultural and inclusive education in Latin America* (*International perspectives on inclusive education, Vol. 24,* pp. 215–226). Emerald Publishing Limited. https://doi.org/10.1108/S1479-363620240000024014

Okoye-Johnson, O. (2011). Does multicultural education improve students' racial attitudes? Implications for closing the achievement gap. *Journal of Black Studies*, *42*(8), 1252–1274. https://doi.org/10.1177/0021934711408901

OpenAI. (2024). *ChatGPT* (April 2024 version) [Large language model]. https://chat.openai.com/

Oswal, N., Al-Kilani, M. H., Faisal, R., & Fteiha, M. (2025). A systematic review of inclusive education strategies for students of determination in higher education institutions: Current challenges and future directions. Education Sciences, 15(5), 518. https://doi.org/10.3390/educsci15050518

Peungcharoenkun, T., & Waluyo, B. (2024). Understanding migrant school-aged children's education in public schools Thailand: Teachers' perspectives and classroom narratives. *SAGE Open, 14*(2). https://doi.org/10.1177/21582440241245379

Phusavat, K., Kanchana, R., Kusumastuti, A., Lesjak, D., & Majava, J. (2025). Impacts of external constructive feedback on the learning environment: A longitudinal study at urban schools in Bangkok, Thailand. *The Urban Review, 57*, 474–492. https://doi.org/10.1007/s11256-025-00729-9

Riedel, A. S., Beatson, A. T., & Gottlieb, U. (2023). Inclusivity and diversity: A systematic review of strategies employed in the higher education marketing discipline. *Journal of Marketing Education, 45*(2), 123–140. https://doi.org/10.1177/02734753231159010

Rovinelli, R. J., & Hambleton, R. K. (1977). On the use of content specialists in the assessment of criterion-referenced test item validity. *Dutch Journal of Educational Research, 2*, 49-60.

Sato, M. (2019). Spread and progress of school as learning community in Asia. In A. Tsukui & M. Murase (Eds.), *Lesson study and schools as learning communities* (pp. 3-13). Routledge. https://doi.org/10.4324/9781315690322-1

Schachner, M. K., Schwarzenthal, M., Moffitt, U., Civitillo, S., & Juang, L. (2021). Capturing a nuanced picture of classroom cultural diversity climate: Multigroup and multilevel analyses among secondary school students in Germany. *Contemporary Educational Psychology, 65*, 101971. https://doi.org/10.1016/j.cedpsych.2021.101971

Semião, D., Mogarro, M. J., Pinto, F. B., Martins, M. J. D., Santos, N., Sousa, O., Marchão, A., Freire, I. P., Lord, L., & Tinoca, L. (2023). Teachers' perspectives on students' cultural diversity: A systematic literature review. *Education Sciences, 13*(12), 1215. https://doi.org/10.3390/educsci13121215

Shi, Y. R., & Sin, K. F. K. (2024). Exploring the effects of web-based psychological capitals training on teachers' PsyCap development, emotional stability, and support: Evidence from Chinese inclusive education. *PLoS One, 19*(9), e0306453. https://doi.org/10.1371/journal.pone.0306453

Srisawad, P., & Ounvichit, T. (2016). Innovating a constructivist learning model to instill cultural diversity respect into youths in a Thai tourism community. *Kasetsart Journal of Social Sciences, 37*(2), 88–92. https://doi.org/10.1016/j.kjss.2015.06.001

Suavansri, P., Pichayayothin, N., Espinosa, P. R., Areekit, P., Nilchantuk, C., Jones, T. S., French, J. J., Mam, E., Moore, J. B., & Heaney, C. A. (2022). Well-being in Thailand: A culturally driven grounded inquiry exploration of a complex construct. *Applied Research Quality Life, 17*, 3327–3347. https://doi.org/10.1007/s11482-022-10067-7

Thi Ha, K., & Rodrigo, R. (2024). Resilient teaching in the northeast of Thailand—Emotional dynamics and performance in private education. *Humanities, Arts and Social Sciences Studies*, *24*(3), 726–740. https://doi.org/10.69598/hasss.24.3.271955

Tobin, B., Farren, M., & Crotty, Y. (2024). Impacting teaching and learning through collaborative reflective practice. *Educational Action Research*, 1–21. https://doi.org/10.1080/09650792.2024.2394933

United Nations Network on Migration in Thailand. (2024). *Thailand Migration Report 2024*. United Nations Network on Migration in Thailand.

Veepion, S., Sauphayana, S., & Ployduangrat, J. (2025). Transforming Thai university demonstration schools into learning communities: A user experience and design-based research approach. *Journal of Ecohumanism, 4*(1), 4038–4048. https://doi.org/10.62754/joe.v4i1.6277

Wong, J. L. N. (2025). Teachers' perceptions of what knowledge they need to foster their multicultural competence: what are the implications for in-service teacher education programmes? *Teachers and Teaching*. https://doi.org/10.1080/13540602.2025.2466546

Zhang, J., Li, Y., Zeng, Y., & Lu, J. (2024). Exploring the mediating role of teacher identity between professional learning community and teacher resilience: Evidence from Eastern China. *Humanities and Social Sciences Communications, 11*, 1290. https://doi.org/10.1057/s41599-024-03800-0

Zhao, X., & You, X. (2021). The impact of psychological capital on vocational well-being: The mediation effect of emotional labor and its invariance across ethnicities. *Current Psychology, 40*, 102–112. https://doi.org/10.1007/s12144-019-00287-w

Zhou, S., Slemp, G. R., & Vella-Brodick, D. A. (2024). Factor associated with teacher wellbeing: A meta-analysis. *Educational Psychology Review, 36*, 63. https://doi.org/10.1007/s10648-024-09886-x

Zhou, X., & Zheng, S. (2022). Psychological capital relates with teacher enjoyment: The mediating role of reappraisal. *Frontiers in Psychology*, *13*, 879312. https://doi.org/10.3389/fpsyg.2022.879312

Zubiri-Esnaola, H., Vidu, A., Rios-Gonzalez, O., & Morla-Folch, T. (2020). Inclusivity, participation and collaboration: Learning in interactive groups. *Educational Research, 62*(2), 162–180. https://doi.org/10.1080/00131881.2020.1755605

About the Contributor(s)

Narulmon Prayai, Behavioral Science Research Institute, Srinakharinwirot University, Bangkok, Thailand.
Email: narnimon@g.swu.ac.th
ORCID: https://orcid.org/0009-0008-5459-2570

Ruj Luecha, Faculty of Education, Srinakharinwirot University, Bangkok, Thailand.
Email: ruj@g.swu.ac.th
ORCID: https://orcid.org/0009-0005-3938-9572

Wissarut Suwansantisuk, Wat Makluea School, Nakhon Pathom, Thailand.
Email: s.wissarut@wmksc.ac.th
ORCID: https://orcid.org/0009-0000-2429-3715

Chanita Daeng-udom, Behavioral Science Research Institute, Srinakharinwirot University, Bangkok, Thailand.
Email: chanita.dae@g.swu.ac.th
ORCID: https://orcid.org/0009-0007-8728-3793

Appendix I.

Table 1. Key Themes and Sub-Themes from Teachers' Perspectives on Managing Culturally Diverse Classrooms

Key Themes	Sub-Themes	Illustrative Evidence
1. Challenges in Culturally Diverse Classrooms	- Socioeconomic difficulties affecting learning - Classroom conflicts due to cultural differences	Teachers noted that financial hardship and unstable home environments hinder students' progress, while cultural misunderstandings often lead to peer conflicts.
2. Teachers' Role in Fostering Inclusive Classrooms	- Adaptive teaching strategies - Importance of teacher mindset	Teachers emphasized the need to adjust lesson content to reflect diversity and adopt open-minded attitudes toward cultural differences.
3. Effective Learning Approaches for Culturally Diverse Students	- Active and interactive activities - Collaboration and peer learning	Activities such as storytelling, role-playing, and peer collaboration were seen as effective in promoting empathy and reducing bias.
4. School and Community Engagement in Cultural Inclusion	- Parental involvement - Supportive school policies	Teachers highlighted the need for parent engagement and school policies that sustain multicultural education initiatives.

Table 2. Pairwise Comparison of Students' Cultural Diversity Understanding

Cultural Diversity Understanding	Mean		Mean Difference	SE	*p*-value
	Pre-Test	Post-Test			
Gender Diversity	2.59	3.46	0.87	0.48	< .001
Sexual Orientation	2.66	3.54	0.88	0.39	< .001
Ethnicity and Religion	2.59	3.56	0.97	0.44	< .001
Social Class	2.57	3.56	0.99	0.42	< .001
Individuals with Special Needs	2.60	3.60	1.00	0.45	< .001