State and Requirements of Cultural Diversity Students in the Eastern Thailand

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Abstract

This research aimed to study the state and requirement of Thai and cultural diversity students near the boundary, eastern part of Thailand. The instruments were the questionnaires for 313 students, 217 Thai students and 96 cultural diversity students grade in 4 to 6 in the elementary school. The data were analyzed by frequency, percentage, mean, standard deviation and t-test. Their state was found that Thai students obtained better house. They lived on their own house where as cultural diversity students lived on rent houses. There were significant differently between Thai students and cultural diversity students on issues of requirement for consulting, requirement for more attention and requirement for forgiveness of mistaking.

Keywords: State and requirements, Thai students, Cultural diversity students, Eastern Thailand

1. Introduction

Cultural diversity students in the eastern Thailand are increasingly. Issues of diversity, cultural action and social transformation are currently being widely debated and researched [1]. This is due to migration and interracial marriages which contribute to the increase of diversity students in any country? [2]. Cultural diversity is a prominent character in Thai society due to the increasing number of students of various ethnic and racial backgrounds, coupled with the prospect of the ASEAN economic community (AEC) integration in 2015. Nevertheless, cultural diversity has always been part of many schools in the eastern Thailand, 8 provinces are mixed of Laotian, Cambodian, Burmese and Thai students living together in the schools and the classrooms. In this context, the cultural diversity students remain challenges especially for teachers and administrators in the elementary school nowadays. Therefore, the study the status and requirements of cultural diversity students will provide information to manage the program for them to stay together.

2. Objective

The objective of this research is to study the state and requirements of Thai students and cultural diversity students in the elementary school of eastern Thailand.

3. Methods

This study is a survey approach. The data collected from 313 students in grade 4, 5 and 6 in the class where cultural diversity

students learned together. It was elementary school from 8 provinces of eastern Thailand. (Rayong, Sa Kaeo, Chanthaburi, Prachin Buri, Nakhon Nayok, Chon Buri, Chachoengsao and Trat). The Samples were 217 Thai students and 96 cultural diversity students (Laotian, Cambodian and Burmese) by stratified sampling [3].

The research tool was the questionnaire on the state and the requirement. The data analysis were the frequency distribution including frequency percentage, mean, standard deviation, and the independent t-test to compare the requirement of Thai students and cultural diversity students.

4. Results and Discussion

The result of the study divided into two parts: a study on their state and a study on the requirements of Thai student and cultural diversity student. The findings were as follow.

4.1. State of Thai student and Cultural Diversity student.

Form the interview and observation; the data will be the personal background of Thai and cultural diversity students. The issues to study will include 5 topics (1) race (2) amount of sibling (3) habitat (4) characteristics of habitat and (5) manner of residents. Addition, the personal studying and racial discrimination between Thai student and Cultural diversity student included 5 Items: (1) moving the place to live and school to study (2) family meeting with similar ethnic group (3) dislike friends from different ethnicity (4) confidence to study this school in the highest level and (5) expect to study as highest as possible. Based on an answer select from them, the findings were shown in following table 1 and table 2.

Table 1: The percentage of personal back ground and habitat between Thai student and Cultural diversity student

Items	Thai student %	Cultural diversity student %
1. Race	69.3	30.7
2. Amount of sibling		
Nobody	13.4	8.3
1-2 person	75.1	71.9
More 3 person	11.5	19.8
3. Habitat		
Home	57.3	16.8
Rented house	29.8	60.0
Others habitat	5.5	18.9
Factory house	6.4	3.2
others	.9	1.1
4. Characteristics of habitat		
Temporary Rooms built- with bricks	6.1	8.2
Townhouse built with bricks	29.4	47.4
Detached house	61.2	42.3
others	3.3	2.1
5. Manner of residents.		
One room to share	47.4	55.8
Obvious separate room	52.6	44.2

Table1, show the percentage of personal faiths students (Thai and Cultural diversity) that could identify races (69.3 % and 30.7 % respectively). Regarding to the "habitat" which is difference because Thai student live in their home mostly (57.3 %) but cultural diversity student live in rented houses (60.0). Tables 2 showed the student personal.

Table2: The percentage of personal study and racial discrimination between Thai student and Cultural diversity student.

Items	Thai student %	Cultural diversity student %
1. Move schools		
Never	44.4	54.6
1-2 time	43.6	29.9
More 3 time	12.0	15.5
2. Family meeting with similar ethnic group		
Once a month	41.5	35.5
1-2 time for month	29.2	32.3
More 4 time	29.2	32.3
3. Dislike friends from different ethnicity		
No	87.6	86.5
Yes	12.4	13.5

Items	Thai student %	Cultural diversity student %
4. Confidence to study this school highest		
Sure	72.7	71.1
Not sure	27.3	28.9
5. Expectation study in the highest level		
Sure	73.3	43.8
Not sure	26.7	56.3

Table 2, reveals that half of students who live at the boundary area, move to live and study other place. There are quite difference of the expectation to study in the highest level. Percents of cultural diversity students who expect to study in the highest level are less than those of Thai students that selected "sure" (73.3% and 43.8%, respectively).

In the next part, related to the requirement of student will be revealed.

4.2 Requirements of Thai student and cultural diversity student.

Requirements were studied in three dimensions; the requirement on their parents, teachers and friends. There were 12 issues: (1) consultancy from parents (2) understanding from parents (3) more attention from teachers (4) teachers treat as fair as others (5) acceptance from friends (6) understanding from friends (7) contribution from friends (8) forgiveness for mistaking (9) acceptance into group from friends (10) unity among friends (11) acceptance the difference of ethnicity and (12) Increase relationship with friends.

Table3: mean and standard deviation of requirement between Thai student and Cultural Diversity student using t-test.

Issues	Thai student		Cultural diversity student		t
	x̄	S.D.	x̄	S.D.	
1. Consultancy from parents	4.20	.91	3.74	.95	4.088*
2. Understanding from parents	4.21	.93	4.35	3.10	-.628
3. More attention from teachers	3.58	.92	3.35	.77	2.153*
4. Teachers treat as fair as others	3.50	1.23	3.43	1.08	.485
5. Acceptance from friends	3.70	1.07	3.54	1.03	1.281
6. Understanding from friends	3.80	1.04	3.74	.99	.511
7. Contribution from friends	4.17	.94	4.04	.87	1.110
8. Forgiveness for mistaking	4.16	.92	3.81	.96	3.092*
9. Acceptance into group	3.93	3.59	4.07	4.10	-.307
10. Unity among from friends	4.67	.61	4.56	.74	1.406
11. Acceptance the different ethnicity	3.65	1.09	3.70	1.03	-.427
12. Increase relationship with friends	3.81	3.15	3.81	3.15	-.014

*P>0. 05

Table 3 it was found that the requirement of Thai students were in high level ($\bar{x}$ = 3.50 to 4.67 for Thai students). Almost of the requirement of cultural diversity student were in high level, expect for issue of "more attention from teachers" and "teachers treat as fair as others", their requirement were in average level. There was a statistically significant difference at $P<0.05$ on consultancy from parents, more attention from teachers and forgiveness for mistaking from friends.

5. Conclusion

It was undoubtedly that increasingly diverse student was challenges for teachers. Hook [4] mentioned that teachers

and students had to be prepared in order to meet the challenges of school diversity.

Understanding the individual needs of today's learners and developing instructional methods to meet those needs are required to ensure both quality and progress [5]. Because each child will feel their dignity. They also demand the people to respect one another, ethnic and cultural group [6]. So educators must find out what is lacking in the system in order to meet the demand of these students" [7].

All of these challenges are significant Duncan-Andrade and Morrell [8] suggest that "nothing promotes border crossing or tolerance more than helping students arrive at an implicit understanding of what they have in common with those they have been taught to perceive as different". Perceptions of diversity are useful to providing a foundation for shared citizenship in a democratic society [9].

6. ACKNOWLEDGEMENTS

7. References

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