

Immigrant Dropout Experience of Schooling

*The relationship of school experiences and
dropout behaviour of immigrants from
Thailand*

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Abstract

The study is aimed to explore the experiences of schooling of Thai-immigrant dropout students living in Norway. The purpose is to investigate the relationship between acculturation and adaptation in school and identify the reasons why they decided to drop out. To explore the relationship, the study examines the Thai-immigrant dropout students experience acculturation and adaptation in Norwegian school setting. And from those experiences what could be the reason for the decision to drop out.

To investigate the topic, the study used a qualitative approach and conducted in phenomenological research design. The data were collected with the semi-structured interview seeking for the informants' perception of experiences in school. Four dropout Thai immigrants students, three males and one female participated in this study

In the informants' experience, an environment in Norwegian school setting is not supported integration. According to the attitude of the majority resident, the people in the society prefer separation or assimilation. Furthermore, the study found that two of the informants decide to drop out based on the acculturation and adaptation experience. Whereas, two other informants dropout due to the financial concerns.

Acknowledgment

I would like to thank my family for their support and prayers during this journey and for allowing me to realize my potential. Their emotional and physical support has contributed to making this thesis a success. I dedicate this thesis to their unconditional love.

I am thankful to all my friends and classmates SNE 2016-2018 with amazing friendship and support.

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Table of Contents

IMMIGRANT DROPOUT EXPERIENCE OF SCHOOLING	III
ABSTRACT	V
ACKNOWLEDGMENT	VII
1 INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY	1
1.2 RESEARCH QUESTION.....	2
1.3 BACKGROUND INFORMATION.....	3
1.3.1 <i>National Policy and Framework</i>	3
1.3.2 <i>Thai</i>	4
1.4 METHOD.....	5
1.5 THE STRUCTURE OF THIS STUDY	5
2 LITERATURE REVIEW AND THEORETICAL FRAMEWORK	7
2.1 INTRODUCTION.....	7
2.1.1 <i>Defining key words</i>	7
2.2 THE LITERATURE REVIEW	8
2.2.1 <i>Immigrant experience of acculturation</i>	8
2.2.2 <i>Minority students' perception of schooling and teacher quality to support their in Norway</i>	9
2.3 THEORETICAL OVERVIEW	10
2.3.1 <i>Cross-culture transition and adaptation</i>	10
2.3.2 <i>Theoretical model of dropout behaviour</i>	16
3 METHODOLOGY	19
3.1 RESEARCH DESIGN AND METHODS.....	19
3.2 SAMPLING	20
3.2.1 <i>Selection of informants</i>	20
3.2.2 <i>General background of the informants</i>	20
3.3 TOOL FOR DATA COLLECTION.....	21
3.3.1 <i>Semi - structured Interview</i>	21
3.3.2 <i>Pilot study</i>	22
3.4 DATA COLLECTION.....	23
3.4.1 <i>How the interviews were conducted</i>	23
3.4.2 <i>Recording data</i>	23
3.5 DATA ANALYSIS	23
3.6 VALIDITY AND RELIABILITY	25
3.7 ETHICAL ISSUES	26
3.7.1 <i>Informants consent</i>	27
4 PRESENTATION OF FINDINGS	28
4.1 THE INTEGRATION SUPPORT TO NORWEGIAN EDUCATION	28
4.2 RELATIONSHIP WITH FRIENDS	33
4.3 RELATIONSHIP WITH TEACHERS.....	36

4.4	DIFFERENT EXPERIENCES IN SCHOOL	38
4.5	EXPERIENCE ON SOCIAL INCLUSION	43
4.6	FAMILY.....	46
5	DISCUSSION AND CONCLUSION.....	49
5.1	DISCUSSION	49
5.1.1	<i>Integration support</i>	49
5.1.2	<i>Relationship</i>	51
5.1.3	<i>Teacher relationship</i>	53
5.1.4	<i>Experience in social inclusion</i>	55
5.1.5	<i>Different experience in school</i>	56
5.1.6	<i>Family</i>	57
5.2	THE DIFFERENT CAUSES OF DROPPING OUT	58
5.3	DISCUSSION FROM THE RESEARCH QUESTION	60
5.3.1	<i>How was the academic help and support students received before entering the school system?</i>	60
5.3.2	<i>- How do the immigrants experience the process of acculturation?</i>	61
5.3.3	<i>How was the process of dropping out?</i>	64
5.4	TO PREVENT DROPPING OUT	65
5.5	LIMITATION OF THE STUDY.....	65
	BIBLIOGRAPHY	67
	APPENDIX.....	70

1 Introduction

1.1 Background of the study

In the past several decades, there has been immigrations flow from all over the world across the European Union and Scandinavia, and because of strong economic performance, Norway has become one of the destination for immigration. In the year 2017, there were more than 700,000 immigrants in Norway, which was more than 15 percent of Norwegian population. Furthermore, according to Norwegian Statics Central Bureau more than 10 percent of immigrants were aged between 0-20. With, between 8 to10 percent of the students in Norwegian schools having an immigrant background. This immigration flow has created a diverse culture in the education setting in Norway (Modig, 2017).

The immigrants' education experience has come to my interest because of my background and working experience in teaching Thai- language and culture to immigrant students. The immigrant and minority students experience many changes relating to culture transition and adaptation to new culture. Hence, there are numbers of studies explaining the process of how individuals perceive and experience the culture transitional or in other words cross-culture transition and adaptation to new culture; one of the well-known theories is the acculturation theory (Berry, 1974, 1992, 1997). The acculturation theory, explains the process of individual interact with new culture and result in four stages as fourfold model; Integration, Separation, Assimilation and Marginalization (Berry, 1974; Berry, Kim, Power, Young, & Bujaki, 1989). Furthermore, the acculturation theory describes the variables that effect psychological adaptation and sociocultural adaptation in the process of interacting with the new culture, and the psychological and sociocultural adaptation of immigrants impacts the learning environment and learning process. The effective learning environment of students, Frederickson and Cline (2015) suggested that the learning environment involves four areas, physical setting in classroom, sense of belonging, structure and expectation, and lastly language and communication in school. So, understanding of culture and experience of acculturation could benefit the learning process of immigrant students.

Furthermore, in my experience of teaching, I have had opportunities to see the different challenges for children in adapting to academic and social aspects in the process of interacting with new culture. Some difficulties and challenges that immigrants have to face and could

lead to the dropout behaviour. Also according to reviews of immigrant education in Norway by organization for economic cooperation and development (OECD) in June 2009, the educational achievement of first-generation immigrants is significantly lower than the Native group as cited in Bratsberg, Raaum, and Røed (2012). In addition, the statistical data from 2006 of vocational school achievement, confirmed the barrier in schooling outcome, as only 47% of immigrants finished five years program of vocational schooling. Alongside with Bakken and Hyggen (2018) who reports on school satisfaction, educational drive and school performance among youth with an immigrant background in upper secondary school in Norway. The report stated that the school outcome of Thai- immigrants school showed the lowest performance among the immigrants' groups (Bakken & Hyggen, 2018). With this in mind and being Thai, I can see the problem and want to improve the learning environment and hope to prevent the dropout behaviour of Thai immigrants. So this study aims to investigate the experience of the immigrants who have dropped out and to explore the experience of acculturation in relation to dropout.

The finding of relationship between cross culture experience and dropout behaviour may help to prevent the behaviour of dropping out. To prevent the dropping out it is important to understand the process of dropping out. Tinto (1975) stated that there are four mains aspects that affect the decision to drop out, family, expectation and commitment, social integration and academic integration. Above all, it is drawn to my attention to explore the school experience of Thai immigrant students Norway. And to find out how they experience the acculturation process and is there any help and support in adapting to new culture, and finally what could be the reason for their decision to drop out.

1.2 Research question

The study aims to investigate the experience of Thai immigrants dropouts from education in Norway. The study explores the perception from the experience of informants in six different aspects, namely: the integration support before entering Norwegian education, relationship with friends, relationship with teachers, different experience in school, experience on social inclusion and family. Moreover, the study will look at what aspects in the immigrants' experience influence is in the decision to drop out.

Main Question: How was School Experiences of dropout immigrant?

1. How was the academic help and support students received before entering school system?
2. How do the immigrants experience the process of acculturation?
3. How was the process of dropout immigrant?

1.3 Background information

1.3.1 National Policy and Framework

For migrants, from the birth's country to the new country the individual will face unfamiliarity like language and cultural norm. In helping individuals to adjust to the different society and languages, the program of integration is necessary. Integration in the aspect of sociology is the approach to help individuals adjusting to the society. Integration for the immigrant is the process to improve the sense of belonging for immigrant, in providing the help and support to improve the well-being and involve of immigrants to participate in society (Brochmann & Kjeldstadli, 2008). Norwegian policy offers the support and training program to help immigrants in acquiring various skills, in order to adapt to the Norwegian society. According to the introduction Act of 11 March 2005 No. 13 Chapter 4 section 17, Foreigner age between 16 and 55 years who have been granted the resident permit. for the resident permit, are obligated to participate in Norwegian language training and social studies for a total of 300 hours.

“Utlending mellom 16 og 67 år med tillatelse som nevnt i første punktum som danner grunnlag for permanent oppholdstillatelse, har plikt til deltakelse i opplæring i norsk og samfunnskunnskap i til sammen 300 timer” (Act, 11 March 2005 No. 13 chapter 4 section 17)

The courses in Norwegian and social knowledge for adult immigrants is aimed to improve the well-being of immigrants, by introducing the basic cultural and languages regardless of any background education. Furthermore, immigrants that arrive in Norway and wish to continue the study in Norway are supported by education Act (17 July 1998 no 61). According to Norwegian Education Act. Section 3-12.

“For pupils who have recently arrived, the county authority may organise special educational facilities in separate groups, classes or schools. If some or all of the education is to take place in such a group, class or school, this must be stipulated in the decision to provide adapted language education. A decision for such education in specially organised facilities may only be made if it is considered in the pupil’s best interest. Education in a specially organised facility may last for up to two years. A decision may only be made for one year at a time. The decision may for this period deviate from the curriculum for the pupil in question to the extent it is necessary in order to provide for the needs of the pupil. Decisions pursuant to this section require the consent of the pupil or his/her parents or guardians” (Act, 17 July 1998 no 61 Section 2-8, 3-12).

Therefore, in both Acts. The municipality (Kommune) has responsibilities to provide meaningful education due to linguistic and cultural diversity for all pupil regardless of nationalities and abilities.

The terms related to integration support.

Municipality - Kommune

Forberedende kurs for minoritetspråklige - The Combination and Introduction Program

Kurs i norsk og samfunnskunnskap for voksne innvandrere - Courses in Norwegian and social knowledge for adult immigrants

Grunnskoleopplæring for voksne - Special class for adults

1.3.2 Thai

Furthermore, Hofstede (1991) stated that culture is “software of mind” in this sense referring to how culture affects the way that individual interact and react to environment situation and change. In addition as cite in Hofstede (1991) in psychological development believe that mostly culture is learned before the age of 10, and then those basic culture values will remain unconsciously and influence the reaction of an individual within a given environment and circumstance. With regards to Thai immigrant students in Norway, to understand why Thai-immigrant respond to situation and attitude a certain way, there needs to be understanding

about the background culture. So, in this section will provide an overview of what is Thai culture.

Thai culture and practice in Thai society are based on Buddhism. Furthermore, Mulder (2000) stated that Thai assembly of life and society are behind the smile. As Thai people value persuasive interaction as well as avoiding conflict and seek to compromise the situation (Mulder, 2000). Thai give value to thoughtfulness for others, the effect in practice, is to please and shows appreciation to others in giving back especially to elders following the concept of Kwam Kreng Chai. In this case, In Thailand, the teacher is symbolized as the gift of knowledge and moral goodness as well as believing that teachers are the symbol of wisdom (Mulder, 2000). Teachers are viewed as being self-sacrificial to educate the students, so in response students are expected to be polite, behave appropriately and pay respect to the teacher. With this in mind, the practice in school results in students to be more passive and more likely to lie about the feedback if the truth makes the situation uncomfortable.

1.4 Method

To find the relationships of acculturation experience and dropout behaviour, the study was conducted in a Phenomenological study in Qualitative research. As the study seeks to get the answer from the interview from the informant who have experienced the situation in the research topic. So to conduct the study in qualitative design by using semi-structured interview could provide the data of informant as they share their story or life event by empowering the collaboration between informant and researcher. The characteristic of Qualitative approach is the framework of investigating individual or group or human problem, based on natural setting the process involving collecting of data and interpretation of the complex situation Creswell (2013). This approach requires a lot of time from gaining access to data collection, as well as to analyzing the data. Taylor, Bogdan, and DeVault (2015) have also stated the characteristic of qualitative research as a flexible method. And the phenomenological study is the method of describing life-history experiences of each individual regardless of theory and attitude.

1.5 The structure of this study

The structure of this thesis is separated in to 5 chapters.

Chapter one – chapter one is this chapter, which describes the purpose about purpose of this study and the background of the study on why this problem is significant to study.

Chapter two –Literature review and Theoretical framework, chapter two presents the earlier research on experience of acculturation and minority students' perception of schooling. Moreover, this chapter presents the Theoretical perspective of acculturation and behaviour of dropout.

Chapter three – Methodology, This chapter describes the procedure and how the study was conducted. At the same time, discussing about qualitative methods that selected, sampling techniques, data collection and analysis. The chapter also considers and discusses on the ethical considerations, and validity of this study.

Chapter four – Presentation of findings, this chapter presents the findings from the data. The data presentations were categorized by using the theatrical and Interpretative Phenomenological analysis.

Chapter five- the discussion and conclusion, in this chapter, the data is discussed based on the theoretical framework and informant's contextual. The research questions are addressed to find the relationship of the immigrant experiences that influence the decision to drop out as well as how this might be prevented.

2 Literature Review and Theoretical Framework

2.1 Introduction

The purpose of this study is to explore the relationship of school experiences and dropout behaviour of immigrants from Thailand. Before investigating the relationship of school experience and drop out behaviour, it is necessary to understand the process of how immigrants enter the new culture through acculturation process. This chapter aims to justify the main concepts and terms that are used in the study. The beginning of this chapter presents definitions of key words that are presented in the study. This followed by a review of the literatures in the area of the immigrant experience of acculturation and minority's perception of schooling. Finally, the last section presents a theoretical overview, firstly on the cross-cultural and cultural transitional aspects, involving the process of acculturation, the variable in the process, psychological acculturation, and finally the theory of dropout behaviour.

2.1.1 Defining key words

Migrants or Immigrant

An immigrant or migrant (Brochmann & Kjeldstadli, 2008) is an individual that has moved from their country of origin to reside in another country. Immigrants move from an origin culture and society to another existing culture and society. Brochmann and Kjeldstadli (2008) also stated that there are many categories of immigrant. They are categorized by why they have migrated, for reasons such as education, training, labor, family and protection.

Definitions of migrant background (Portes, 1996)

Non-migrant – Individual born in the country of survey, with at least one parent born within the country of survey.

Second-generation migrants – Those who were born in the country of survey but both parents were born in another country.

First-generation migrants – Those who were born in another country and became immigrants at the age of 15 or above, and their parents. (Some have defined those who arrive under the age of 15 as generation 1.5.)

Integration

According to Brochmann and Kjeldstadli (2008), individuals belong to some kind of ethnic group and the process by which this group integrates is called integration. Immigrant integration is a type of social adjustment that targets to involve all ethnic groups to participate in a society. Integration in the sociological aspect is the process of individual humans bond with society. This bonding refers to everyone in the setting actively participating and interacting with the society structure, environment and peers.

2.2 The literature review

2.2.1 Immigrant experience of acculturation

The process of acculturation is the process of a person from one cultural group having direct interaction with another cultural group. From this process, there are many changes that affect the individual's life both in psychological and sociological aspects. Berry and Sabatier (2010) study compares the second-generation immigrants from two different contexts; to see the relationship of attitude from larger society, individual acculturation and adaptation process. The first group is from a diverse culture setting, Montreal (Canada) and the second group is from Paris (France) where the policy is toward assimilationism or in other words toward one majority ethnic group.

The study was conducted on young immigrants who had experienced acculturation, discrimination, and adaptation in two different settings. The study found that, in Paris, the highest discrimination occurred in the integration and separation stage, whereas the lowest discrimination was found in assimilation and marginalization. Which showed that, when immigrants maintain their original culture they are more likely to be stigmatized by majority ethnic group, while prejudice is less likely to happen to those who unlearn origin culture and learn new culture. In contrast, in Montreal, the highest discrimination occurred in separation, but the lowest in integration. The finding of this study was related to the national policy of

both countries. Furthermore, the number of young immigrants who classified themselves in process of acculturation was different. With the percentage self-classifying as integration lower in Paris than in Montreal; 29.4% and 27.1%, Whereas, assimilation was a higher percentage in Paris than in Montreal; 26.8% and 20.1%. In addition, the study did not agree with the concept of Branscombe, Schmitt, and Harvey (1999), that discrimination from the larger society reinforces the relationship of origin ethnic group. Lastly, the study found that discrimination had no significant impact on the acculturation process (Berry & Sabatier, 2010).

2.2.2 Minority students' perception of schooling and teacher quality to support their in Norway

The study of minority students' perception of schooling and teacher quality in Norway by Alhassan and Bawa (2012), was conducted in Oslo and Follo. The research was to explore three main areas of students' perception and teachers' perception. First, was to investigate the support that teachers offer to the immigrant students. The second was examining how students who dropped out perceive teacher help and support. Lastly, the high school finisher minorities' perception of teacher support. The data was collected in two stages three years apart: The first stage included 97 students and 50 teachers; and the second stage included 32 students including 11 high school finishers. The study used two sets of questionnaires, the first questionnaires was to examine the teachers' practice and support, the second question was to seek for the students' perception of this teachers' practice and support. At the end, the participants in the study were interviewed individually.

The result of Alhassan and Bawa (2012) study on students showed that in students' perception, schools were supportive and welcome immigrants. However in students' perception of teachers' practice and support, students were not satisfied and claimed that teachers were not aware of student diversity in both learning aspect and social aspect. Furthermore, in students' perception the barriers to reach the school objective were caused by three factors. The three factors were language problems, family issues, and school factors, the school factors were described as the school's support in learning. Consequently, those factors affect the minority students ability to cope and other psychosocial issues. The result from the second stage of the study showed that the immigrants who finished high school were lower than those who dropped out. The response of students who dropped out from school showed

that the reasons for dropping out were, the feeling of being excluded, languages barrier, loss of motivation, difficulties in finishing the tasks in school, choice of education program, and family issues (Alhassan & Bawa, 2012). Whereas, in teachers' perception, minorities excluded themselves because when they were confronted with challenges, they did not complain or ask for help (Alhassan & Bawa, 2012).

2.3 Theoretical overview

The purpose of this study is to explore the experience of cross-cultural transition of immigrants in relation to dropout. The first theory in this section presents the overview of cross-culture transition of immigrants in theory of acculturation.

2.3.1 Cross-culture transition and adaptation

It is important examine culture because, culture is the beliefs, norms, and patterns that created by a group of people and spread from generation to generation. Each community has different way of doing thing in different perspectives and those created culture. While, Hofstede (1991) believes that, culture is acquired before the age of ten and will remain like a software to influence the reaction of individual. Consequently, moving from one cultural group to another cultural group requires individual to adapt, and this process is known as cross-culture transition and adaption. Therefore, this part of the literature reviews aims to review the related theory of cultural transition from one culture to a new culture. There are many studies trying to explore and explain the process of cultural transition such as culture shock (Oberg, 1960), psychological stress and coping Lazarus (1966) and acculturation (Berry, 1992, 1997; Berry et al., 1989). Culture shock is the theory that explains the consequences of culture transition in the changing of culture environment, as a disease called culture shock (Oberg, 1960).

Psychological stress and coping (Lazarus, 1966) looks at the effect of culture changes that creates stress and how individuals cope. However, to understand the development of cultural transition and intercultural process in both the psychological stage and transition process, acculturation Berry (1974) is introduced. Acculturation explains the process of an individual in one ethnic group associating with another ethnic group. Acculturation was the first introduce in Schumann (1978), to understand students learning a second language with cultural distance in the target language. The model explained that culture is one of the factors

to mastering second languages, with psychological distance occurring by language shock, culture shock, motivation and ego. The focus in this study is acculturation strategies and frameworks (Berry, 1997) on an individual level. The strategies and framework explain the relationship of two cultural groups when they come into contact.

Acculturation strategy

Acculturation is the process of how an individual from one culture obtains the new culture. Acculturation is an intercultural process, where individuals perceive the new culture in the settlement setting as a plural society. The plural society is where the dominant (immigrant) and non-dominant (resident) are interacting. From those interactions, Berry (1997) introduced strategies in acculturation or a fourfold model to explain individual reactions in maintaining their ethnic identity and obtaining the new culture.

Berry (1992) introduces four stages of dominant or immigrant response in adapting to a new culture *Assimilation, Integration, separation, and marginalization*. *Assimilation* is when an individual leaves his or her own culture's values and adapts to the new culture. *Integration* is the individual adopting some of the new culture's values while maintaining some of their own culture's values. *Separation* is the individuals avoiding contact with the new culture but maintaining their own culture. And *Marginalization* is when the individual avoids both the new culture and original culture. Each individual may acculturate differently according to his or her characteristics and context.

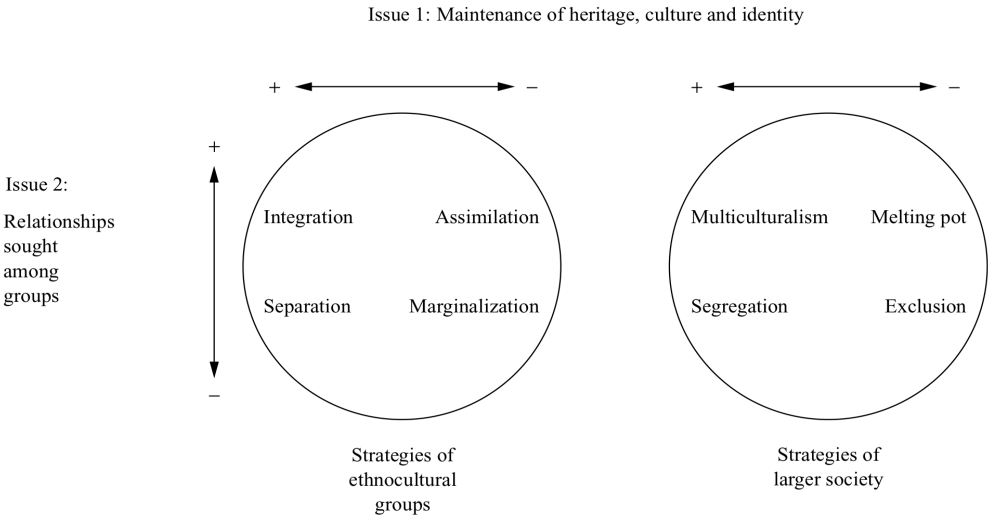


Figure 2.3.1 Acculturation strategies in ethnocultural groups and the larger society Berry (2005, p. 705)

When individuals are confronted with the larger society, the societal attitudes affect all four stages of acculturation. Figure 2.3.1 shows the relationship between how attitude affects the process of individuals obtaining a new culture.

In the larger society, the attitude from majority group in the society affects the acculturation of immigrant in all 4 stages. Those effects are *Multiculturalism*, *Melting pot*, *Segregation*, and *Exclusion*. *Multiculturalism* is when society accepts the diversity of culture and all ethnic groups participate in society. Second is *Melting pot*, which is when the people in society pressure the minority to leave their culture and adopt the settlement's culture. Third is *Segregation*, which when the majority group in society separate minority from the larger society. Fourth is *Exclusion*, which is when minority leaves their own culture and adjust to the new culture, but this results in not belonging to either ethnic group. The acculturation theory describes and explains the process of individuals obtaining a new culture. The next section explains the effect of entering the acculturation process.

Psychological acculturation

Acculturation theory not only explains the process of adapting to the new environment and culture, it also helps explain the challenges of being intercultural. Berry (1997), explains the psychological stages of cross-cultural interaction, when an individual has been confronted with more than one cultural group, and the resulting social structure changes. This changing structure is affects the identity of individual in many areas such as the change of food, dress, language and values. The process of acculturation changes behaviour in both group level and individual level. Nevertheless, the changes that occur at group level and likely to affect the individual level.

The change that happens at group level in the acculturation process occurs in six aspects. The first is the physical aspect, which means the change in housing, pollution, geography, and environment. Second is biological, such as the changing of food. The third is the change in political terms, which refers to the control or the limited rights of being the population of the setting. Fourth is economic, which means the change of employment form and shifting economic status. Fifth is cultural changes, which is the change of all environments including linguistics, religious setting, education and traditions. Sixth is the social change, or the change of social interaction and relationships of group and individual (Berry, 1992)

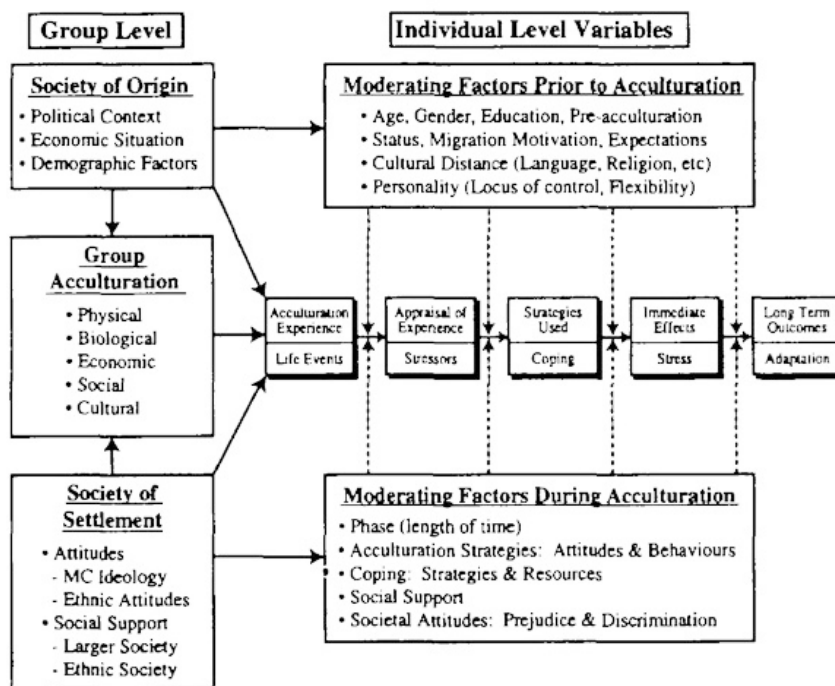


Figure 2.3.2 The framework of acculturation (Berry, 1997, p. 15)

Social interaction and change of cultures affects individuals in many ways. This section will describe one of the effects from acculturation in psychological aspect. The first stage in psychological acculturation is the life-changing event or the stage that the dominant experience the big change or challenge in life as they move to the new culture. Later on, the immigrant tries to give or find a meaning of this life changing event, which results in behaviour shift. Behaviour shift happens according to how an individual obtains a new culture, for example in assimilation an individual unlearns his or her own culture and learns the next culture. Therefore, behaviour shift is the change in behaviour to unlearn origins' culture or learn new culture and practice as apart of acculturation process. On the other hand, the behaviour shift in both the individual level and group level could cause stress in acculturation. The stress in the group level could be caused by culture challenges and discrimination. Whereas, anxiety and depression often cause stress that happens on an individual level. The conflict or stress that occurs in the behaviour shift is called the stressor. The stressor creates psychological stress or in another word acculturative stress (Berry, Phinney, Sam, & Vedder, 2006). However, Berry (1992) stated that the psychological problems mostly occur in the early stage of acculturation. And the reaction to the stress is and individual ability. The ability to reduce the acculturative stress is known as coping.

Coping is the process and strategies that an individual uses to reduce or overcome psychological stress. Coping in the ideal of (Berry, 1992) is parallel to the work of Lazarus (1966) and Folkman (1984). In terms of psychological stress and coping, Lazarus (1966) stated that there are two types of coping, the emotional-focused coping and the problem-focused coping. Emotional-focus coping is an approach to control the emotions related to the problem, for example, the individual being positive in a negative situation. Problem-focused coping is an approach where the individual tries to solve the problem or change the result. While in Berry (1992) the response or reaction to acculturative stress is called adjustment. The adjustment or long-term adjustment is the reaction after experiencing acculturative stress. The acculturative happens, and individual react in three patterns, adjustment, reaction, and withdrawal. Adjustment is where the individual compromises to decrease the conflict by changing their behaviour to fit the new environment. The reaction is where the individual tries to change the environment to fit their behaviour. Withdrawal is when the individual changes by taking themselves out of the environment. The result of behaviour shift and coping will either improve the well-being of immigrants or create a permanent problem.

Adaptation happens in two aspects, psychological aspect and social aspect. The individual adaptation not only changes the behaviour to fit the majority culture but also changes the thought to improve emotional well-being. This adaptation is known as the Psychological and Sociocultural adaptation (Searle & Ward, 1990). The Psychological and Sociocultural adaptation is the adjustment that an immigrant needs to overcome. It is separated into two aspects; first, psychological adaptation, second, sociocultural adaptation. Psychological adaptation is the ability to cope with the new environment and overcome the loneliness, depression or stress. Sociocultural adaptation is the ability to interact and live in the new cultural setting.

Acculturation attitude

This section will present the other variables that affect the attitude of acculturation process. There are many factors that immigrant and minority experience that affects their ability to adapt to the new culture. From changing the social and cultural, Phinney, Berry, Vedder, and Liebkind (2006) presents the seven factors related to the process of acculturation; acculturation attitude, cultural identity, language proficiency, peer social contacts, family, discrimination, and visibilities differences. First, acculturation attitude (Berry, 1974), the

degree of leaving or maintaining origin culture is caused by the national policy or individuals in the target society. This means that the policy or social norm affects the attitude to acculturation. For example, in Paris, the policy is toward assimilation, so immigrants that enter the country prefer to unlearn their own ethnic culture and learn majority's culture.

Second, Cultural identities (Phinney, 1990) refers to the perception of belonging in both national identity and the background identities. The identities in this aspect mean that how the minority sees themselves effected the acculturated process. In other word self-label (Portes & Rumbaut, 2001), there are four types of labels or stereotype that youth immigrants label themselves; *hyphenated label*, *the mix of origin national*, *a pan-ethnic label* and *national label*. The labels refer to how much the immigrant feel accepted and the relationship between individual immigrants ethnic group. Furthermore, Phinney, Cantu, and Kurtz (1997) state that the strong perception of identities increases the self-esteem of adolescents. The cultural identities can be measured by the MEIM Multigroup Ethnic Identity measure (Phinney, 1992). The measurement use a scale to answer questions such as if I join the social event of ethnic group, I feel belong in the ethnic group.

The third is language, in this aspect of acculturation, it is referring to both the native language and the language of the resident country. Language is primarily about communication. However, languages are not only used for communication, according to Birman and Trickett (2001) language can identify the identity individually. The language proficiency affects the attitude of how an immigrant wants to acculturate. This aspect has a different impact on first and second-generation immigrants, for example a second-generation immigrant could have lost the language of origin so they become closer to the resident cultural than their origin ethnic group. While the first generation has fully developed the mother language are therefore more involved in the origin identity than the resident cultural.

Fourth is peer social contact, Berry et al. (1989) stated that the social interaction is important process of acculturation. The group or society that individual interacts with will influence individuals' identities. For example, in the process of integration, the interaction and circle of their network for the individual will likely expand across between settlement culture, and origin culture. Nevertheless, in young immigrants, the interaction is sometimes limited by their family. In this situation it could mean the choices that their family has made for them. Such as the location of their home, can limit the interaction across the ethnic group in the neighbourhood.

Fifth is family relationship value, and this refers to the cultural practice within the family. Georgas, Berry, Shaw, Christakopoulou, and Mylonas (1996) state that family value is an important aspect in the acculturation of young immigrants. For example in some ethnic group, the younger sibling needs to obey and respect the older sibling. Or in some countries there are extended families whilst in other there are nuclear families. So immigrant attitude to the structure of the family influences the acculturation process, such as it is essential to follow of believe what their family believes.

Sixth is perceived discrimination, this is the perception of the attitude from the population in the resident society. Berry (1997) stated that how society sees the minority affect the behaviour and the acculturation of immigrants. As the negative attitude or discrimination from the resident group is the effect the long-term adaptation of the immigrants. Branscombe et al. (1999) added that the perception of society's attitude has the reciprocal impact on the relationship with immigrant acculturation. In other words, if the immigrant experienced the critical attitude from non-dominant group immigrant is likely to develop the stronger relationship within their ethnic group as cited Phinney et al. (2006).

Seventh is cultural religious and visibilities different, this is the last aspect that affects the process of acculturation as cited in Berry et al. (2006). The visibilities different is the gap between the minorities culture group and the resident culture group. This gap is affected by self-belonging of the minority in communities. The distance between two different cultures could create a wider gap in intercultural relations. The difference was categorized in 3 level, high visibilities (from Asian-EU), medium visibilities (within EU), and low visibilities (Nordic). For example, being Thai immigrant in Norway is high visibility, while some low visibility may not be considered an immigrant such as Swedish in Norway.

2.3.2 Theoretical model of dropout behaviour

The longitudinal model of dropout is presented by the Tinto (1975). The model explains the "longitudinal process" of dropout behaviour of students in higher education. However, this model can be applied to the drop out behaviour of immigrant. The model explains the variables that influence the decision to drop out. Tinto (1975) believes that individual students attends the school with different intention, expectations and motivations. And those intentions and goal were influenced by family background.

Additionally, because of individual differences, the commitment and expectation of education are varied. Moreover, while personal background and family background affect their intention and commitment. The educational background is one of the reasons that motivate the student to pursue further education. In changing the education setting, individual students need to adapt to both society aspect and educational aspect. In the model of dropout behaviour Tinto (1975), stated that integration to the education and education setting is the most important process. As the abilities to adapt and adjust to education in society affect the decision to drop out of students in higher education. The intention and goal directly influences in the decision to drop out.

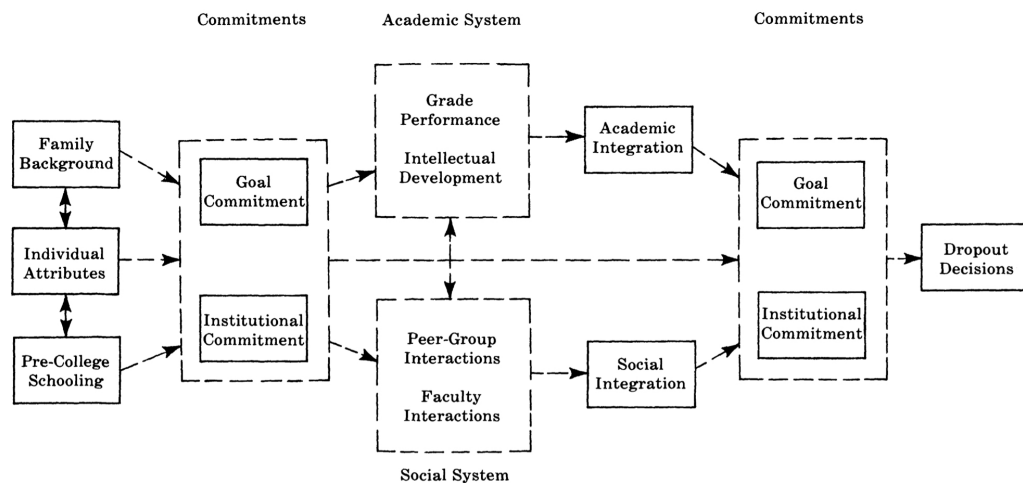


Figure 2.3.1 the concept schema for drop out college Tinto (1975, p. 95)

From Figure 2.1, the first aspects that influence the decision to drop out are family and family background. Tinto (1975), the study found that the family has a great impact on students in various aspects. Family not only supports students in education but also predict the educational achievement of the student. In support, family understanding and support play a significant role in encouraging and creating commitment and expectation for student's education. On the other hand, the students who achieve higher education are likely to come from an educated-family. So this means that the family's education can predict the achievement of students.

Next is education background, the experience in the past can either motivate or demotivate further education. According to Dyer (1968) the relationship and perception of previous academic staff influence the level of commitment and motivation. Nevertheless, the

background relationship is not the only aspect that influences the decision to drop out. But also the previous education outcome can set the goal and expectation of individual student as cite in Tinto (1975).

Therefore, the abilities to integrate and adapt to both academic and social aspect is a important process (Tinto, 1975). The academic integration is linked to the development of intellectual and educational outcomes. In another word, development in the academic area. The social integration is the abilities to adapt to society and creates the sense of belonging.

As cited in Tinto (1975), students that fully adapted to society but struggles in academic areas are often forced to drop out, while students with good academic integration but struggle to socially integrate are mostly voluntary dropout or move to another school. Students that struggle in one aspect are likely to come back to school, but the student with low integration in both aspects are likely to permanently dropout.

However, because students are individual and different from one another. There are many more external variables that could impact the decision to drop out. Besides the family background, education background and integration, there are many external aspects that can influence the decision to drop out. In the study (Tinto, 1975) added that in some cases the integration to university's community or academic is not the reason for dropout. The data found in Tinto (1975) study on the higher student, that the reason was from external aspect such as a change of goal. Because university or college is a long process and time consuming some students might find another goal that could benefit them more than staying in the school. Just as economic status could affect the decision to drop out, the student could also find better economic opportunities.

3 Methodology

The chapter is aimed to describe the design and methods, which used in the study. The chapter will look at how the study was carried out step-by-step from the goals of the study, approach and design, group of sampling, data collection, and how the data was analysed. In order to have a deeper understanding of the phenomenon or experience of the informant, the study was conducted with a qualitative approach. As stated Gall (1989), qualitative research is the method used for looking deeper into the individual phenomenon and experience. The study used the semi-structured interview as a tool to seeks answer from the experience of informants.

3.1 Research Design and Methods

The focus of a study is to explore the relationship of experience and phenomenon of schooling among immigrant from Thailand with the decision to drop out. The study was conducted in the Phenomenological study in Qualitative research. Qualitative research (Bogdan & Biklen, 1992) is the approach to investigate individual or group or human problems based on a natural setting. The study by qualitative research is descriptive research where the data were collected in the form of words and pictures. The process of study involves the interpretation of complex situation and interactions more than numbers in the study. The qualitative research is the inductive research so the data analysis is based on the context not on the hypothesis. Moreover in Taylor et al. (2015) state that characteristic of qualitative research is flexibility. And there are two aspects of theoretical within Qualitative approach, positivism and phenomenological. The positivism was a well-known practice around the nineteenth century, the positivism looks for the factual cause of phenomena separately from the subject of the study. Second is the Phenomenological is to understand the phenomena from the perception of the study's subject.

The phenomenological study in Qualitative research studies to understand and describe the experiences of each depends on the attitude from the informant's perception (Creswell, 2013). To understand the informant's perception of the life's event, the study uses the qualitative interview as a tool to collect the informant's perception and point of view from their learning experienced in Norwegian schools. As well as the informant's perception of the integration support and program before entering school. The semi-structured interview was used to

collect the data with open-ended questions. The open-ended question allowed informants to recall the answers and give opinions to the questions in the interview guide.

3.2 Sampling

In order to fulfill the research question, the data was collected from the informants who shared the same phenomenon. So, this study used purposeful sampling techniques from Creswell (2012). Purposeful sampling is a strategy to select the informant in focus of the topic, the informant in the study needs to fit the criterion of the research question. To keep the focus of the study, Marshall and Rossman (2014) suggested an area of concern in purposeful sampling for the researcher to plan. The concern is to provide extra informants in the population in order to minimize the risk of informants withdrawing from the study.

The aim of this study is to explore the experience of schooling among the dropout immigrant students from Thailand. So, the criteria were set before searching for the informants. The informants were chosen from the first-generation immigrants who have been in the education system in Norway and had dropped out at least two years.

3.2.1 Selection of informants

The purpose of this study is to explore the experience of schooling and integration support of immigrants from Thailand in relation to dropout. So, the criteria for selecting informants or informants were based on the life experience of informants. First, the informants are first-generation immigrants from Thailand. This means that informants were born and enrolled in school in Thailand before migrated to Norway. Second informants needed to have attended school in Norway. This means that informants have continued their education in Norway with or without the integration support. Third, informants must have dropped out of school for at least two years. Fourth informants must have volunteered and signed the consent form to be part of the study.

3.2.2 General background of the informants

The study aimed to collect the data from five informants - four informants plus one in a pilot study. All five informants are between the ages of 18 and 33. Every informants fit all criteria.

Informant 1: This 21-year- old male lives in a city close to Oslo; he was born in Thailand and moved to Norway at the age of 15. He arrived in Norway and continued lower secondary. He dropped out of the second year of a mechanical program at the age of 20. He received the Forberedende kurs for minoritetsspråklige (The Combination and Introduction Program) in school setting as integration support before enrolling regular school.

Informant 2: This 26-year- old male lives on the eastern border region of Norway; he was born in Thailand and moved to Norway at the age of 16. He arrived in Norway and continued his education and finished lower secondary school from Grunnskoleopplæring for voksne (special class for adults). Then dropped out at the age of 20. He received Kurs i norsk og samfunnskunnskap for voksne innvandrere (Courses in Norwegian and social knowledge for adult immigrants) as integration support before enrolling in Grunnskoleopplæring for voksne (special class for adults).

Informant 3: This 33-year- old male lives in the northern part of Norway; he was born in Thailand and moved to Norway at the age of 16. He arrived in Norway and continued lower secondary school. He dropped out in the second year of an art program in secondary school at the age of 24. He received Kurs i norsk og samfunnskunnskap for voksne innvandrere (Courses in Norwegian and social knowledge for adult immigrants) then moved to Forberedende kurs for minoritetsspråklige (the Combination and Introduction Program) in school setting before enrolling in a regular school.

Informant 4: This 18-year- old female lives in the northern part of Norway; she was born in Thailand. She moved to Norway at the age of 10. She arrived in Norway and continued primary school then dropped out and moved back to Thailand at the age of 13. She later moved back to Norway at the age of 16 and enrolled in Grunnskoleopplæring for voksne (special class for adults) and dropped out from second year of the chef program at the age of 18. The informant received one-to-one support as intgration support in primary school.

3.3 Tool for data collection

3.3.1 Semi - structured Interview

The purpose of interview is not only to answer the question of a research but to exploring the experiences and relationship among interviewee. As because interview give access to

understand the behaviour in each individual as cited Seidman (2013). According to Galletta (2013) semi-structured interview is a method related to the phenomenon of studying to gather information. The semi-structured interview is the structure or guideline of open-ended questions. The questions in semi-structured interview aims to draw an appropriate questions to get the answer for the main research question. The structure of questions provide the space for informants to improvise the answer related to the topic. The research used physical face-to-face interviewing, which involveb recording.

The reason for selecting this method is because this research aims to seek for the opinions, motivations, threats and experience, of school from Thai immigrant students who have dropped out. To gather the data, the intervies were conducted using open-ended question in the concept of phenomenological study. The phenomenological study seeking for the perception of individual informants in school adaptation experiences.

3.3.2 Pilot study

The pilot study was conducted one week before the study. A pilot study is a try-out study with a small number of informants in order to see the functionality and identify any mistakes of the designed study before conducting the field work.

This pilot study was conducted with the a volunteer informant. She is a 28-year- old female living in the city close to Oslo. She was born in Thailand. She moved to Norway at the age of 18. She went to integration support Kurs i norsk og samfunnskunnskap for voksne innvandrere (Courses in Norwegian and social knowledge for adult immigrants) and Forberedende kurs for minoritetspråklige (the Combination and Introduction Program). She dropped out in the second year of art program in secondary school. However, later in 2015, she went back to school and finish secondary school in 2017. Semi – structured interview questions were used in the pilot study. The pilot study showed that the questions were not direct and in some terms informant found it hard to understand, for example the integration support. So, later, the interview guide was developed and used simple terms and direct in meaning, as well as explain some term related to the questions. The pilot study not only helped improving the interview questions but also improve how to organize the position of recording device, time management and note-taking. Because of in the pilot study informant stopped answering when I took notes and waited for our eyes to contact. So, later in the

fieldwork, I wrote down interesting topics, expression of hesitation or sign of recall memory, and used key words.

3.4 Data collection

3.4.1 How the interviews were conducted

The semi-structured interviews were conducted with four informants in different times and settings over a period of two months during the spring semester of 2017. The first step before conducting the interview or study, the thesis proposal and study design was sent for approval to the Norwegian Social Science Data Service or NSD in May 2017. I was approved to conduct the study in a one-year period from 01.08.2017 to 01.08.2018. The interviews were conducted in Thai, which is the native language of the informants.

3.4.2 Recording data

All four informants were informed and allowed me to record the interviews. The interviews were recorded with the mobile phone device of the interviewer. The interview started by the purpose of the study and informants' right to withdraw. The recording device was placed on the table within the sight of the interviewee. All interview recordings were transcribed within one week of the interview. All data and recording are secure and locked in a locker of the researcher. After the project, all data will be deleted according to the research protocol.

3.5 Data Analysis

In qualitative research approach, to understand the collected data is to analysis in the systemic way. However, in qualitative research approach, there is no correct way to analyze and present data, but the step should be the standard and fulfil the study purpose (Cohen, Manion, & Morrison, 2002). Therefore, The study followed the step of analysing data suggested by Moustakas (1994). According to Moustakas (1994), one of the most useful ways to analyze phenomenological data in the qualitative approach is including four steps, textual transcript, meaning units, structural description and essence. Textual transcribe is to transcribing the interview record into text. From the full text of phenomenon or experience from the informants the researcher searching for the relevant words, statement or sentence to the main

research questions and group it into themes as meaning units. Afterwards, the research present structural description, or the actual statement from informant's experience based on the setting and informant context. And last, essence is to present data as a whole (Moustakas, 1994).

So, this study was divided into five phases of analyzing the data. The first phase was after the data was collected, the recorded voices were transcribed and translated. The second was using the IPA or Interpretative Phenomenological Analysis to make sense of the collected data. The third was categorizing all the collected data to define the themes. Fourth, the themes were analyzed using thematical analysis. Finally, the collected data were reported in six themes.

Phase 1: Transcribe and translate the data

Transcribe the voice recording into text together with the notes that were taken in the interview setting. Because the interviews were conducted in a different language from presenting language, the data were translated from Thai into English at the point of transcription. In the interview, some informants found it difficult to recall the experience and answer direct questions. And some questions, it was sensitive to ask directly so transcribing was analyzed with IPA analyzed.

Phase 2: Interpretative Phenomenological Analysis

IPA is one of the methods to help researchers interpret the transcribing of a phenomenon or experience of informants from the informant's point of view. According to Smith and Osborn (2004), IPA is one of the methods to analyze psychological study; the method is a combination of the hermeneutic approach to understanding the meaning of the collected data with p informants' perspectives. The approach is to transcribe the data based on the context of an individual and difficulties in expressing the information. This study used the advantage of understanding the background of the informants to analyze and understand the situation. Then later the data were broken into a theme, for example, "what influenced your decision to leave school?" Some informants answer that it was personal but in data informants mentioned about avoiding school because they felt uncomfortable.

Phase 3: Define the themes

In this study, I have categorized the information from the data collection into six different themes. The themes were constructed from the literature review based on the theoretical and social context. The first theme is integration into Norwegian education; this theme was constructed from the regulation of education and the right to receive support in adapting to education. The second is friendship; friend acceptance is one of the most important aspects of cross-cultural psychology. The third is teacher support; this theme is supporting the regulation of how well the support program and stakeholder responds to the regulation. Fourth is experience in the transition of education practice, as in acculturation theory, whereby the informant has to adapt to the new environment and society. So, to look at the differences between the experienced and new experiences could advantage and disadvantage informants. Sixth is the family; this theme was aiming to look for the family structure, family background and support from the that informants that influence informants in acculturation and dropout.

Phase 4: Thematic analysis

In this step of analyzing the data, the study used thematic analysis. Thematic analysis is the most commonly used method to analyze interviews data. Thematic analysis is the way that the researcher categorized the transcribed data and presented it in a more systematic way (Roulston, 2010). In this study, the data were read, re-read and significant sentences were looked for, and connect to the defined themes.

Phase 5: Report

The report is presented in a thematic way. Each theme involved opinions and similar experiences that informants have experienced together with some challenges that informants faced. In each section of the theme are presented a short description of the context and relevant information to understand the informant's context.

3.6 Validity and Reliability

Validity

According to Creswell (2012), validity is the step that shows the quality of the study. Validity is the tools to seek for the accuracy of the information in the project or study. Polkinghorne (1989) said that research validation is the concept of supporting the quality of study from interviews. The three concept is for the researcher to ask while studying the topic: first, the influences from interviewer to informant to reveal the truth of the content; second, the honesty of the interview description; third, the researcher should provide the alternative conclusion of transcription, and the connection.

To secure the validity, all informants in the study matched the criteria of purposefully sampling. All informants are first-generation Thai immigrants, all informants enrolled in the Norwegian school system, and all informants dropped out of school. To have the data validity, the study used the theoretical validity technique, where the interview questions were designed based on the literature review. Afterwards, before conducting the interview, the interviewer interacted with the informants in order to create a trust to get the real information from the interview. To reduce the bias of the researcher, the data were transcribed and translated word by word.

Reliability

Creswell (2013) states that research reliability is fundamental in getting accurate data. Reliability is when the researcher receives the same finding every time using the same measurement. In the aspect of qualitative research, there are different methods, plans and flexibilities in terms of context so there are many strategies suggested in proving the reliability of qualitative research.

To secure reliability, in order to get reliable data, the interview questions were carefully designed and developed based on theory. After the semi-structured questions were developed, the questions were tried out in a pilot study to check for the reliability of answers.

3.7 Ethical Issues

Ethics is the fundamental factor that all researchers need to concern while conducting the study. Ethics is based on common-sense morality, norms, and there is some overlapping between legislation and ethics. According to Guidelines for research ethics in the social

sciences, law and the humanities (2006), there is three area of ethical concern. First, the freedom of topic research and the honesty of the study without any bias. Second, the researcher should respect the informant's rights and gets informed consent from all people involving in the study, inform the purpose of the study, as well as respecting their privacy. And last, is the relevant individual, setting, culture, and area, which means the researcher is responsible for the effect of a student to individual, environment and the setting (Creswell, 2012).

There are many ethical issues that might occur during the process of this study. This study investigates the experiences of each individual, which involves sensitive areas. Before the study was conducted, the study received permission from the Norwegian Social Science Data Service (NSD). Therefore, the study was aware of the ethical issue in all the step in education. Before the data collection, researcher discloses the study's purpose and informed consent to all p informants and people who are involved in the study. The informants in this study were informed about the purpose of the study and the ownership of data. Informed consent was signed before the data were collected, and the purpose of the study was informed once more in Thai before the data were collected. Next, in data collection, the relationship between informant and researcher are positive, trust building and avoid revealing sensitive information about the informant. Next, in analysis and reporting data, in this process, the researcher avoid bias or personal judgment and report both positive and negative results from the investigation. Ans with the data collection, the data were collected and recorded anonymously. The recording files were transferred to USB then deleted from the mobile device. The voice recordings and signed consent forms were kept secured with a lock on the locker. After the study, all the data will be deleted and destroyed.

3.7.1 Informants consent

In this study, the consent forms were written in two languages, Thai and English, to avoid misunderstandings. The consent form explains the purpose of the study, recording, the protocol of research, the process of keeping names and identities anonymous and the right to withdraw from the study at any time. In addition, before conducting the interview, the interviewees were verbally informed about the data recording, the purpose of education, and the right to withdraw the data once more.

4 Presentation of findings

This chapter presents the data from the study. The purpose of the study is to investigate the experience of the immigrants who have dropped out and to explore the experience of acculturation in relation to dropout. So, the findings are presented experiences of the first generation-immigrant from Thailand in six themes relate to the school setting, sense of belonging, goals and expectation and communication. The six different themes are integration support, friendships, relationship of teachers, different school experiences, social inclusion, and family. First, integration support to Norwegian education was about the support, which informants have received along with the benefit and challenged within the programmed. Second, a relationship of friends, this was the focus on the support and adaption among classmate from informants experienced. Third, a relationship of teachers was to investigate the understanding of teacher about immigrant difficulties in informant's perception. Fourth, different experiences in school, this topic was about the differences in education norm and system that result in advantage and disadvantage for informants studying in Norway. Fifth, experience in social inclusion was to look at informant's feeling of belonging in school and social settings before and after dropped out. Finally, the family is about the background, support, expectation, goals and relationship.

4.1 The integration support to Norwegian education

The importance of integration support is to help the immigrants in adapting to the new culture and language. According to Introduction Act of 11 March 2005 on introduction program and Norwegian training for newly arrived immigrants, the county shall provide the support for newly arrived immigrants. The Kommune is responsible for delivering the languages course or adaptation program for immigrant up to 2 years or until the individual can participate the regular class. The first integration is Kurs i norsk og samfunnskunnskap for voksne innvandre or Courses in Norwegian and social knowledge for adult immigrants. On the other hands, the education policy in the white paper (Act, 17 July 1998 no 61) also offers the integration support for the minority. The support were separated into two types which related to the education history of the immigrants. Frist, Forberedende kurs for minoritetsspråklige or the Combination and Introduction Program is an adaptation to Norwegian languages education in school for minorities that have native language than

Norwegian. Second, Grunnskoleopplæring for voksne or special class for adult is the class for adults who need the primary or secondary education, and in the waiting process resident permit. The finding shows that all informants had been through some the support program. The help and support that informants received were different from one another because of various city and aged of migrants. In this topic, the interview was aimed to look at the benefit of receiving the integration support and experiences of integration as well as challenged in the integration program.

Benefit of Integration support

The interviews show that it is important to have integration programmed. In addition, the program was helpful to many aspects of informants. The integration support helped immigrant adapting to the Norwegian language. The development of language was not only helping immigrants in education aspect but also improved personal well-being of the informants.

Informant 1, he arrived in Norway before the age of 16. He enrolled to lower secondary school in Norway and continue his secondary school in Forberedende Kurs for minoritetsspråklige.

“No, I did not get anything much from ungdomsskole either I mostly communicate in English, but I really familiar with the Norwegian and was able to speak after a year of preparing for Videregående skole, that class focusing on language.” (Informant 1)

He stated that the program went to was the secondary school with pupil around his age. The integration program in school included the basic subject in secondary but more focus on the Norwegian language.

Informant 4 went to primary school as soon as she arrived in Norway and received the integration support according to Education Act. Section 2-8. The integration support that informant 4 received was three steps support in regular school with pupil her age.

“I arrived when I was in primary school so I did not have any language class and I was put in to the regular class with people same age but for the first couples month I was on one to one learning” (Informant 4)

“I got a personal assistant for one and a half year. During the first year I got the full time assistant and later the assistant came only two days a week.”(Informant 4)

The support that informant 4 received was separated into three steps. First, she was on one to one support for 3 months, this was the section where she was alone with her assistant. Second, for 9 months, she was on a fulltime personal assistant in regular class. And third last semester, she received the support 2 days per week. After that integration support informant 4 said that the support improved her well being. Form acquired language informant claim to have less stress when she is alone without her mother present.

“Yes, The support helped me in both academic and daily life, as when I first arrived in Norway I could not communicate to anyone but my mother because I could not speak English so all the support that I got was in Norwegian in school and when I got the language my life became easier and could communicate with step-father and less afraid when my mom was not around.”(Informant 4)

From interviews show that support informants received in schools were sufficient and has confirmed the importance of integration program. The most obvious skill that informants acquired from the integration program was the Norwegian language skill. The informant 1, developed the Norwegian language skill after 1 years of lower secondary school and 1 year of Forberedende Kurs for minoritetsspråklige. While the informant 4 developed language skills after 1 and a half year in the integration support. This shows that even though the ability to learn the new language varies in the individual but 2 years of the supportive program is enough. The ability in using Norwegian will not only help informants in education but also their daily life. From informant 4, the skills of language reduce her stress when her mother is not present which is the feeling of security.

Challenged in integration system

As stated above the integration is important for immigrants both education and daily life. Therefore, challenged in education could affect the process of education and the psychological stage of immigrants. Studying the causes and effect of challenged in integration program could help the immigrant to gain more advantages from integration program. The challenge in integration system happens in various ways, from the confusion of the integration processes to the process of presidential documents.

Informant 1 and 2 experienced the confusion of integration process. Both informants got sent to the lower secondary school and did not satisfied with the progress of integration. Informant 1 claimed that he missed out the opportunities to have languages course Kurs i Norsk og samfunnskunnskap for voksne innvandrere before enrolling in the school system.

“When I first arrived I should have gone to the language class with all the adult that just arrived in Norway but in my case is different because they has some issue which I did not know why” (informant 1)

Instated of going to Kurs i Norsk og samfunnskunnskap for voksne innvandrere, informant was sent to lower secondary school but unfortunately that school was not fit for him, so he were sent to different schools.

“They sent me to so school which was the school for student who got in trouble, I don’t know how to call it. But there were only 30 students in school.” (Informant 1)

“But at that time I did not get anything due to the language, so I left after a month. They put me into that school first and after a month then I got moved to the Ungdomsskole for a year.” (Informant 1)

Informant 1 experienced the confusion of the integration program. The informant was sent to two different schools before enrolled to Forberedende kurs for minoritetsspråklige. And similar situation happened to informant 2. Informant 2 was sent to lower secondary first then moved to Kurs i norsk og samfunnskunnskap for voksne innvandrere and continue to finish Grunnskoleopplæring for voksne.

“I went to the Ungdomsskole, actually I went to Ungdomsskole first for 1 semester, but it was too hard for me as I was unable to communicate and did not understand anything in class, so they sent me to language school for 2 years.” (Informant 2)

Both informant 1 and 2 had enrolled the secondary school and did not satisfy. However, after the complaint to the Kommune, both informants were sent to different programmes. The informant 1 enrolled Forberedende Kurs for minoritetsspråklige and informant 2 enrolled Kurs i norsk og samfunnskunnskap for voksne innvandrere.

Another problem from informant 2 and 3 was unsatisfied in integration support in Kurs i norsk og samfunnskunnskap for voksne innvandrere. Informant 2 and 3 experienced

uncomfortable being in the language class with adults, so later they asked to join the class in secondary school.

The informant 3 moved to Forberedende kurs for minoritetsspråklige after the complaint.

“I was sent in to the language course for three months and then I ask to go to High school; I was in the class where there were only foreigners.” (Informant 3)

While the case of informant 2 was different, informant 2 was offered to participate in school for 2 days per week.

“But during that I thought it might help me if I go to school where there are students around my age so my step-father wrote the letter to Kommune that I should have time in school so I had a chance to go to school 2 days a weeks during that time.” (Informant 2)

The result shows that the Kummune, which responsible for supporting the immigrants were responsive to the complaint of immigrants.

However, informant 2 had commented about the waiting time for the resident document to process. And this waiting time affected him in of motivation to lost in continue to study. Informant 2 stated that he had spent a lot of time processing his document before he could enroll in the education system.

“I am arrived Norway around May and was waiting for Visa, personal number and answer from school to offer my place. I was really back in school and moved from school to Language class I was sent to school and moved from school to Language class when I was about to turn 18. I spent a lot of time waiting and I developed skill in gaming.”

This shows that the confusion and uncertain process not only create dissatisfied but also create challenged for immigrants. Informant 1, 2 and 3 did not satisfy with the first received integration. As informants 1 stated that he had moved 2 times before the integration was fitted his need. While the informant 2 and 3 were not happy with the Kurs i norsk og samfunnskunnskap for voksne innvandrere. Then later asked to join the secondary school with the student at the same age. And from informants 2, before he received the place of study, he spent long time waiting for the resident permit for granted. In most cases show that the support program that provided were not fitted the need of individuals. This may cause by

age of the informants and classmate and the documents of background education. Even though problems that informants experienced in integration were different but all problems could cause challenged into adapting to new culture and language.

4.2 Relationship with friends

In this section, the finding was aimed to look at the relationship between informant and classmate. Relationships are important for teenagers and young people especially friend's relationship. Having a friend in school could create the sense of belonging for immigrants to be a part of society. Friend could help and support immigrants in both educational and emotional aspect. The study in this section was to look at the adaptation to society and help from friend among classmate so does the barrier to making friends of the Thai immigrants in Norway.

Adaptation to society and environment

Ability to adapt to new society, culture and environment are important to study among immigrants. Before study about how individuals make friends, it is interesting to look at how individual adapting to the new society and environment. In order to make friends, students have to learn to be a part of the group or social norm. Form the study, showed that all informants had experienced bullying but male informants were more open-minded and overcome the situation better than female.

Informant 1 and 2 experienced bullying but did not take it seriously.

“My classmate also very good they were not really bullying, but I got some teased but it was ok, maybe because we all guys so teasing was a normal thing, and it was not like bullying in the movie” (informant 1)

Informant 1 claimed that some teasing and bullied are normal among friends. While Informant 2 also experienced some bullying but later became friends and were accepted through sport activities.

“ I was the only one in class that not good in Norwegian, and there were some student that making fun of, they said random words that I didn't understand and tried to say it really

fast so even harder for me to understand but later we all ok because I played sport, all kind of sports and we became friends.” (Informant 2)

From above showed that some boy sees bullying or teasing as a normal behaviour among friends. Male informants later became friends with the one who bullied him. On the other hand, female informant took the bullied seriously and let it make her felt excluded.

“Also they were made fun of my food too whenever I packed my lunch other students would say that I should eat somewhere else cause it was smelly so I try to eat bread but I did not like it, bread is not food for me.” (Informant 4)

Informant 4 experienced negative friends acceptance among her classmates. The students in informant 4 classroom made her feel excluded. The female informant had difficulties in making friends after being bullied. Informant 4 stated that she was not happy to be in the school, as she felt excluded.

“As a child we play and they’re no language in playing but I did not know why I feel different and I was not so friendly. I felt like I needed to be in school more than I wanted to be in school.” (Informant 4)

“I was too different and people in class were not ready to accept, but if everyone in that class like my best friend that I told you about I would love to go to school and never had thought about leaving school.” (Informant 4)

From the adapted to the new environment, male informants were better at making friends and more open-minded to the activities and getting to know new people. While female seems to feel more excluded from joining the actives. After bullying situation, male informants seem to have more resilience that female informant. However, the adaptation skill is individual and varies from one another.

Support from friendship

As mention above that, it is important for immigrants to have friends because friends could help and support the immigrants in many ways. Therefore, the finding will investigate on what immigrant got from having friends in school.

The first example was academic support from friends that informant 2 got from the good relationship with the classmate.

“I always had one student sit next to me and helped me. And people in school were nice if I didn’t understand they all tried to help and really nice to me.” (Informant 2)

The help that informant 2 received from friends is related to schoolwork.

The second example of how friendship affects the sense of belonging in class is from informant 3. Even though informant 3 experienced bad friends acceptance in Forberedende kurs for minoritetsspråklige but he felt more belonging due to the good friendship.

“I like mechanical class because I had friend and I got to participate in all activities, everyone treated me the same with other and because of my taking really hard to understand they also understood this and really patience to listen to me. Also they respected your abilities more that difficulties at least in that class.” (Informant 3)

From friends relationship tells that the benefit of having a friends in school is necessary for the student. Having friends helped immigrants to be more involved in the classroom activities. Having friends helped immigrants understand the task in classroom. So the friends are the closet help and support for immigrant students in school.

Cultural challenged

Culture different is a big topic when discussing about immigrants especially the first-generation immigrant. Every first-generation immigrant brings his or her own culture to the migrated country. And how the immigrants or people in the new culture deal with the culture differences are also interesting to study. Therefore, in this section was looking at the effect of different culture in adapting to new society and environment.

The informant 3 experienced difficulties in making friends in Forberedende kurs for minoritetsspråklige. The difficulties that informant 3 experience was caused by the cultural background and religion of classmate..

“In class I did not have any friend because my speaking is really hard to understand and my English was really bad so did because I was a man all girls not really talked to me” (Informant 3)

“There were about 20 students in that class, I was the only Asian guy, and others were Afghanistan” (Informant 3)

Informant 3 has difficulty in speaking but this was not the only reason that made him felt excluded. The Informant felt denied by that classmate because he was the only male student among Afghanistan female immigrants.

Another cultural challenge was from Informant 4; she was bullied and felt excluded because of the food she ate.

“Also they were made fun of my food too whenever I packed my lunch other students would say that I should eat somewhere else because it was smelly so I try to eat bread but I did not like it, bread is not food for me.”

The cultural challenges that immigrants experience were caused by both informants’ culture and majority’s culture in the setting.

4.3 Relationship with teachers

The understanding of teacher or how teacher treat immigrants are important to study. Because beside friends that student spent most of the time in school interact with, teachers are another person. Teachers not only teach but also influence, support and motivated students. In this section, the study presents the benefit of teachers supports so does the doubt that immigrant has on how teacher deal with some issue in class.

Teacher’s support

Teacher support is necessary for all the learners especially for the learner with a special need. With this in mind, new immigrants struggled to adapt to language and classroom culture and in need of support. Therefore, this section is looking at the support from teachers that immigrant received. From the study, all the informants agreed that all Teachers understand their difficulties, while the informants developed their language, social and culture. The informants’ perception, teachers are supportive.

All informants experienced supportive environment from teachers. Informants claimed that teachers were aware of immigrants challenged and pay attention to all students.

“Very nice as maybe because they know that I was new to the language so they asked me quite often that whether they spoke too fast or not” (Informant 2)

Not only informant 2 that experienced the support from teachers. Informant 1 also mentioned the same thing that teachers know their students and understand the individual differences.

“The teacher was very nice as when I had a problem or something teachers was able to sense that and he would walk to me and asked” (Informant 1)

From the data, both informants in the interview show that teachers aware of difficulties in academic. A well as, some teacher understand the cultural differences of Asian students.

In addition, the support from teachers results in changing the behaviour of the informant. From the Informant 1 interviews, the understanding and support from teacher encourage him to ask questions in class.

“Teachers here were more relax, we talked like friend but while in the lesson he was strict but not stressed and I could talk and asked any question without feeling stupid because I felt like I could trust him” (Informant 1)

Therefore, the support informants received form teacher were not only helps students in class but also change the way of learning of the informants. To understand the different social norm and practice of the society, informants have improved the learning process.

While in the case of Informant 4 was different. An informant 4 was the only immigrant in class. She received help and support not only from the teacher but also from one-to-one support.

“The first year in primary school I mostly interacted with my personal assistant. Even though my personal assistant was not a teacher but she was really patient, and help me the best she could and really understanding. And during my primary school my teacher was helpful and understood that I was not as fast as other student in class” (Informant 4)

This showed that teachers are willing to help and support immigrant in all cases. However, there was a problem that teachers could not deal with and had put that remarkable feeling to the informant who experienced. Informant 4 experienced bullied but claim that teacher could not help her deal with the problem.

“When I was bullied the teacher did not seem to help me that much, when I went to the teacher and inform about that teacher called those who bullied me and talked to them and those bullying stopped for a while and after a week or two those bullied came back again.” (Informant 4)

Teachers help and support is important in the learning process of the student. From the study showed that all informants are satisfied with how teacher treated them. The support and understanding from teachers encouraged informants to be more active in class. Informants 1 and 2 added that teacher did not only understand that they need extra help but also understand the nature of being Asian student as well. However, there is also some negative comment added by informant 4 that, the teacher in her experience could not deal with the bullied in class.

4.4 Different experiences in school

Different experiences in school on this topic are referring to the norm and culture in the school that different from what informant had experienced back in Thailand. The different social pattern and norm in school could result in advantage or disadvantage in immigrants situation. Therefore, the questions are to look at the different practice in school and the effect of those differences.

Numbers of students

As from the interviewed, all the informants mentioned the difference between numbers of students in class in Thai school and Norwegian school. In Thailand, the number of students in one class is around 40-60 students. Informants agreed that the less number of students in class benefit relationship in class and learning process.

Informant 1 stated that less number of students in class makes it easier for the teacher to know every student in the class.

“ It is like teacher knows that in the matter of language I was slower than some other in class, but comparing it to Thailand 50-60 students in one class teacher hardly notices.”(Informant 1)

Teachers pay attention to each student and aware of their difficulties. And knowing each student which not only improve teaching strategy but also create positive and relaxing atmosphere in class that could encourage students to ask more questions.

“ And a gap between teachers and students are smaller then teachers in Thailand so I did not feel strange to walk to the teacher and ask but in Thailand other student will think you got in trouble when you go to the teacher.” (Informant 1)

Further, the less number of students in class also benefit friendship. Informant 3 struggled to make friend in his Forberedende kurs for minoritetsspråklige (The Combination and Introduction Program) but was mention that latter in a smaller class he had friends.

“It was very small just 5 students and I have friends. My best and only friend today was also from this class.”(Informant 3)

Therefore, the different in number of students in class will benefit the classroom environment. The less number of students were not only benefit the learning process but also benefit the feeling of inclusion.

School pressure

School pressure or the stress that creates the norm of the education system. In this matter, as a student from Asia, it was the most significant difference, as in Asia the expectation of enrolling in the school is to be the best but from the informants stated that in Norwegian school is different. The different impact the potential of learning for immigrants in a good way.

From Informant 3, he stated that the norm in Norwegian school encourage student try their best.

“Also student here in Norway not compare himself or herself to someone else, like in Thailand or I would say in Asia we have ranking in class in school but in Norway every school is average and teacher also not comparing students and encouraged student to try their best”(Informant 3)

“so teacher was really encourage and pushed but not forced me to do, after all she said that the class was aim to practice no need to be perfect” (Informant 3)

This showed that education in Norway has less pressure than the previous experienced of the immigrant. Also, Informant 2 added that lower stress of the system helps all level of student.

“ I think, if you are really slow learner Norway is the best country, because the curriculum here in Norway not forced anyone to be number one the system did not looking for the best student but it design for everyone to just achieve the same goal together to reach their own highest potential” (Informant 2)

“And I think one more thing that I feel like teacher here would not blame those student who did not understand the lesson but consider on how teacher could improve teaching for everyone to understand.” (Informant 2)

From the interview, can conclude that the education system in Norway did not put any pressure on the immigrant. And being slower is not making students feel excluded or feel bad. Instead, the Norwegian school system helps all students to be happier in studying in school according to the potential of themselves.

Opportunities

Opportunities are important for everyone. Most of the people migrate to a place of a greater opportunity and as mentioned from immigrants Norwegian education system also provide better opportunities in education system regardless of age and difficulties.

From Informant 4 received intensively programmed which designed for her. Informant 4 stated that informants did not continue her study after her primary school but later want to continue her education. She moved back to Norway and wanted to continue her study so she went to Grunnskoleopplæring and finished primary and lower secondary school.

“I think that the education curriculum is flexible from my experienced that when I did not continue my primary school but was able went to high school. I think if I am in Thailand I would not be able to continued high school. And I think one to one support was good, it was like everyone is matter. There was not a class that fit me so they create a class for it was not like class but I had someone help me as I remember she was not a teacher in school but not sure. She explains what I had to do with exercise, homework, and thing, which I need to cover. I think Norwegian schools have nice support system beside teacher.” (Informant 4)

This showed that Norwegian education system provided support for all students who are in need. Not only finding the programmed that fit the need of student but also design the lesson to fit the need of students.

In addition, Informant 2 said that every student in Norway has equal opportunities, the student just need to know their right and ask for it.

“ But here in Norway every school is same standard or if you has work experience you can apply for the exam and if you pass you got the certificate just like you study in school, so in my opinion study in Norway more likely about you have to reach for opportunities because the opportunities are there.”(Informant 2)

Opportunities that offered in Norway help immigrant to have a better life as some might struggle at first but surely have access to the second chance. On the other hand, the opportunities could demotivate student to finish their education as an example of informant 2.

“I went to talk with counsellor about study plan she suggested a year program which equally high school so I chose to do that but maybe after two years. For me in Norway, they really mean the phrase the no one ever too old to study; system provided all kind of education for verities of ages so I think I still have time to study after this” (Informant 2)

This showed that the informant knows that he could go back to school whenever he, so he decides to pause his education. Therefore, some student could take advantage of opportunities and demotivated themselves in the study as informants 2; he knows that he has access to study anyway, so he is less active. All informants have experience similar norm and system and point out the similarity and differences between Thai and Norwegian's norm. First different that all informants have point out was numbers of students in the classroom. From lower numbers of students in the class, informants benefit both academic support and psychological support. Informants 1 stated that with the smaller number of students make a better relationship between student and teacher closer and encouraged students to ask more questions.. While informant 3 added that numbers of students in class benefit the friend relationship. The next difference is the expectation in school. Expectation creates pressure, in Thai schoolteacher and education system are more focus on the result while in Norway more focus on the process of learning. Informants seem to be happier in Norwegian school system.

Challenged from the system

The challenged from the system in this section was claimed by one of the informants. The Informant 2 in this topic, he mentions that he never has a chance to really get into the system. As he finish Kurs i norsk og samfunnskunnskap for voksne innvandrere and 1 year lower secondary program in Grunnskoleoppl ring for voksne but missed an opportunity to continue in secondary school.

“ I don’t want to consider my self as a dropout more like the time was not right for me to really go to school because Norwegian school is fit for everyone, I don’t think anyone would drop out because it was not too hard.” (Informant 2)

“ it was like I did not get into the real system as because I went back to Thailand for a while and I spend a lot of time waiting.” (Informant 2)

The interview showed that the informant knows the right for his education but did not feel like education is necessary for him at this moment. However, the following question in the interview of informant 2 was his plans to go back to school, he answered yes and has discuss his education plan with the counsellor.

“ I did all the time I even have the timetable for class this years but I got the full time job first” (Informant 2)

“ I went to talk with counsellor about study plan she suggested a year program which equally high school so I chose to do that but maybe after two years” (Informant 2)

Another example for informant 4, she enrolled the school in the northern part of Norway and experienced the unsatisfied schooling system. She said that there were not enough teachers in her program and she was not the only one who left that school at that time.

“Sometime there was not enough teacher too like some teacher got sick and there was not a substitute teacher because the substitute teacher were pregnant so at that time there were a lot of students moved to other school too.” (Informant 4)

In the interview of informant 4, the dissatisfaction of the program was one of the reason of her drop out but was not a major reason. As the interview asked about her future plan to go back to school, she said that she plan to do that.

4.5 Experience on Social Inclusion

Inclusion is the process of improving the equality of people. From being an immigrant, students might experience social exclusion, which caused by being new to the culture, language and society. The introduction to the new culture, language and social integration is necessary. The purpose of integration is to create the social inclusion for the immigrant. Inclusion in the aspect of immigrant is the process of improving social and environment to decrease the disadvantage of being an immigrant. Therefore, the finding in this topic is to look informant's perception of social inclusion and inclusion effect while studying in Norway.

Social Inclusion

In this section, the study aimed to see the feeling of social inclusion when informant enters the Norwegian school system. Social inclusion in the aspect of the immigrant could help and support the adaptation in culture and environment for immigrants. The interviews found that all informants had experienced welcoming in the society.

Example from informant 4 and Informant 1 experienced social inclusion from attended the regular classroom.

“I was in a class together with native Norwegian speaker” (Informant 1)

After received the integration (Forberedende kurs for minoritetsspråklige), Informant had continued his education within the same class with other students at his age.

So does Informant 4, she was in the same aged environment.

“I got put into the regular primary school” (Informant 4)

The social inclusion are not only happened in the classroom but also in the society. Therefore, the next section is present the informant's perception of inclusion after dropped out. Social inclusion of immigrant 1, informant 4 and informant 3 were positive even after the dropped out.

“More than half of my friend are in school, some dropout and went back to school some been in school and almost finish as what I was study it takes 5 years include internship. And I did not feel any different or anything because I got a job and met a lot of people.” (Informant 1)

Informant 4 also claimed that she was not the only one in her community that dropped out.

“The same, because I was not the only one that dropped out.” (Informant 4)

While Informant 3, claimed to be happier after dropped out.

“I feel happy, I feel free.” (Informant 3)

This finding tells that all immigrants did not feel exclusion after dropped out of school. But as informant 4 seems to be happier than when he was in school. So the inclusion or exclusion does not affect the reason to go back to school.

The benefit of Inclusion and social inclusion

The benefit of social inclusion supported learning abilities for all students. Social inclusion for immigrants was not only social aspect but also benefits learning process of the informants. In the interview, informants mentioned about the benefit of social inclusion both in academic aspect and social aspect.

Informant 1 stated that from being a part of society benefited his languages familiarity.

“No, I did not get anything much from ungdomsskole either, I mostly communicate in English, but I really familiar with the Norwegian and was able to speak after a year of preparing for Videregående skole, that class focusing on language.”

Being in the inclusion setting developed the languages and cultural skills. Also Informant 4, she claimed that put her in the classroom with native speaker help her in learning the language.

“I think it was nice that I got put into the regular primary school so I learnt thing faster” (Informant 4)

In addition Informant 2 had mentioned that the experience from inclusion could benefit the social adaptation in school.

“They all didn’t expect me to do well but the purposed was just want me to familiar with language and school atmosphere and made friend. So basically the aim was just made me feel like I wanted to be there in school”

From the interview, all informants had experienced inclusion. Inclusion that informants received had benefit informants in a variety of aspect. However, there also some challenged for inclusion. Social inclusion challenges will later discuss in the next section.

Challenged from Social inclusion

As mention above that, the inclusion could have an effect on both academic and social aspects. Therefore, in this section presents challenged during the inclusion process.

Informant 4 had experienced bullied in the previous school then later moved to another school that forced her to move out and live by herself.

“ I did not want to go to that school because the school near my house full with those who has bullied me when I was in primary school and you know if I went to that school in the lower grade then those I afraid I would feel worse.”(Informant 4)

The informant chose to be in the school that far from her house which forced her to move out from her parent rather than being in the same school with the one who bullied her.

While feeling of excluded for Informant 3 made him avoided the school.

“I started to avoid social and I felt like I did not want to go to school; it was like no one in the school like me so I skipped school and into gaming” (Informant 3)

The negative affect form social inclusion challenges in the classroom could have an effect on both academic and psychological. For example, in informant 4 the feeling of exclusion in the classroom itself does not lead to the decision to drop out but was one of the reasons.

The effect from social exclusion

There were challenged in entering to new the culture. Therefore, the opposite result of inclusion process is the social exclusion. Social exclusion in this aspect means the process that immigrant cannot fully be a part or participate in the society. This caused by the challenged in adapting to new friend and new culture. And in this study, there were 2 informants that experienced the feeling of excluded.

“ I did not want to go to that school because the school near my house full with those who has bullied me when I was in primary school and you know if I went to that school in the lower grade then those I afraid I would feel worse.” (Informant 4)

The similar event happened to informant 3

“I started to avoid social and I felt like I did not want to go to school; it was like no one in the school like me so I skipped school and into gaming” (Informant 3)

Therefore, looking back to the interview about friends acceptance, it is interesting to see that the two informants who felt excluded are the same informants that experienced challenges in adapting to new culture and making friends.

4.6 family

The last section of findings is family aspect, the family has the significant effect on informants in all area. As believe that family is the foundation of human being, and the reason that informants moved to Norway also to reunite with their family (mother). Therefore, in this section is to seek for the relationship structure, the help, support, the hope and expectation from informants' family in informant's point of view.

Family structure

In this section is to seek for the structure of the informants' family. This structure of the family refers to family living pattern, whether informants live with their family or live by themselves. This structure could predict the family's cultural norm as it is toward Norwegian culture or toward Thai culture. According to the data collection, all informants in the study are living by themselves. However, the reasons of informants moving out were related to family issue and education.

Informant 4 moved out of the family at the age of 17 because informant wants to be closer to the school. As the school that close to her house made she felt excluded.

“but I did not want to go to that school because the school near my house full with those who has bullied me when I was in primary school and you know if I went to that school in the lower grade then those I afraid I would feel worse.” (Informant 4)

This shown that informant 4 were forced to move out of the family because she wants to go to the school the have better environment than the one close to her house. On the other hand, another two informants were moved out because of the family issued.

Informant 2 had the family situation and moved out at the age of 19, to live with his brother.

“My mom and my step-father had a little conflict, and I moved out with my brother”
(Informant 2)

In the sittuation of infromants 1, he moved out as his stepfather said at the age of 20.

“Yes it was not that personal but I did not know how to explain it just my step dad said that I am old enough to live by myself so I got a job so I choose to work.” (Informants 1)

The data collection of the family structure found that all informants were moved out of the house. And this structure is toward Norwegian culture as in Thailand; this is not common for children to move out from the family as we lived as extended family. For immigrants family structure is important in the process of integration. As family helps immigrant in maintaining their ethnic identity in order to integrate to new society.

Family support

Family support, in this aspect the study aims to seek the help and support from the family while dropping out process of informants. Likewise, family support the immigrant in acculturation process, and the family also support the immigrant in the academic process. From the data collection shown that 3 out of 4 infromants cosidered about dropping out after moved from the family.

Informants 4 moved out as the continue the study but then later considering dropping out.

“At that time I moved to live by myself close to the school. And I did not feel like I want to study like I was not happy.” (Informants 4)

This show that during the time of dropout, informants 4 had low support from the family. And the sittuation of informant 4 was simmilar to the informant 3.

Informant 3 moved out and develops later issue.

“I felt like I did not want to go to school; it was like no one in the school like me. I moved out, I skipped school and into gaming. And my family said I could not take care of myself.” (Informant 3)

The reason that informant 3 and informant 4 moved out was to pursue the education in the city. In reality, the data shown that moved out increased the consideration of dropping out behaviour.

Whereas for the informants 2 and 1, the reason of moving out of the family is different. But having no support from the adult in the family also lead to the consideration of dropping out.

“I moved out with my brother and we played a lot of video game stay home and did nothing” (Informant 2)

Instead, informant 1 design to work as to economically support himself.

“My step dad said that I am old enough to live by myself so I got a job so I choose to work” (Informant 1)

From the data shown that family aspect related to the decision of dropping out. The interview data shown that, informants moved out of the family from vary of reason. Some moved as to continue education in the city, and some were forced to moved from the family issue and social norm. Regardless, from the interview shown that the informants were not ready and not prepare to live by themselves.

In additional, the support not the only aspect of family that influence on children educational area. In academic area family influences students as being a role model and set a high expectation for their children career path. In spite of the data collection of informants' background, all informants' mother moved to Norway with the marriage visa and did not continue education other than Kurs i Norsk og samfunnskunnskap for voksne innvandrere.

5 Discussion and Conclusion

This chapter will summarise and discuss all the data found in this study, to answer the research question, “How did Thai immigrant dropout experience schooling?” And to answer the research question, the study explored the help and support that informants received before entering the school system, and how informants perceive the experience of acculturation in a school setting. Then how those experiences influenced their decision to dropout?

5.1 Discussion

5.1.1 Integration support

In this study, the focus is on educational support for immigrants before entering the educational system. Data was collected from dropout Thai immigrants in Norway. All the informants went through an integration program. The results showed that Norway provides different support for all levels of immigrants. The data shows that informants attitude toward school and policy is positive and likely to advantage immigrants in acculturation process. The education support that informants in this study went through were 4 different programs; Forberedende Kurs for minoritetsspråklige or The Combination and Introduction Program), Grunnskoleopplæring for voksne or special class for adult, Kurs i Norsk og samfunnskunnskap for voksne innvandrere or Courses in Norwegian and social knowledge for adult immigrants and the individual support in the regular setting. All informants showed the positive attitude toward the program by describing the benefits after enrolling in the program. At the same time, the study also found some challenges that informants experienced in going through the integration program. The challenges were caused by two main factors. The first challenge was the wrong supportive program and the second was the environment within the integration support class.

The data also showed how two informants were not given the correct supportive program and were sent to a regular school without help or support.

“I went to the Ungdomsskole, actually I went to Ungdomsskole first for 1 semester, but it was too hard for me as I was unable to communicate and did not understand anything in class,” (Informant 2)

After the complaint, those two informants were moved to another program. Informant 2 went to the Kurs i norsk og samfunnskunnskap for voksne innvandrere, whereas informant 1 was sent to Forberedende kurs for minoritetsspråklige

The problem of providing the wrong support is likely to happen because; challenge is likely to happen because; there is no definite way of providing the support for immigrants. From the review of the legislation related to Education for immigrant. There are two different Acts that are responsible for integration support. Education Act providing the Forberedende kurs for minoritetsspråklige and Grunnskoleopplæring for voksne. Introduction Act., providing Kurs i norsk og samfunnskunnskap for voksne innvandrere. And these two laws are overlapping between the aged of 16. As in the Education Act (17 July 1998 no 61), *“For pupils who have recently arrived, the municipality may organise special educational facilities in separate groups, classes or schools”*. (Primary, Section 2-8) (Secondary, Section 3-12). Whereas, the Introductory act. *“Utlending mellom 16 og 67 år med tillatelse som nevnt i første punktum som danner grunnlag for permanent oppholdstillatelse, har plikt til deltakelse i opplæring i norsk og samfunnskunnskap i til sammen 300 timer”* (introduction Act of 11 March 2005 No. 13 Chapter 4 section 17). Therefore, this was showed in the data that the informants who arrived Norway before the age of 15-16 had no challenges in going through the program.

The second challenge was caused by the environment within the integration support class. The study also found that in Kurs i norsk og samfunnskunnskap for voksne innvandrere (Courses in Norwegian and social knowledge for adult immigrants) class, two informants had enrolled this class were not satisfied with the peer environment in the class. Both informants complained about the different age group which did not encourage them to make friends and come to the class. In that case, the Kommune responded by sending one of the informant to another program and the second informant was offered time in the school.

The challenge from classroom environment occurred in the Kurs i norsk og samfunnskunnskap for voksne innvandrere (Courses in Norwegian and social knowledge for adult immigrants). This introduction course was provided for the immigrants from the age of 16-67. Therefore, it is obvious to see the age difference in a class setting. The problem with peer's environment and the age of the pupils, effected the informants in many ways. In Thai culture, the distance of age is important. Therefore, it is not easy for the youngster to be friends with the older people. Also it is hard to make friends across the ages group, because

different age groups share different interests, hobbies and different goals in school. Therefore, this might affect young immigrants to exclude themselves from the classroom setting.

Overall, as shown that Kommune or stakeholder of the support, responded to the need of informants and tried to improve immigrant's wellbeing. In addition, all informants were satisfied with the support and the respond of the Kommune. In detail, informants stated that integration support benefits their daily and academic life.

5.1.2 Relationship

All Informants in this study experienced some discrimination and challenges within the school setting. However, two of the informants were able to overcome the discrimination and build the relationship with the peer in the new cultural group, while for the other two informants, challenges and discrimination created the barrier in acculturation. The two informants that had developed the relationship and sense of belonging in the new culture were male informants, even if they were discriminated and bullied in the early stage of entering the school.

“I got some teased but it was ok, maybe because we all guys so teasing was a normal thing, and it was not like bullying in the movie” (informant 1)

Nevertheless, from informants' point of view, it was normal for peer to stigmatize or to question the new students in the class, but this does not mean that they cannot be friends. Then later the informants used the strength in sports to build the connection with the peer. As the informants claimed that he went to play football with his classmates before he could speak Norwegian.

Apparently, all the informants experienced the discrimination and challenges in the early process of entering to the new culture. As can be seen from the data, the first impression of informants in entering the new culture in Norway was not very positive and created stress. The discrimination and challenges that happened in the process of acculturation are known as acculturative stress (Berry, 2006). The response to the stress in the acculturation process is known as the coping strategies. This finding showed that two male informants were able to overcome this stress or discrimination by thinking that it was typical for peers in the new society to have questions about their identity and who he was. In this case, it seems that two

male informants overcame the challenges in the first stage of entering the new society by using the emotional- focus coping (Folkman, 1984). However, the results of experiencing acculturative stress were different between informants.

This study found that the discrimination related to the cultural differences were effecting informants the most. In informants' experience, the discrimination happened due to the informants' origin culture differences from the settlement group. As well as discrimination from other minority groups. Discriminations affects the feeling of belonging whereas for some informants those challenges effect the motivation in learning the new culture as well. Two informants that experienced the culture discrimination showed negative effect on social integration.

The reason that informant experienced racism or discrimination appeared in Berry (2005). As stated that when individual immigrant is in contact with the larger society, the interaction between two cultures and the attitude from the settlement group toward immigrant effects immigrant in acculturation process in the fourfold model (Berry, 2005). Therefore, this mean that the discrimination is likely to happen in the first interaction of between two cultures. And the attitude of the majority population in the social affects the process of acculturation.

The 3rd informant stated that he felt that he was not belonging and tried to avoid the social contact.

“In class I did not have any friend because my speaking is really hard to understand and my English was really bad so did because I was the only man all girls not really talked to me” (informant 3)

When it comes to the discrimination that he experienced in Forberedende Kurs for minoritetsspråklige, the informant felt excluded because he was the only Asian guy, in class with mostly Muslim girls and no one talked to him.

The data showed that the discrimination in the informant 3 experienced happened because of the cultural diversity of the different minorities, which was the majority in the class he attended. This conflict happened because minorities have different culture and beliefs. In informant 3 case, the minorities group that the informant interacted with was Muslim woman group. The reason for feeling excluded might be because of the informant was the minority in

those setting, or the informant's own belief that created the distance between minorities group.

The 4th informant was in the regular primary school and was discriminated by their peers in the class. The topic of discrimination was from the culture differences. In the primary school setting, the classmate told her to eat somewhere else because of the smell of her food.

"I packed my lunch other students would say that I should eat somewhere else because it was smelly so I try to eat bread but I did not like it, bread is not food for me." (Informant 4)

The discrimination from the settlement group, developed the barrier in acculturation process. And later in her school life, she moved to the different school because she wanted to avoid social contact with that same group who had discriminated against her.

In order to understand the negative effect of the discrimination in the acculturation process, Berry (1997) has explained that the attitude of the settlement group has affected the perception of the social welcoming which results in the fourfold model. It has resulted from maintaining or unlearning origin culture and learning new culture or separation. Therefore, the finding showed that the practices in Norway are more likely to lead to segregation or melting pot, because when immigrant entered the society in the regular primary school setting, the student in the class pressures her to leave her culture or be separated. As can be seen from the example in the data that if she brings her food (as origin identity) to school, she has to eat elsewhere (separation), or fade out from her culture by changing the food she eats and learns the new culture by eating bread (melting pot).

5.1.3 Teacher relationship

The study found that all informants perceived positive attitude and support from teachers in both integration program and education system. All informants stated that teacher understand and know how to help immigrants in acquiring language and other skills. The relationship between informants and teachers were positive and benefited the self-esteem of the students. The informants experienced, Norwegian school students being allowed to ask questions and go to the teacher when they need help. However, this practice is not common in Thailand, as the education is more traditional lecture style. Therefore, the student is passive and not likely to share their opinion. Furthermore, the seniority in Thailand is also strict and important, so

youngster is likely to keep themselves and have lower self-esteem. Thus, the study shows that the experience of teacher relationship benefit the informant in increasing their self-esteem and encourage them to practice more in the academic skill.

“Teachers here were more relax, we talked like friend but while in the lesson he was strict but not stressed and I could talk and asked any question without feeling stupid because I felt like I could trust him” (Informant 1)

This could easily explain the culture differences, in this part of the teacher relationship. Immigrants from another country, especially in the eastern and western, might not mention, as it is usual practice. In contrast, the immigrants from Thailand saw it as a big difference. As in Thai culture, the value is given seniority and students are keeping the distance and paying respect to teachers in school. Therefore, the informants showed the progress of learning new culture by adopting this practice and increase their self-esteem to open up to others especially adults.

However, there was also negative comment on the teacher’s response to complaints from informants in the study. The informant claimed that when there were some problems or challenges the teacher did not help or respond to those complaints.

“When I was bullied the teacher did not seem to help me that much, when I went to the teacher and inform about that teacher called those who bullied me and talked to them and those bullying stopped for a while and after a week or two those bully came back again.” (Informant 4)

This example showed the contrast from the previous data, while some informants were satisfied with the teachers’ help and support, some informants also experienced some negative practice. However, this data did not show that teacher have lack understanding or not willing to help immigrant in overcoming their challenges, but teacher try to respond to the problem by trying to stop the cause of those challenges but did not follow up the result in the long-term.

Also, it is interesting to see the earlier study of teacher perception of immigrant students in Norway (Alhassan & Bawa, 2012) found a different result. Alhassan and Bawa (2012) found that in teacher perception, minorities faced challenges in some area but did not complain or

ask for help then later excluded themselves from the school. Therefore, in the sense of this study could explain that the reason of students not opening up to the teacher about challenges was the culture differences, such as earlier discussion about the low self-esteem.

5.1.4 Experience in social inclusion

The social inclusions in the perception of the informants were mostly negative. Although, the interaction and social contact between informants and peers occur in both culture but were stronger within their own ethnic group. From experience of inclusion, the data showed that the feeling of belonging in the culture of settlement group (Norway) of informants was low. The informant's perceptions of teachers in Norwegian school setting were mostly positive except for one informant. As informants stated that teacher in the supportive program and the school accepted the cultural diversity, were understanding and willing to support the immigrant. The informants' perception of inclusion from peers in the classroom was low. As discussed in friendship experiences, all informants have experienced discrimination, and two informants mentioned the challenges and discrimination that caused from the culture differences. This showed that the environments within the school setting were not fully supporting the integration process.

This negative discrimination and attitude from the majority population affects the process of acculturation and long-term adaptation (Berry, 1997). This means that; how populations in the new culture setting react to the immigrants, could show the sign of welcoming or not to the immigrants. Therefore, discrimination and challenges happen but affect an individual in a various ways depending on the individual characteristic. Two of the male informants were able to reduce the stress by emotional-focus coping and adjusting to the new environment. On the other hand, another two informants had poor adaptation and withdrew themselves from the environment. This poor adaptation might affect the drop out behaviour, as informants found the difficulty in integrating themselves into the school society.

Therefore, the overall school setting had negative effect on informants' acculturation. The environment in the school was likely to push informants toward their origin culture group. As shown that all informants would mostly spent free time with Thai friends and prefer to have a romantic relationship within their culture group. While the interaction with people outside their ethnic group happened only at work.

Although, not all informants showed the poor adaptation, all informants had stronger relationships within origin ethnic group. This finding aligns with Branscombe et al. (1999) that, the discrimination or experience of bad attitude from the settlement culture group will likely to increase bonding within their own ethnic group.

Overall, the social exclusion affects informants in both acculturation process and dropout behaviour. In the acculturation process, informants may find it difficult to learn new culture because of the negative first impression from peers in the new society, as the discriminations and challenges affect informant's integration. As well as in drop out behaviour, one of the challenges that influencing the decision to drop out is the poor adaptation to the society in school as stated by Tinto (1975). In this study, the informants felt less belonging in the new culture than in their origin ethnic group. As a result, the social exclusion could be one of the aspects that influence informants to consider dropping out.

5.1.5 Different experience in school

The school's norm and culture in Norwegian school and Thai school were very different. The first difference is the objective of education and practice in the system. Informants stated that the educational practice in Norway is more relaxed compared to Thailand, as the school system in Thailand uses a traditional method and the classroom is competitive. In another word, the objective of the school in Thailand is focused on the exam and grades and use traditional teaching method, as well as the teacher is the center of the lesson.

“Also student here in Norway not compare himself or herself to someone else, like in Thailand or I would say in Asia we have ranking in class in school but in Norway every school is average and teacher also not comparing students and encouraged student to try their best” (Informant 3)

It is important to realize that this difference is based on social norm. To point out that in Thailand, the value of making the parents proud is more important. Certainly, as a teacher I would say that, not only are teachers comparing students but surely teachers also compare themselves with another teacher based on students' performance as well. Therefore, students aiming to be the best in the class, and comparing themselves with other students in class, is a part of social norm.

While in Norway, the teacher is focusing on child center and the classroom is less competitive, as well as less focus on the exam or grades. Therefore, the school system in Norway benefited informants in provided more opportunities and allowed students to choose what they want to learn.

Another difference that all informants stated is the number of students in the classroom. There were about 50-60 students per class in Thailand while in Norwegian school in informants' experience it is between 15 -25. This difference is claimed to benefit the immigrants in both academic and social area. In the social aspects, some informants stated that it was easier to make friends in the smaller classroom. In the educational aspect, informants stated that the smaller class minimized the gap between students and teacher. In the smaller class, the teachers knew all the students and their needs, so he/she felt comfortable in asking a question. This creates positive relationship between student and teacher.

It is interesting to consider, if the informants are satisfied with the school's norm, practice and they stated that the system encouraged them to be in the school, then why did informants dropout? One of the reasons could be because of the social pressure, back in Thailand informants learned because of the family's pressure and social pressure. But here in Norway, there is no social pressure, as well as the family is not so close, as will be explained more in the next section.

5.1.6 Family

In the aspect of family, all informants moved to Norway with the same reasons since their mother married a Norwegian. And from the information given before the interviews, informants' mother did not have any further education in Norway apart from the introductory course. Therefore, from the data clearly showed that most of the informants' families are not well educated, so the pressure towards educational achievement from family is not that high.

This data is clearly support by the dropout behaviour model (Tinto, 1975) stated that the family's education influences the education outcome and commitment to the education of the informants. In this aspect, it can be concluded that, the family might not see the importance of education. The parent's low education can also be a disadvantage for informants in many ways such as lack of support or a role model. In addition, as earlier discussed the Thai social norm about student competition is that they want to make their parents proud. This situation

of the immigrant could be explained by either the Norwegian norm influencing their behaviour or because their mother is also new to the society so her social network is not wide enough to compare.

On the other hand, the support that informants received from the family is low. The data showed the structure of the informants' family, informants moved to Norway as the family reunited. After arriving in Norway all Informants lived with their mother and stepfather and later moved out. This is not common in Thailand as in Thai culture, families live as an extended family and children tend to live with their parent until they are married.

The informants also lacked support.. Besides lack of education support from the mother educational background, informants also had no emotional and psychological support during the consideration year of dropping out.

“At that time I moved to live by myself close to the school. And I did not feel like I want to study like I was not happy.” (Informants 4)

However, this is not the only case, as there was one informant that shown the need of economical support after the time of dropped out.

“My step dad said that I am old enough to live by myself so I got a job so I choose to work”. (Informant 1)

The data shown that, moving out was a challenge for all informants..

For this reason, young immigrants were not ready and prepared, which the result being that some of the informants were not able to discipline themselves after they moved out of the family home. This refers to the above discussion about different social norm which back in Thailand informants were in school because of the family and social pressure. But after informants moved out, there was no pressure from their family and informants lost the motivation to study then they drop out.

5.2 The different causes of dropping out

There are many challenges that informants experienced that might affect the decision to drop out. All informants in the study stated that they had considered dropping out before action,

and the reason for dropping out was based on more than one reason. Therefore, this section presents the three different causes of dropping out in the behaviour of the informants in this study. First was the support and background of their family, second were the challenges from the system and last was from the social exclusion.

The first cause of informants' dropping out behaviour in this study was from family influence. The data found that family is one of the essential aspects of dropout behaviour in this study. From data collection it was found that during the time of dropping out informants had low support from their family as they all moved out from their own family.

“At that time I moved to live by myself close to the school. And I did not feel like I want to study like I was not happy.” (Informants 4)

“I felt like I did not want to go to school; it was like no one in the school like me. I moved out, I skipped school and into gaming.” (Informant 3)

It is important to realize that the psychological, emotional support and discipline are not the only support that family provides to their children. But also, the economic support, as stated by one of the informants that after he moved out he has to work instead.

“my step dad said that I am old enough to live by myself so I got a job so I choose to work”.(Informant 1)

Equally important was that all informants shared common information about family background. All informants moved to Norway with the same reason to reunite with their mother. Moreover, the informants' mother moved to Norway with the marriage visa without a skilled work job. Therefore, the expectation of career path and education for informants is not so high. So as the support from the family was low as the informants' mother also struggled in adapting to the culture and language.

Second was the challenge from the system, in this aspect some informants claimed. One of the informants enrolled in the school in the northern part of Norway and stated that there were not enough teachers in her program and that she was not the only one who left that school at that time.

“Sometime there was not enough teachers too like some teacher got sick and there was not a substitute teacher because the substitute teachers were pregnant so at that time there were a lot of students moved to other school too.” (Informant 4)

Whereas, another informant, told that he did not want to consider himself as a dropout. As he said, he applied for the place of study in secondary school, but the process was too long. Then later he got a job, so he worked instead.

“It was like I did not get into the real system as because I went back to Thailand for a while and I spend a lot of time waiting.” (Informant 2)

The last cause of dropout behaviour which was found in this study was the social exclusion. The main challenges that affect the social inclusion of the informants were the cultural challenges. As was found in this study, the environment in the school was negative for the immigrant integration.

“ I did not want to go to that school because the school near my house full with those who has bullied me when I was in primary school and you know if I went to that school in the lower grade then those I afraid I would feel worse.”(Informant 4)

“I started to avoid social and I felt like I did not want to go to school; it was like no one in the school like me so I skipped school and into gaming” (Informant 3)

This showed that, although Norway is a diverse country, from the perception of the informants in this study mentioned that the school setting is likely to bring separation. In reality, all informants experience discrimination in school, and those discriminations create the psychological stress. According to the Berry (1992), immigrants uses three methods to cope with the stress; adjustment, reaction, and withdrawn. Two of the four informants in this study were able to adjust to the settlement culture, while another two are withdrawing which is the feeling of exclusion.

5.3 Discussion from the research question

5.3.1 How was the academic help and support students received before entering the school system?

To answer this question, the study used qualitative in-depth interviews to determine the help and support that immigrants received in academic areas. The first academic area was related to language. In terms of integration, analysis showed that all informants received help and support, but the help and support they received varied depending on their age. The informant who moved to Norway in primary school faced no difficulties in integrating into the academic system, while the informants who moved to Norway at the age of 15 to 16 faced some challenges.

As stated above, two challenges that informants faced in the integration support was from sending the informants to regular school without any help and support. As we can see informants who were sent to lower secondary school started to feel uncomfortable and unhappy in class, and then later asked to move to a different program. Although the kommune respond to those requests and moved those students to other class, those challenges or barriers might demotivate student to being in the school.

As well as the challenges from the peer in the classroom. Two informants that went to the Kurs i Norsk og samfunnskunnskap for voksne innvandrere (Courses in Norwegian and social knowledge for adult immigrants), complained about the same thing. Both informants complained that the aged difference in the classrooms was not helping them in the study. This factor might affect the social integration and learning environment in class. As explained, the challenges in the different ages in the classroom could somehow related to the culture, as in Thai culture, the seniority is very important so it is not common for the young people to be friend with the adult. Therefore, this culture could be the reasons that informants in the study want to go to the class with the same age children.

Besides, the study found that the most effective support for young immigrants between the age of 15-16 is Forberedende kurs for minoritetsspråklige. Forberedende kurs for minoritetsspråklige is a course located within a regular school setting; this is the most effective course as the informants stated that he acquired language skills from this course and able to make friends with the student around his age.

5.3.2 - How do the immigrants experience the process of acculturation?

To answer this question, data was collected from Thai immigrants who moved to Norway before the age of 18. The study used qualitative interviews to investigate the immigrant experience of acculturation. The data was analyzed using hermeneutic and interpretative phenomenological analysis to determine the relationship informant's perception of their acceptance from peers and society in Norway.

Thailand is a long distance from Norway, both physically and culturally, and the immigrants experienced extreme differences in many areas: the weather, family's norm, food, religion, education, language, etc. It takes a long time to adapt to such a different culture, and informants faced challenges and discrimination throughout the process. Although, according to Brochmann and Kjeldstadli (2008) Norway is a diverse country, but this study found that in the school setting some informants went through experiences that are more likely to force immigrants into the stage of separation.

All informants in this study experienced some discrimination and challenges. Nevertheless, two of the informants were able to overcome discrimination and build relationships with their peers in settlement cultural group. But for another two informants, the challenges and discrimination created barriers in their acculturation process. Negative attitudes were caused by cultural challenges from their classroom peers.

The study affirms the explanation from Berry (1997) that the immigrants will develop negative attitude after experienced discrimination from the member of the new cultural group. However, the data shows that not every informant develops negative attitude after experiencing discrimination. As discrimination is one of the factors that causes the psychological stress. And this stress usually happens in the early stages of acculturation (Berry, 1974). When the psychological stress occurs informant cope and manages with their psychological stress and discrimination differently depending on their characteristic. In this study, two of the informants experienced psychological stress from discrimination were able to adjust to the situation and manage the psychological stress by using the emotional –focus coping (Folkman, 1984). Emotional-Focus coping help informants to see the positive in the challenging situation. Whereas, another two informants chose to withdraw themselves from the situation (Berry, 1992). As shown that the informant 4 moved to the different school in another city because informant did not want to attend the same school with the same group of

students that bullied them in primary school. And Informant 3 isolated himself and drew himself into gaming.

The next factor in helping the acculturation is support. Support in this study was referring to the teachers' support and families' support. Teachers' support, in this study, found that most of the student was satisfied with the teacher help and support. Informants stated that the relationship between teachers and students were closer than what they had in Thailand. And that positive relationship helped develop informant's self-esteem in communication with adults. Moreover, most of the informants in this study agreed that teachers in their experience were aware of the cultural diversity and were willing to help the immigrants. However, one informant had a contrasting experience. After the informants faced challenges, the informant went to the teacher for help, but the teacher did not get the response that the informant expected.

This aspect of informant's perception of the teacher, were different from the earlier study by Alhassan and Bawa (2012). Alhassan and Bawa (2012), which found that in the teacher's perception, immigrant felt excluded because immigrants are not likely to ask for help when they are having difficulties or challenges. However, this study found that when the informants were having problems they went to the teacher, but the teacher could not respond to the problems. Therefore, to understand this aspect, the fact that students do not reveal the problem to the teachers might be because of cultural differences. The immigrants from the different country moved to Norway with the origin culture and social norm. Using the example of Thai immigrants, for them seniority is very important. So, it is not common for the student to go to the teaching office when they have some problem. This could be one of the experiences that immigrant did not directly report to the adult in school when they have had challenges. Therefore, the culture differences could also be the reason of teacher did not strongly respond to the challenges that informants in this study faced. Either informant has reported but no response or the immigrant did not report about the challenges, cultural identity affects all those decisions.

Obviously, in order to reach integration according to the acculturation strategy, immigrants need to maintain their original ethnic culture and obtain settlement ethnic culture. And in this study, Informants' origin identity is maintained. As shown that all the informants see themselves more aligned towards Thai culture. At the same time, the social interaction among Thai peers is more significant as can be seen by, informants living with sibling or partner

from the same ethnic group. But in the process of obtaining and interaction with new culture, this study suggests that this is a disadvantage in the process of integration.

5.3.3 How was the process of dropping out?

To answer this question the study used the qualitative interview as a method to seek for the immigrant's behaviour of dropout. The data were collected from the immigrants from Thailand who withdraws from school for at least 2 years. The methods used to analyse the data were hermeneutic and interpretative phenomenological analysis. The data was analyzed to seek for the cause or challenges that affect the decision to drop out.

The data collection found that, the reasons of informants dropping out in this study were related to 3 aspects; family, the system support and the social exclusion. In family aspect, informants' family did not set an expectation in education for informants. Therefore, the support from the family in both psychological and academically was low. Second was the system challenges or support, the data collection showed two challenges from the system in informant's experience. First was the lack of academic staffs as one of the informant said that there were many students who moved to other school. Whereas, another informant claimed that the progress of enrolling in the system caused his dropping out. And last is the social exclusion, the data shows that all informants experienced challenges and discrimination. But the challenges from social adaptation were not the only reason that influenced the dropout for all informants. The social challenges affected the acculturation process for some informants. The challenges that informants experienced resulted in a low sense of belonging in the society. As there are two, informants that dropped out of school because of wanting to avoid social contact.

The finding in this study is similar to Tinto (1975) dropout model, there are four main factors that influence their decision to drop. Even though the purpose of the model is to explain the behaviour of the student who finish high school and dropout from higher education but this model can also be applied to the situation of immigrants that moved from their own country and integrating into the new school setting. As found in this study, two of the informants were moved to continue their education in a different town but they then dropped out because they lost their motivation and goal. The loss of motivation could be cause by the difficulty in

adapting to the new society and setting. While another two informants found the opportunity to work so they dropped out.

However, the aspect of academic integration was not fully clear in this study. But one informant stated that:

“Norwegian school is fit for everyone, I don’t think anyone would drop out because it was not too hard,” (Informant 2)

Therefore, in the informant point of view, difficulty in adapting to education is not the reason for dropping out.

And furthermore in the aspect of an immigrant in Norway, the finding of this study agreed on the finding of Alhassan and Bawa (2012). Alhassan and Bawa (2012) which stated that the barrier in school performance of immigrants was from the family problems, school support, and the immigrant school welcoming.

5.4 To prevent dropping out

As from the study, the challenge that occurred to all informants was discrimination. Although, there were some informants that were able to overcome the discrimination creating the positive environment for the diversity culture is likely to decrease the discrimination in school.

In addition, another support that school can provide to prevent the dropping out of immigrants is the psychological support. As stated in Berry (1992), that the psychological stress occurs in the early stage of acculturation. Under this circumstance, if school are aware of this psychological stress and help the young immigrants to get through this stress and adjust themselves to the new culture, this might improve the sense of belonging in the school setting.

5.5 Limitation of the study

There were several weaknesses and limitations in this study that should be considered. The first limitation is the language, as the interviews were conducted in Thai then translated into English. Some point of transcription, word, phrase and sentence might not be the exact word to describe in English as in Thai. They are many levels of word and degree of expression, as

well as, the characteristic of Thai- culture, some questions were not answered directly but instead compromised the conflict and showed an appreciation.

Therefore, this study was based on the truthful response from the informants. Moreover, the questions in the interviews that were asked about the school experiences happened to informants many years ago. The interviews were conducted with Thai immigrants that dropped out for more than two years, so most of the questions required the recall of memory of the informants based on their opinion. Furthermore, the data was collected from 4 informants, whose arrived in Norway with different age and year. So, the support program and attitude were based on personal experience of the informants and cannot be generalised to the population.

Also in the literature review, the main focuses of this study are related to two main aspects. First is to explore the acculturation process of immigrant, and second is the process of the dropout behaviour. Therefore, there are a number of literatures related to this topic. But because of time limitation and the purpose of the study, this study was reviewing the literature more generally on both topics.

The last limitation, as the study aimed to explore the school experience of dropout immigrants from Thailand. To understand the process of dropping out, the study needed to explore the challenges in acculturation process of individual informants. However, because individuals are different, the challenges in adapting to new culture might not be the only reason for the immigrant dropping out. So in the further study, the suggestion would be, to either focus on the challenges of immigrants' acculturation, or the drop out behaviour of the immigrants.

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Appendix

Appendix 1. Approval for Research



NOTIFICATION FORM

Notification form (version 1.5) for student and research projects subject to notification or license (cf. the Personal Data Act, the Personal Health Data Filing System Act and associated Regulations).

1. Intro		
Will directly identifiable personal data be collected?	Yes <input type="radio"/> No <input checked="" type="radio"/>	A person will be directly identifiable through name, social security number, or other uniquely personal characteristics.
If yes, please specify	<input type="checkbox"/> Name <input type="checkbox"/> Social security number <input type="checkbox"/> Address <input type="checkbox"/> E-mail <input type="checkbox"/> Phone number <input type="checkbox"/> Other	Read more about personal data . NB! Even though information is to be anonymised in the final thesis/report, check the box if identifying personal data is to be collected/recorded in connection with the project.
If other, please specify		Read more about what processing personal data entails.
Will there be collected background information that may identify individuals (indirectly identifiable personal data)?	Yes <input checked="" type="radio"/> No <input type="radio"/>	A person will be indirectly identifiable if it is possible to identify a person through a combination of background information (such as place of residence or workplace/school, combined with information such as age, gender, occupation, etc.).
If yes, please specify	Date arrive in Norway, age, living town	NB! In order for a voice to be considered as identifiable, it must be registered in combination with other background information, in such a way that a person can be recognised.
Will there be registered personal data (directly/indirectly/via IP or email address, etc.) using online surveys?	Yes <input type="radio"/> No <input checked="" type="radio"/>	Read more about online surveys .
Will there be registered personal data using digital photo or video files?	Yes <input type="radio"/> No <input checked="" type="radio"/>	Photo/video recordings of faces will be regarded as identifiable personal data.
Have you applied for an assessment from REC regarding whether the project should be considered health research?	Yes <input type="radio"/> No <input checked="" type="radio"/>	NB! If REC (Regional Committees for Medical and Health Research Ethics) has assessed the project as health research, you do not have to submit a notification form to the Data Protection Official. (NB! This does not apply to projects using data from pseudonymous health registries.) Read more . If you have not received a reply from REC, we recommend that you await filing out a notification form until you have received a reply.
2. Project Title		
Project Title	Immigrant dropout experiences of schooling	Please state the project title NB! This cannot be "Master's thesis" or the like, the must describe the content or aim of the project.
3. Responsible Institution		
Institution	Universitetet i Oslo	Select the institution to which you are affiliated. All administrative levels must be specified. If it is a student project, select the institution to which the student is affiliated. If your institution is not listed, please contact the institution. Read more about the responsible institution (data controller).
Section/Faculty	Det utdanningsvitenskapelige fakultet	
Department	Institutt for spesialpedagogikk	
4. Project Leader (Researcher, Supervisor, Research Fellow)		
First name	Ivar	Fill in the name of the person who will have the day-to-day responsibility for the project. In a student project, this will usually be the student's supervisor. Read more about the role of the project leader .
Surname	Morken	
Position	Associate Professor	The student and the supervisor should usually be affiliated with the same institution. If the student has an external supervisor, the assistant supervisor at the student's place of study should be registered as the project leader.
Telephone	+47-22858123	
Mobile		Place of work must be affiliated with the responsible institution, e.g. a department, institute or section. Please notify us if you change your e-mail address.
Email	ivar.morken@isp.uio.no	
Alternative email	ivar.morken@isp.uio.no	
Place of work	Universitetet i oslo	

Address (work)	Postboks 1140 Blindern	
Postcode/city (work)	0318 OSLO	
5. Student (master, bachelor)		
Student project	Yes ● No ○	If the project will be carried out by more than one student, please choose one as contact person. Remaining students can be added under question 10.
First name	chadathip	
Surname	sirjarukul	
Telephone	40582278	
Mobile		
Email	chadaths@student.uv.uio.no	
Alternative email	csirjarukul@gmail.com	
Address (home)	Rolf E. Stenersens alle 38B H0301	
Postcode/city (work)	0858 oslo	
Specify project type	<ul style="list-style-type: none"> ● Master's thesis ○ Bachelors' thesis ○ Semester paper ○ Other 	
6. Objective		
What is the purpose of the project?	<p>The study seeks to answer the following research question Main Question: How do School Experiences influence dropout</p> <p>1. How do teaching in Norwegian influence their learning 2. How does social inclusion in their school experience</p> <p>The investigation will focus on the Languages skill and Cultural related to school experience. In the language area will involve the opinion in languages performance of participant and culture area will involve the sense of blondness or including in school system.</p>	Briefly describe the purpose or theme of the project and/or the research question.
7. Sample		
Please specify your sample	<ul style="list-style-type: none"> <input type="checkbox"/> Children attending day-care institutions <input type="checkbox"/> School children <input type="checkbox"/> Patients <input type="checkbox"/> Users/clients/customers <input type="checkbox"/> Employees <input type="checkbox"/> Children connected to child welfare <input type="checkbox"/> Teachers <input type="checkbox"/> Health/medical personnel <input type="checkbox"/> Asylum seekers <input checked="" type="checkbox"/> Other 	Read more about different research topics and samples .
Describe the sample/participants	A group of First generation immigrant in Norway from Thailand who has dropped out from school.	The sample refers to those who participate in the study or whom you collect information about.
Recruitment and sampling	First generation immigrants from Thailand who has dropped out from school	Briefly describe how the sample will be recruited/sampled. The sample may be recruited through a company, a school, a sports organisation, your social network, etc, or drawn from registries, such as the National Registry or patient registries. Please specify who will recruit/draw the sample.
Initial contact	personal interview	Describe how initial contact with the sample will be established, and by whom Read more about initial contact and different samples on our pages on: research topics .
Sample age	<ul style="list-style-type: none"> <input type="checkbox"/> Children (0-15 years old) <input type="checkbox"/> Adolescents (16-17 years old) <input checked="" type="checkbox"/> Adults (18 years and/or older) 	Read about research involving children on our web pages.
Approximate number of sample/participants	5	

Appendix 2. Interview Guide

Main Question: How do dropout immigrants experience inclusion in Norway school system?

Interview starting time: _____ Place: _____

Theme 1: Informant's background

How old are you

At what age did you arrive Norway?

Are you living with your family?

- In the past - Now

What is your education background before moving to Norway?

At what grade did you attend the Norwegian school?

At what age and grade did you dropout?

Have you ever consider about going back to school?

-Why – Why not

Theme 2: How do dropout immigrants experience inclusion in Norwegian school and everyday life?

Are there any difference between studying in Norway and Thailand?

: The question is aim to seek for the difference of two education system that could advantage and disadvantage the informants.

Did you get any Educational support when you arrive in Norway?

: The question is aim to look at the support that help informant in adapting to in culture, social and education.

Did the support help you or support you in Norwegian schooling?

: The question is aim to look for the benefit of received the support through perception of informants.

How was the relationship between you and your teacher?

: The question is seeking for the help and support as well as the feeling or acceptance.

How did you experience studying in Norway?

: The overall experience of schooling

Did you feel included while being in school or class (Sense of belonging)?

: The question is seeking for the help and support as well as the feeling or acceptance.

Did you have any friend among your classmate?

: The question is seeking for the help and support as well as the feeling or acceptance.

In your experience what is the main challenges of being an immigrant in Norwegian school?

: The question is seeking for the challenges in informants' experience.

What experiences influenced your decision to drop out?

: The question is seeking for the challenges in informants' experience that effect the decision to dropout.

For how long time did you consider dropping out before you actively dropped out?

: The question is seeking for the cause of dropping out or challenges.

How do you feel after you dropout?

: The question is seeking for the overall perception inclusion after dropped out.

What about today do you feel included or excluded

: The question is seeking for the overall perception inclusion after dropped out.

What is your opinion about inclusion?

: The question is to seeking for the concept of inclusion in informant's perspective.

Do you think Language is a barrier or help toward inclusion?

Appendix 3. Consent form

ใบยินยอมเข้าร่วมการวิจัย

The consent form

โครงการวิจัยเรื่อง: ประสบการณ์ ในโรงเรียน ของเด็กไทยที่ออกจากโรงเรียน
กลางคืน

วันที่.....เดือน.....พ.ศ.....

1. ก่อนที่จะลงนามในใบยินยอมให้ทำการวิจัยนี้ ข้าพเจ้าได้รับการอธิบายจากผู้วิจัยถึง
วัตถุประสงค์ของการวิจัย วิธีการวิจัย และมีความเข้าใจดีแล้ว

I confirm that I have read and understand the information about the study. I have had the
opportunity to consider the information, ask questions and have had these answered satisfactorily.

2. ผู้วิจัยรับรองว่าจะตอบคำถามต่าง ๆ ที่ข้าพเจ้าสงสัยด้วยความเต็มใจ ไม่ปิดบังซ่อนเร้นจน
ข้าพเจ้าพอใจ

The information has been fully explained to me and I have been able to ask questions, all of which
have been answered to my satisfaction.

3. ข้าพเจ้าเข้าร่วม โครงการวิจัยนี้โดยสมัครใจและมีสิทธิ์ที่จะบอกเลิกการเข้าร่วม โครงการวิจัยนี้
เมื่อใดก็ได้

I understand that my participation is voluntary and that I am free to withdraw at any time without
giving any reason.

4. ผู้วิจัยรับรองว่าจะเก็บข้อมูลเฉพาะเกี่ยวกับตัวข้าพเจ้าเป็นความลับ จะเปิดเผยได้เฉพาะ
ในรูปที่เป็นสรุปผลการวิจัย การเปิดเผยข้อมูลของตัวข้าพเจ้าต่อหน่วยงานต่าง ๆ ที่เกี่ยวข้องต้อง
ได้รับอนุญาตจากข้าพเจ้าแล้วจะกระทำได้เฉพาะกรณีจำเป็นด้วยเหตุผลทางวิชาการเท่านั้น

I understand that my name and identities will be anonymous. Data collected during the study, will
be looked and secure, according to the protocol of collecting and deleting data by NSD. I give
permission to have access to my records.

5. ข้าพเจ้าได้อ่านข้อความข้างต้นแล้ว และมีความเข้าใจดีทุกประการ และได้ลงนามในใบ
ยินยอมนี้ด้วยความเต็มใจ

I agree to take part in the above study

ลงนาม.....ผู้ยินยอม (participants)
(.....)

ลงนาม.....ผู้ทำวิจัย (The person taking consent)