

## ABSTRACT

This research, Diversity and Education Performance among High School Students, uses both quantitative and qualitative approaches. The quantitative survey research findings show that students who fear their science teachers got a lower than average grade in science (i.e., 2.964) than those who don't fear them (i.e., 3.139). 52.4% of total students who are discriminated against in class participation fear their teachers, which is a higher proportion than those who are less discriminated against (47.0%). The majority (i.e., 65.1%) of students in non-practical classrooms tend to have a problem applying the knowledge of science to their everyday life. The findings also show that 59.0% of students who are perceived as poorer than their teachers are much more discriminated against in class participation than those students who perceived as richer than their teachers (51.5%).

The qualitative research of in-depth interviewing teachers in Thailand shows that most studied teachers would blame their boy students, if their same-sex students kiss each other mouth-to-mouth. They think that such sexual behavior is against the good culture of Thailand. They also think that Burmese and Cambodian students must follow Thailand's culture. However, few Thai teachers would like to have a dialogue with their students who don't want to be Thai. They would listen to their foreign students as well because they want to find out any weakness of Thai culture making them dislike being Thai. Finally, education policy on teacher training via multiculturalism and future survey methodologies are briefly suggested.