

Abstract

This research, “Socialization Process of Japanese Preschools in Thailand : A Case Study of Little Deer Preschool and Hamster Preschool”, is based on four prime objectives. First of all, it aims to explore the environmental effect of the selected Japanese preschools in Thailand to the process of socialization. Secondly, it aims to examine the role of persons who take part in the said process. Thirdly, it is also the purpose of this work to study the scheme of educational processes conducted by the selected preschools in Thailand. Lastly, this work focuses on the methods or techniques used by the persons who take part in the said process in implementing the socialization process.

Research methods involved both documentary and field studies. By the latter methodology, the participant observation as well as the formal and informal interviews also took place. Populations of this research chiefly comprise two groups: 249 people who took part in the socialization process of Little Deer Preschool and Hamster Preschool and 24 Japanese housewives, whose children have joined both preschools on a daily basis. The selection of those 24 housewives was made through a random sampling of a so called the “Snowball Technique”. A descriptive presentation was used within this research as well as some statistical methodologies, percentage, mode, and mean, had been applied throughout the work.

The finding shows that the process of socialization applied by the Japanese preschools in Thailand is principally involved in the following four main factors. Firstly, the condition of the preschools, particularly, in the extent to which concerns the environmental issue. Secondly, the persons who are participated in and related to the process of socialization. Thirdly, the scheme of education process organised by the preschools. Fourthly, the methods or techniques used in the process of socialization.

In principal, the commencement of the socialization process, applied by the Japanese preschools in Thailand, takes place at the very first time of the first day of a child’s preschool life. By having a well-organised socialization process, the child will start to be disciplined on his or her first day of the preschool life, according to the educational plan systematically designed in advance by the preschool. Shortly after this stage and within an appropriate period of time, the said plan will then be implemented and combined as a part of the children’s activities, which will generally be facilitated by the preschools. At this material point of time, the plan will initially

plays its role in the children and would no longer be regarded as a mere abstract as it is now incorporated into the children's day-to-day's lives. More significantly is the teacher, who has close contact with the children at all material times, whose role as a direct and indirect socialization process instructor will give much influence upon the process. Through the role of the teacher and the great support from the preschool's desired environment, the mechanism of teaching and learning will be running smoothly and will then be slowly, but effectively, assimilated into the children's mind. As to the meaning of the term "desired environment", two meanings should be adopted. Firstly, it should be referred to the children and their families' co-operation in activities created and introduced by the preschools. The second meaning connotes the environment of the preschools in both physical and mental senses. In the physical sense, the reference is made to the facilities provided by the preschools, by which facility the accomplishment to the goal set up in the designed education plan must be supported. In the mental sense, the reference is made to the qualification of the preschools where a clear awareness of the children's natures is crucial. All of these fundamental aspects, explained above, are the "must" to the development of the socialization process which have a core principle of nurturing the children's feeling rather than using an authoritative power upon them. Satisfactorily, the application of this socialization technique could render a positive result in substantial parts of the child behaviour and it is believed also that this technique helps building up his admirable appearance. Ultimately, the attitude of the well-trained child or an adult-to-be towards the social and the surrounding environment will be as good as his behaviour and appearance.

In conclusion, the finding of this research will be proposed to Thai preschools the concept, processes and techniques of socialization. In brief, the recommendation will be made in reference to the core principle of nurturing, not the power using or even abusing, in raising up a child, unless it is the desire of parents to have an aggressive child who prefer involving in every brawl. Moreover, it is recommended also that policy-makers, especially those who are in charge with the pre-school educational system in Thailand, should take into consideration the aspects concern not only a study curriculum but also a child's appropriate habit, attitude and behaviour development. This is because the knowledge a child has would be useless if the child knows nothing about the socialization.