



Effects of Education Management to International Students

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Abstract

The purposes of this research were to examine the effects of education management as perceived by international students, parents and employers; the opinions of parents and employers toward the characteristics of international graduates; a level of satisfaction of parents toward international graduates; and the international students' satisfaction toward a Rajabhat University in the Northeast of Thailand. A total of 120 samples consisted of 90 international students enrolling at least one semester and 10 international graduates living in their home countries-The Socialist Republic of Vietnam (VN) and The Lao People's Democratic Republic (Lao PDR), 10 employers from VN and Lao PDR, and 10 parents of international graduates. The research tools comprised a survey questionnaire and an interview form. The statistics used for data analysis involved frequency and mean.

The findings were as follows: The education management as perceived by international students and employers as a whole were at a high level. The characteristics of international graduates as perceived by parents and employers as a whole were at a high level. The desirable characteristics of international graduates based on parents' opinions as a whole were at the highest level which were ranked from the high to low mean scores: 1) creative thinking, 2) self- confident and assertive, 3) social skills and being able to work with others, 4) responsibilities, 5) computer skills, and 6) being a learning person and seeking knowledge. In addition, the characteristics of desirable graduates based on employers were ranked from the high to the low mean scores involving the first five aspects: 1) foreign language communication abilities, 2) diligent, hard work and patience, 3) gaining in-depth knowledge of individual area of study, 4) social skills and being able to work with others, and 5) being a learning person and seeking knowledge. The proposed guidelines for developing education management of a Thai Rajabhat University based on parents and employers involving five aspects: 1) Instruction, 2) curriculum and Instruction, 3) Program, 4) Teacher and student, and 5) Public relations and guidance.

Keywords: Education Management, International Students



1. Introduction

The rapid changes in society, politics, and economy were accelerated by modern technologies and globalization. Advanced technology is important for all sectors, including academic institution, achieving the Sustainable Development Goals (SDGs) in terms of quality education. The education quality assurance has been taken in place in all education levels to improve quality of education provided. Consequently education quality and education management characteristics of individual academic institution are comparable. Thus students seek for opportunities to pursue their studies abroad or neighboring countries. In addition, lifelong learning perception may lead students to select or learn in specific pathways or interest courses available in own country or abroad or online courses available. These would eliminate the formal education eventually.

Although the significant progress in access to education in the present era of the Millennium Development Goals (MDGs) showed the enrollment rates of 89% at the primary level and 66% of the lower secondary level in 2015 (UNESCO Institute Statistics-UIS). According to UIS report, there remain challenges to Thailand's student mobility, the country's outbound student mobility rate has remained flat ranged from 0.84 percent in 2012 to 1.31 percent in 2016. (UNESCO Institute Statistics-UIS, online). This would conclude that Thailand still encounters substantial challenges on the quality of international education.

Educational management in Thai higher education level would eventually look into create the connection with neighbouring countries in terms of establishment the guidelines of international students and parents in administration, policy, support and services to obtain more enrollment of international students. In addition, education management development is a fundamental basis that enhance potential of higher education institution to provide quality education for locals, communities and international students. The changes to international academic institutions would facilitate the opportunities for more enrolment and better mutual relationship with other universities worldwide (DeWit, 2002).

Inevitably, a Thai Rajabhat University in the Northeast of Thailand has also encountered less enrolments each year. One of the university strategies B.E. 2559-2562 focuses on producing quality graduates, which is drawn as a basis of this study. The highly competition of education services could be seen at a local and national and international level. The attempts of a Thai Rajabhat University could be seen in producing good and smart graduates with the following characteristics: having moral and ethnics, public mindedness, social responsibility, knowledge and professional skills, seeking knowledge, independent learning, capacity at ASEAN level, and being able to speak other languages, namely Laos, Vietnamese and English. It can be seen that the host students are also prepared to aware of different cultures.

Consequently, the international students' enrolment for a year course for Thai language study in a small number but at least ten Vietnamese and three Burmese each year and then pursue studying at an undergraduate level. The enrollment at the post graduate levels are approximately



ten from Savannakhet University and Savannakhet Teacher Training College, Lao PDR. The enrolment is depending on international students' interests and scholarship. The increasing international students' interests are on short-term programs and internships. The preparation for changes in education service of a Thai Rajabhat University for effective education management will benefit a university. Moreover, according to Thai universities in terms of the quality education management were analyzed through document inquiries concerning strategies of marketing mix, higher education policy and strategies, and factors influencing studying abroad, proposed and researched by Jaruariyanon, 1999; Jitsuthipakorn, 2004; Kanchanakiti, 2008, OHEC (2008, p. 6); Patcharacharoenphong, 2011, Thepbhornbanchakit (2013); SNRU (2016); Lagrosen, Seyyed-Hashemi and Leitner, 2004, p. 68; Pimpa, 2004; Abouchedid & Nasser, 2002, p. 204; Buddhichiwin (2013, pp. 324-326); Ji (2011, abstract); Kakkad, & Nair, (2011, p. 103); Lazic and Brkicm (2015, p.75); Lu, Mavondo, & Qiu, (2011, pp. 20-22); Phang. (2013, pp. 29-36); Sobkova & Ostrava (2011, p. 189); Yin, Rungkanjanasesm, & Chen (2015, pp. 193-194); Yu (2013, p. 39); Zerman (2014, p. 47); Henriksgard (2010, p. 37). The quality education management for the research categorized into eight aspects with 45 sub-aspects as follows: 1) Teaching and Learning consisted of 1.1) standard teaching and learning 1.2) arranging teaching and learning process of both theory and practice in a proper process 1.3) teachers' expertise and having knowledge and abilities in taught course 1.4) arranging teaching and learning to meet the needs of learners, teaching methods, learning approach, interest and abilities 1.5) using various approaches for measurement and evaluation; 2) Curriculum consisted of 2.1) curriculum is designed accordance with society and workplace 2.2) university has curriculum of both theory and practice/performance 2.3) university provided variety of curriculum 2.4) curriculum is flexible and suit the context, and 2.5) admissions; 3) Institute Image consisted of 3.1) having deep and widen academic knowledge 3.2) University's reputation 3.3) creating better relationship with organization at national and international levels; 3.4) producing quality graduates to meet the society and workplaces; and 3.5) Cultivating moral and ethics to student; 4) Program consisted of 4.1) flexible program 4.2) various Courses available 4.3) program meets the students' needs 4.4) having activities enhancing better relationship among teachers and international students; and 4.5) having follow-up supervision of students systematically and ongoing; 5) Teachers and student consisted of 5.1) having opportunities among teachers 5.2) teachers employed innovation, technology for teaching appropriately 5.3) teachers' reputation 5.4) having opportunities among students 5.5) Teachers offering fair grade results; 6) Public relations and guidance consisted of 6.1) having ongoing public relations and guidance 6.2) proving student support and assistance 6.3) notification of teaching and learning schedule, classroom services and good study schedule 6.4) Correct and up to date information, and 6.5) providing activities for study life on campus; 7) Location consisted of 7.1) location distance 7.2) Modern building, lab and technology 7.3) far from disturbance environment, namely gambling, bad places, pollution 7.4) having good physical environment, green, beautiful and clean that facilitate learning and 7.5) good security; and 8) Quality education management consisted of 8.1) Administrators having mission and knowledge and abilities 8.2) academic learning resources, various up to date innovations to be convenient to provide services 8.3) having system and process



to offer and facilitate the fast services 8.4) effective personnel and staff and 8.5) Overall results of education management

In addition, characteristics of Graduates of a Thai Rajabhat University in the Northeast Thailand covered four aspects with 40 sub-aspects: 1. academic competence involves 1.1 knowledge on job description, 1.2 knowledge, skills and performance competence, 1.3 knowledge and ability to put knowledge into professions, 1.4 analytical and problem-solving ability while working, 1.5 ability to create and construct body of knowledge for job performance, 1.6 Sufficient knowledge and ability in individual program for task performance, 1.7 knowledge and understanding on task responsibility, 1.8 ability to manage work system and controlling, 1.9 administrative management, and 1.10 utilizing organizational resources effectively; 2. Basic knowledge and ability for work performance involve 2.1 being a good leader, 2.2 being a good follower, 2.3 working together with others, 2.4 employing technologies to effective work performance, 2.5 extrovert and making a decision encountered effectively, 2.6 number analytical skills, 2.7 having ability on work management that individual in charge of to reach the set goals, 2.8 self-confidence, 2.9 seeking knowledge and adapting self to suit the social changes, 2.10 emotion control 2.11 skills and expertise in using English, 2.12 cooperative ability, 2.13 planning ability, 2.14 being extrovert for work and organization development, 2.15 work commitment for achievement, and 2.16 Creative thinking; 3. Moral, Ethics and professions consisted of 3.1 honest and responsibility to duty 3.2 loving and faith to professions 3.3 discipline and respect to organization 3.4 diligent, patience in working 3.5 moderate 3.6 generous to others 3.7 good exemplar and 3.8 independent; 4. Personality and personal characteristics consisted of 4.1 enthusiastic 4.2 extrovert 4.3 interpersonal skills 4.4 polite and modest 4.5 positive thinking to job and workplaces and 4.6 conducting code of dress to workplaces and person

Therefore, the researcher is interested to study education management for international students who graduated and enrolled in a Thai Rajabhat University in the Northeast of Thailand to propose the results as information for policy makers to provide quality education services. The purposes of this research were to: 1) examine the effects of education management to international students of a Thai Rajabhat University as perceived by international students, parents and employers; 2) examine the opinions of parents and employers toward the characteristics of international graduates; 3) explore the opinions of parents and employers; 4) investigate a level of satisfaction of parents toward international graduates; 5) investigate the international students' satisfaction toward a Thai Rajabhat University; and 6) establish the guidelines for developing education management of international students of a Thai Rajabhat University.

2. Method



This research employed a mix method approach. A questionnaire was conducted in a Thai Rajabhat University, Workplaces in Lao PDR, and Vietnam. The in-depth interviews were also conducted after the completion of a survey. The interviews also employed various approach, namely a focus group, face-to-face, over the phone. The interview session was conducted with ten international students studying at a Thai Rajabhat University, ten graduates, five employers, five parents. The participants in this study consisted of 120 respondents, including 90 undergraduate students enrolling at least one semester, ten graduates from Lao PDR and Vietnam, ten employers from Lao PDR and Vietnam, and ten parents Lao PDR and Vietnam.

3. Results

This section should be organized in order to answer each of your research questions.

1. The education management as perceived by international students as a whole were at a high level ($\bar{x}= 3.92$). When considering in each aspect, the mean scores of each item were ranked in a descending order for the first three highest mean scores: “I am proud of completing my degree from this university” ($\bar{x}=4.35$); “In overall, I have positive attitudes toward this university” ($\bar{x}=4.25$); and “I think I have sufficient knowledge for applying into practice.” ($\bar{x}=3.60$)

2. The education management as perceived by employers as a whole were at the highest level ($\bar{x}= 4.52$). When considering in each aspect, the highest mean score went to the item of quality education ($\bar{x}=4.74$). The teaching and learning and Curriculum were also ranked at the highest level ($\bar{x}=4.56$). While parents reported their perception toward education management at a high level ($\bar{x}=3.75$). The teaching and learning was second. Curriculum and location were also ranked at a high level. Both respondents agreed on the low level of “Public relation and guidance” item.

3. The characteristics of graduates as perceived by parents and employers as a whole were at a high level ($\bar{x}= 3.75$) and ($\bar{x}= 4.35$), respectively. When considering in each aspect, both respondents agreed on the high mean scores in terms of personality and personal characteristics. Employers saw the graduates’ knowledge and basic abilities that suits work performance were still needed in the workplaces ($\bar{x}=4.33$). Parents were also ranked academic ability ($\bar{x}=3.73$) in the highest mean scores in the “high level” category.

5. The desirable characteristics of graduates based on parents’ opinions as a whole were at the highest level which were ranked from the high to low mean scores: 1) creative thinking, 2) self-confident and assertive, 3) social skills and being able to work with others, 4) responsibilities, 5) computer skills, and 6) being a learning person and seeking knowledge.



6. The characteristics of desirable graduates based on employers were ranked from the high to the low mean scores involving the first five aspects: 1) foreign language communication abilities, 2) diligent, hard work and patience, 3) gaining in-depth knowledge of individual area of study, 4) social skills and being able to work with others, and 5) being a learning person and seeking knowledge.

7) The proposed guidelines for developing education management of a Thai Rajabhat University in the Northeast Thailand based on parents and employers involving five aspects: 1) Instruction, including ongoing English language training; 2) Curriculum and Instruction, involving additional contents in accordance with future career, and using English for communication in workplaces; 3) Program, including creating connection among international students and host students; 4) Teacher and student, including applying strict discipline for Vietnamese students; 5) Public relations and guidance by introducing additional university information, GPA report to parents and students' conduct, providing guidance for students in terms of job seeking, reporting education fees and personal expenses in each semester; additional services, including cheaper approach for money transferring; and 6) Others, including meetings with teachers, administrators, parents of international students, and scholarship and opportunities for post graduate study.

4. Discussion and Conclusion

According to the results of this study, the study would be a guideline to leap up the academic services which is a major mission of university to meet the needs of future consumers and for further approaches to analyze and seek for better benefits in terms of enrolment in a Thai Rajabhat University. In this study, the variables were analyzed through document inquiries and experts, consisting of aspects: 1) teaching and learning 2) curriculum 3) institute image 4) program 5) teachers and students 6) public relations and guidance 7) location and 8) quality education. In addition, the desirable characteristics of graduates that meet future workplace involved four aspects: 1) knowledge that suits job position 2) knowledge and abilities for future work performance 3) moral and ethics and profession and 4) personality and personal characteristics. Hopefully the quality graduates to be good and smart persons would be successfully in terms of international students and workplace and parents perspectives toward a Thai Rajabhat University' education management.



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