



Strategies for administration of Chinese Students Association of Thailand

Weiyoung Ou^{1,*}, Tharn Thong-ngok², Yongyouth Yaboonthong³,
and Choocheep Puthaprasert⁴

Education Program, Educational Administration, Faculty of Education, Chiang Mai University, Thailand

Abstract

This research aimed to: 1) study, synthesize, and confirm the components for administration of the Chinese Students Association of Thailand; 2) investigate the problems and solution guidelines for administration of the Chinese Students Association of Thailand; and 3) develop strategies for administration of the Chinese Students Association of Thailand. Instruments used in this research were a component synthesis, an open-ended questionnaire, a semi-structured interview form, and agenda questions for focus group discussion. Data were analyzed by percentage, mean, standard deviation, content analysis and summarizing, and descriptive analysis. The results of the research revealed as follows: 1. The components for administration of Chinese Students Association of Thailand consisted of 4 components with 23 sub-components. The components were confirmed by five experts participating in the focus group discussion by using consensus. Consequently, there were 5 components with 21 sub-components. 2. Regarding important problems and solution guidelines for administration, the vision, mission, and goals were not planned for all relevant committee, staff, and members; so that they should be formulated and planned. 3. The development strategies for administration of Chinese Students Association of Thailand consisted of 5 strategies with 25 measures.

Keywords: Strategies, Administration, Chinese Students Association of Thailand

Article history: Received 28 January 2021, Revised 27 March 2021, Accepted 29 March 2021

1. Introduction

Due to the economic growth all over Asia, the growth of educational trade has been a primary reason. Asian countries realize the importance of education to be one of the important factors for economic development. The requirements for higher education will continuously develop. All Thai universities welcome the educational trade aiming for higher quality education and more remarkable choice of studies.

According to ICEF monitor [1], Thailand was marked down as the latest Asian market to step up its efforts to attract greater numbers of Chinese students and the underlying reason was a familiar one: total tertiary enrolment in Thailand had flattened and even begun to decline over the last several years. The affordability of Thai universities was a key consideration for Chinese students as well. Therefore, Thai universities were responding to Chinese demand by laying on additional programs and services targeted to Chinese students. But some also saw the influx of visiting students from China – which had been accompanied as well by growing numbers of Chinese academics taking up post in Thai higher education and even by Chinese investments in private universities in Thailand. Moreover, Chinese students told Voice of America [2] that

Thailand offered better prospects because of lower tuition fees and friendlier visa rules than in the West.

Additionally, the findings of Songsathaphorn, Chen, and Ruangkanjanases [3] indicated that only four factors had significant positive influence on overall Chinese students' satisfaction toward Thai higher education. These four factors were education, safety, image and prestige of institution, and student's preparation before going abroad. Chinese students were a majority and the main source of international students in Thailand, thus, it seemed to be the most critical target group and was one of Thai's prominent export markets for education services. Thai universities were increasingly looking to China to help offset those declining domestic numbers, and the number of Chinese students in Thai higher education was on the rise as a result.

Since 2010, Chinese keen on Thai studies, Kelly [4] wrote that perhaps, was the fact that Thailand's higher learning system earns high marks in the Middle Kingdom, and it is now a popular choice for many young Chinese seeking a study-abroad experience. Moreover, Guan Mu, the ambassador at that time stressed that there was plenty of evidence of the strengthening of bilateral relations between Thailand and the People's Republic of China, and country-to-country educational exchange was one of the best ways to enhance direct ties. Though US and European universities re-

*Corresponding author; email: owycmu@gmail.com

Table 1. Results of comparison the components for administration of the Chinese Students Association of Thailand.

Components from synthesis	Confirmative components by five experts
1. Planning 1.1 Vision – The non-profit organization to serve Chinese students during studying in Thailand. 1.2 Mission – To serve Chinese students on which all qualities of life and to promote good relations between Thailand and the People’s Republic of China. 1.3 Value - Voluntary service to solve problems of Chinese students. 1.4 Goal - Chinese students studying in Thailand receive various services, friendly living together, safety, and good quality of life. 1.5 Objective - To assist Chinese students in development of their quality of life. 1.6 Plan - This non-profit association works in co-operation with all relevant sectors.	1. Planning 1.1 Vision - The non-profit organization to serve Chinese students during studying in Thailand. 1.2 Mission - To serve Chinese students on which all qualities of life and to promote good relations between Thailand and the People’s Republic of China. 1.3 Value - Voluntary service to solve problems of Chinese students. 1.4 Goal - Chinese students studying in Thailand receive various services, friendly living together, safety, and good quality of life. 1.5 Objective - To assist Chinese students in development of their quality of life. 1.6 Project - The work process consists of many activities to accomplish the objectives.
2. Personnel 2.1 Leadership - The characteristics of chairman of the Chinese Students Association. 2.2 Committee - The management committee of the Chinese Students Association. 2.3 Members - The Chinese students who are studying in Thailand. 2.4 Consultant - The Chinese ambassador and general consul. 2.5 Volunteers - The Chinese students who dedicate persons to work for Chinese Students Association of Thailand. 2.6 Sponsor - The Chinese organizations and honorable Chinese in Thailand. 2.7 Senior - The former Chinese students are studying in Thailand for many years.	2. Participation 2.1 Knowledge - Acquiring information and skills through experiences or education of the association management. 2.2 Understanding - Building process of comprehension and interpretation of the association management. 2.3 Association management - Offering the services, information, networking, and even the opportunity for volunteers and teamwork. 2.4 Committee, staff, teamwork, volunteers, and mentors. Dedicated persons to work for Chinese Students Association of Thailand.
3. Supporting 3.1 Budget - Expected money is allocated from the Chinese governments. 3.2 Activities - Chinese cultural activities are organized by the Chinese Students Association of Thailand. 3.3 Education/Training - Learning courses of Thai cultures and traditions are provided by the Chinese Students Association of Thailand. 3.4 Technology - Having computers, materials, and facilities for working via internet in the office. 3.5 Support System - A variety of services for students.	3. Sustainability 3.1 Activities - Organizing educational training to enhance staff’s potential. 3.2 Mobilization/Sponsor - Reserving fund and necessary resources. 3.3 Technology - Having knowledge and understanding about the use of information technology in the disruption era. 3.4 Care and support system - Visiting Chinese students at their residents in Thailand.
4. Collaboration 4.1 Cooperation - Actions of members are accomplish the sharing goals. 4.2 Network - Thai educational agencies are interacted with the Chinese Students Association of Thailand to exchange information and develop relationship contacts. 4.3 Team - Chinese students who work as voluntary members. 4.4 Partnership - Building an agreement of collaboration between the Chinese Students Association of Thailand and educational organizations. 4.5 Public relation - Providing a communication process that builds beneficial relationships between the Chinese Students Association of Thailand and the public.	4. Collaboration 4.1 Network - Thai educational agencies interact with the Chinese Students Association of Thailand to exchange information and develop relationship contacts. 4.2 Partnership - Building an agreement of collaboration between the Chinese Students Association of Thailand and educational organizations. 4.3 Public relations - Providing a communication process that builds beneficial relationships between the Chinese Students Association of Thailand and the public.
	5. Human resource management 5.1 Membership - Preparing documentation system of Chinese students studying in Thailand at present and plan for the next recent future. 5.2 Working Environment - Materials are ready to use. 5.3 Staff Relations - Staff participates in planning. 5.4 Manual - Preparing complete information for members.

mained the first choice for many Chinese, the cultural similarity, proximity and rapidly growing economy of Thailand made it suitable for internationally ambitious young people.

Another reason, Lu and Pitchayadejarnan [5] studied Chinese students’ perceived service quality towards Thai higher education institutes, it found that satisfaction on decision making had been positively affected by two factors: information accuracy, and course facilitating. The results implied that Chinese students would be satisfied with their decision to study in Thai university if the university provided accurate information and facilitated the course appropriately.

Nevertheless, Kang *et al.* [6] identified the main difficulties Chinese students encountered during their time at the upper northern Thai universities as follows: 1) not being accustomed to Thai campus life, 2) having difficulty in understanding courses, 3) not having good job prospects, 4) having difficulty fitting-in with Thai

society, 5) cannot adapt to Thai customs and habits, 6) having difficulty in using Thai transportation, 7) not getting enough support from Thai universities, 8) cannot find ways to deal with depression, 9) not being optimistic about studying abroad and the future, 10) being hard to find internship opportunities, and 11) cannot adapt to Thai style of teaching.

Because of friendlier visa rules, cheaper educational fees, as well as Thai universities offer more affordable overseas students; so Chinese students has been running to Thai universities. The Chinese Students Association of Thailand was accordingly established in 2010 under the supervision of the education department, Embassy of the People’s Republic of China in Thailand. The senior secretary of education department was the chairman of advisory board consisting of two association presidents, one is based in Bangkok and another is based in Chiang Mai.

The Chinese Students Association of Thailand is the

non-profit organization are: 1) to serve Chinese students in Thailand; 2) to drive sustainable cooperation in education between Thailand and China; 3) to facilitate Chinese students studying in Thailand; 4) to provide information and advice for students; 5) to protect benefits; and 6) to take care of safety for Chinese students in Thailand.

As a leader of the Chinese Students Association of Thailand, it was found that there were currently lack of obviously directions and action plans to support the number of Chinese students. Therefore, there should be administration strategies for the Chinese Students Association of Thailand as working guidelines to provide a specific management method that meets the needs of Chinese Students Association of Thailand and in accordance with higher education standards and the relevant rules and regulations of Thai Ministry of Education. In addition, the researchers expected that the formulated administration strategies for the Chinese Students Association of Thailand could be crop with the increasing number of Chinese students for the next 10 years.

2. Research Questions

2.1 What were the results of studying, synthesizing, and confirming the components for administration of the Chinese Students Association of Thailand?

2.2 What were problems and solution guidelines for administration of the Chinese Students Association of Thailand?

2.3 What should be the results of the development strategies for administration of the Chinese Students Association of Thailand?

3. Research Objectives

3.1 To study, synthesize, and confirm components for administration of the Chinese Students Association of Thailand.

3.2 To investigate the problems and solution guidelines for administration of the Chinese Students Association of Thailand.

3.3 To develop strategies for administration of the Chinese Students Association of Thailand.

4. Materials and Methods

The research process was divided into three phases as follows:

Phase 1: Study, synthesize, and confirm components for administration of the Chinese Students Association of Thailand, divided into 2 steps.

Step 1.1: The researchers studied the documents, concepts, theoretical papers and related research for synthesizing components for administration of the

Chinese Students Association of Thailand. The obtained data were evaluated by 34 scholars and researchers. The instrument used was a component synthesis table. Data were analyzed by content synthesis.

Step 1.2: The confirmation of components for administration of the Chinese Students Association of Thailand. Key informants were five experts in the focus group discussion. The instrument used was a confirmation form for correction, suitability, and completion by using consensus. Data were analyzed by content analysis.

Phase 2: Investigate the problems and solution guidelines for administration of the Chinese Students Association of Thailand. Key informants were eleven relevant committee and staff by interviewing. The instrument used was a semi-structured interview form. Data were analyzed by content summarizing.

Phase 3: Develop strategies for administration of the Chinese Students Association of Thailand. Key informants of eleven experts were selected by purposive sampling. The instrument used was a draft of strategies. Data were analyzed by descriptive analysis. The research framework was as shown in Figure 1.

5. Results and Discussion

The results of this research were as follows:

Phase 1: Study and synthesize the components for administration of the Chinese Students Association of Thailand, divided into 2 steps:

Step 1.1 4 components with 23 sub-components of administration of the Chinese Students Association of Thailand were synthesized from thirty-four scholars and researchers. They were as follows: 1) planning with 6 sub-components, 2) personnel with 7 sub-components, 3) supporting with 5 sub-components, and 4) collaboration with 5 sub-components.

Step 1.2: 5 confirmative components with 21 sub-components of administration of the Chinese Students Association of Thailand were modified by five experts participating in focus group discussion by using consensus. They were as follows: 1) planning with 6 sub-components, 2) participation with 4 sub-components, 3) sustainability with 4 sub-components, 4) collaboration with 3 sub-components, and 5) human resource management with 4 sub-components.

The comparison of step 1.1 and step 1.2 are shown in Table 1.

It was similar to Wudhiwanich *et al.* [7] who studied the development of management model for senior citizens school under Chiang Mai City Municipality towards Thailand 4.0. For the confirmation of management components of school for senior citizens in Thailand, seven experts in the focus group discussion agreed to delete background and focus points from core components.

Phase 2: The problems and solution guidelines for administration of Chinese Students Association of

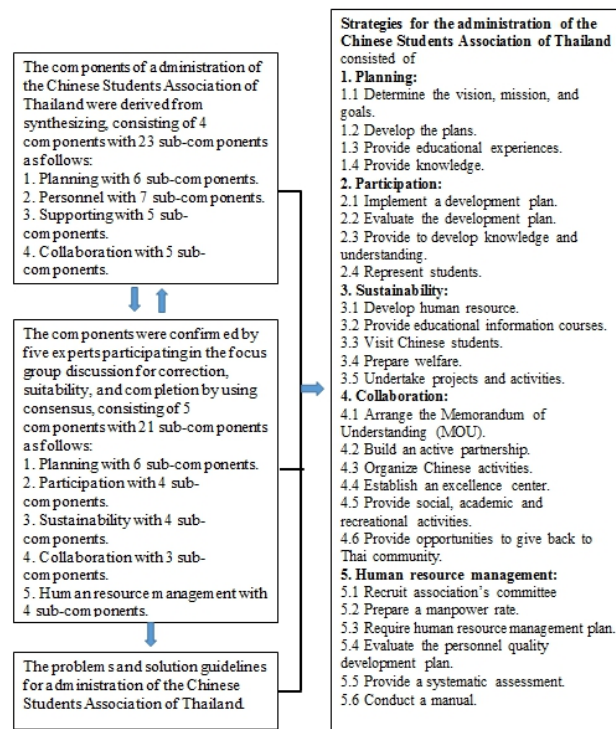


Figure 1: Research framework

Thailand were as follows: 1) in terms of planning: the vision, mission, and goals as working directions were not planned for all relevant committee, staff, and members. Therefore, it is suggested to prepare clear and practical vision, mission, and goals. 2) In terms of participation: knowledge and understanding of committee, staff, members, volunteers, and mentors was not developed. The knowledge management should be set for them. The Chinese Students Association of Thailand did not open opportunities for participation in management, so it should open more for participation. 3) In terms of sustainability: welfare was not prepared to strengthen the morale and encouragement for committee, staff, members, volunteers, and mentors. So there should be mobilizing funds. 4) In terms of collaboration: Memorandum of Understanding (MOU) and partnership building with Thai universities and educational agencies were not arranged actively; therefore, concrete connection should be built. 5) In terms of human resource management: academic potential was not required to recruit association's committee; therefore, an information system for manpower should be well planned.

Similarly, Ilen-Ebrahimian [8] stated in China's long arm reaches into American campuses' that since they were first established in the 1980s, Chinese Students and Scholars Associations (CSSAs) had served as an important social hub for Chinese students, helping them adjust to life in the United States and providing them with a ready-made support network. The groups typically hosted a variety of different cultural

and social activities throughout the school year and could help students coping with the problems and stresses of student life.

Moreover, most difficult problems for Chinese students in American universities were indicated by Zhang 4921's Blog from the Ohio State University, [9]. Chinese students generally needed more time to accommodate with American academic cultures before starting studies, and to ask advisors for help whenever they met a problem. Culture differences might be the most constant and scabrous problem for all International students, especially Chinese students. Because China has a long history, and many cultures have been existed in thousands years which were being carved in every Chinese heart, students needed more time to adapt the environment and accommodate the culture.

On the other hand, the challenges and problems of overseas Chinese students socializing into international academic settings were revealed by Duff (as Tao, Renjie) [10], Duff identified five issues associated with academic discourse socialization especially oral presentation socialization in the second language contexts, which was greater problems.

Phase 3: Developing strategies for administration of the Chinese Students Association of Thailand consisted of:

3.1 Vision: Chinese Student Association of Thailand is the non-profit organization to serve Chinese students during studying in Thailand.

3.2 Mission:

Table 2. Results of developing strategies for administration of the Chinese Students Association of Thailand.

Strategies	Measures
1. Planning: Planning to analyze association of both internal and external organization concretely and to develop the association's values in the changing era.	1.1 The vision, mission, and goals are planned with the participation of all relevant committee, staff, and members. 1.2 The developed plans from the concepts and participation are implemented appropriate to the association's context. 1.3 There is a plan to provide educational experiences for Chinese students studying in Thailand. 1.4 Knowledge concerning Thai law, cultures and traditions is provided for Chinese students.
2. Participation: Developing knowledge and understanding of committee, staff, members, volunteers, and mentors in participation in the association management.	2.1 Implement a development plan with the association's committee and staff. 2.2 Evaluate after implementing the development plan with the association's committee and staff. 2.3 Provide to develop staff, members, volunteers, and mentors to have knowledge and understanding about the association management. 2.4 Represent students both within the institution and externally.
3.Sustainability: Providing reserved fund and necessary resources for association management and potential development of association's staff, to have knowledge and understanding about the use of information technology in the disruption era.	3.1 Have plan for human resource development to have knowledge and understanding about the use of information technology in the disruption era by educational training. 3.2 Provide educational information courses to develop Chinese students in Thailand in various approaches. 3.3 Provide Chinese residents' visiting to give some advices. 3.4 Prepare welfare to strengthen the morale and encouragement for committee, staff, members, volunteers, and mentors. 3.5 Undertake projects and activities to benefit the members.
4.Collaboration: Building the connections between Chinese students and Thai educational agencies.	4.1 Arrange the Memorandum of Understanding (MOU) with Thai universities and educational agencies. 4.2 Build an active partnership with relevant sectors. 4.3 Organize Chinese activities and invite all educational agencies to join. 4.4 Establish a continual quality academic excellence center to serve all Chinese and Thai students. 4.5 Provide social, academic and recreational activities for Chinese students to celebrate and learn about cultures and diversity. 4.6 Provide opportunities for Chinese students to give back to Thai community, acts of service, sponsoring events, or sharing charity.
5.Human resource management: Developing an information system for manpower rate plan and raising the personnel quality with the participation of all relevant staff.	5.1 Recruit association's committee with academic potential. 5.2 Stipulate to prepare an information system for manpower rate plan completely. 5.3 Require to research and study about the human resource management plan. 5.4 Evaluate the personnel quality development plan using the current information and open opportunity for staff participation in planning. 5.5 Provide a systematic assessment of the human resource development plan. 5.6 Conduct a systematic and efficient operating manual.

3.2.1 To serve a variety of services for Chinese students studying in Thailand.

3.2.2 To support well-being and welfare for Chinese students studying in Thailand.

3.2.3 To promote and develop potential for the quality of life of Chinese students studying in Thailand.

3.2.4 To encourage the participation in serving Chinese students studying in Thailand.

3.2.5 To build good relations between Thailand and the People's Republic of China.

3.3 Goal: Chinese students studying in Thailand receive a variety of services from voluntary members, friendly living together, safety, and good quality of life.

3.4 Five strategies consisted of 25 measures were developed. The details were shown in Table 2.

Similarly, Australian Charities and Not-for-profits Commission set up vision of the Chinese Students Association Incorporated is to uplift the spirits of Chinese Students for self-awareness and cultural identity by demanding equal rights & respect and maximizing fair share of representation & influence in all relevant educational institutions. In addition, the mission of the Chinese Students Association Incorporated is dedicated to the advancement of the social, cultural and economic well-being of Chinese Students by sponsoring and engaging in various Chinese student activities

for the benefit of the Chinese community.

Likewise, Victoria University of Wellington [11] set up Chinese Students Association (VUWCSA). The Chinese Students' Association is a club where Chinese students can come to for assistance in regards to various aspects of their lives. The important goals are to enhance Chinese students learning experience and find out what services and support are available to help you achieve your goals at university. Moreover, in terms of sustainability, the university is committed to being an environmentally responsible and a world leading sustainability research and teaching organization.

6. Conclusion

It could be said that the strategies for administration of the Chinese Students Association of Thailand have been regarded as a significant part of educational administration. This is the first time that the Chinese Students Association of Thailand has his own strategies to be working directions as non-profit and voluntary organization. Even Chinese students are flocking to Thailand, administrative strategies will be a tool for assisting participation in association management and good collaboration between Thailand and the People's Republic of China. Thus, strategies for administration of the Chinese Students Association of Thailand could be applied as directions for administration of the Chinese Students Association all over the world.

7. Recommendations

From this research, the recommendations are as follows:

7.1 These developed strategies for administration can be applied for administration of the Chinese Students Association in the Asian and other countries. The Chinese Students Association of Thailand or other relevant educational agencies over Thailand should realized on building the connections with Chinese Students Association of Thailand to benefit for Thai educational agencies actively.

7.2 Memorandum of Understanding (MOU) and an active partnership should be built with the Chinese Students Association of Thailand. It would be beneficial for Thai students and Thai universities to achieve the educational goals.

8. Recommendation for Further Research

8.1 There should be the study of strategies for administration of the Chinese Students Association in other countries as guidelines to establish the association for caring and supporting Chinese students all over the world. Moreover, the derived strategies would facilitate administrators to manage the association more efficiently.

8.2 There should be the study and development of an administrative model for the Chinese Students Association of Thailand to cope with disruptive era.

Acknowledgment

I would like to express to thank you to consul of the Chinese Students Association of Thailand and Chinese students studying in Thailand for supporting the necessary information.

References

- [1] ICEF monitor, Thai universities working to attract more Chinese students. <https://monitor.icef.com/2019/02/thai-universities-working-to-attract-more-chinese-students>, (accessed 5 March 2020).
- [2] Voice of America, Thai Universities Tap into Rising Chinese Demand. <https://www.voanews.com/east-asia/thai-universities-tap-rising-chinese-demand> (accessed 5 March 2020)
- [3] P. Songsathaphorn, C. Chen, A. Ruangkanjanases, A study of factors influencing Chinese students' satisfaction toward Thai Universities, *Journal of Economics, Business and Management* 2(2) (2014) 105 – 111.
- [4] S. Kelly, Chinese keen on Thai studies. <https://www.bangkokpost.com/learning/news/206591/chinese-keen-on-thai-studies> (accessed 5 March 2020).
- [5] F. Lu, K. Pitchayadejanan, Chinese students' perceived service quality towards Thai higher education institutes, *Journal of Educational Administration, Khon Kaen University* 13(2) (2017) 201 – 216.
- [6] S. Kang, P. Yossuck, C. Panyadee, B. Ek-lem. Chinese students' cross-cultural adaptation process and their main difficulties encountered while studying in the upper northern Thai universities *Humanities, Arts and Social Sciences Studies* 20(2) (2020) 343 – 372.
- [7] T. Wudhiwanich, C. Puthaprasert, Y. Yaboonthong, T. Thong-ngok, Development of management model for senior citizens school under Chiang Mai city municipality towards Thailand 4.0, *Interdisciplinary Research Review*, 15(6) (2020) 31 – 37.
- [8] B. Allen-Ebrahimian. China's long arm reaches into American campuses. <https://foreignpolicy.com/2018/03/07/chinas-long-arm-reaches-into-american-campuses-chinese-students-scholars-association-university-communist-party> (accessed 5 March 2020)
- [9] Y. Tao, Renjie. Challenges and Problems of Overseas Chinese Students Socializing into International Academic Settings, in *Proc. of International Conference on Education Technology and Management Science (ICETMS 2013)*, 2013, pp. 731 - 734.
- [10] Zhang, 4921's Blog, Most difficult problems for Chinese students in American Universities. <https://u.osu.edu/zhang.4921/most-difficult-problems-for-chinese-students-getting-a-higher-education-in-american-universities/> (accessed 5 March 2020)
- [11] Victoria University of Wellington, Chinese Students Association (VUWCSA). <https://www.wgtn.ac.nz/students/campus/clubs/directory/chinese-students-association> (accessed 5 March 2020)
- [12] Australian Charities and Not-for-profits Commission, Chinese Students Association Incorporated. <https://www.acnc.gov.au/charity/c2a44c5ee58cdf23484085d954f11487> (accessed 5 March 2020)