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Editor's Note

It is realized that universities in the 21st century face numerous challenges as they must adapt to a rapidly changing world. Those challenges stem from shifts in societal, technological, economic, and political landscapes, as well as evolving expectations from students, employers, and governments. Particularly, the rapidly technological advancement of AI has become the current issue these days among the academics because it has affected their professional lives. Common questions: what are the roles of teachers and learners in the AI Era? How do teachers teach? How do learners learn?

To find out what others say about the AI in higher education, I checked the review on the internet. It said "AI is rapidly transforming higher education by enabling personalized learning, and 24/7 administrative support via chatbots, with 80-92% of students using tools like ChatGPT. While enhancing efficiency and engagement, it raises critical concerns regarding academic integrity, data privacy, and the need for AI literacy".

Regarding the aim of education, I asked ChatGPT " Are there any changes in the philosophy of education in the AI era? What concepts remain the same and what concepts have changed?" The answers are, "Yes- the AI era has brought real shifts in the philosophy of education, but it has not replaced the foundations. Think of it as continuity with rebalancing rather than a complete paradigm break."

Core philosophical ideas that remain the same: 1) Education as Human Formation. Education is still about forming the whole person, not just producing skills. moral judgment, empathy, civic responsibility, and identity remain central. AI cannot replace the ethical and existential dimensions of learning, continuity with Aristotle on virtue ethics and Dewey on education for democratic life. 2) Learning as an active process. Knowledge is not simply transmitted, it is constructed by learners. Critical thinking, reflection and meaning-making remain essential, continuity with Piaget, Bruner on constructivism, and Vygotsky on social learning. 3)The Teacher as a Moral and Relational Agent. The teachers are still role models, mentors, and ethical guides. Relationships, trust, and care cannot be automated.

Concepts that have fundamentally changed: 1) What it means to be"educated". It is no longer defined by what you remember. It is defined by epistemic humility, critical discernment, ethical use of intelligent systems, lifelong adaptability. 2) Academic Integrity. Integrity now involves: disclosure of AI use, understanding AI limits and biases, accountability for final judgments. 3)The purpose of schooling - less about preparing for the known jobs, more about preparing for unknown futures. Emphasis on learning how to learn, moral resilience, human creativity and care.

What has not changed. Education is still normative (value-laden), not just technical. AI does not decide educational aims–humans do. Wisdom, meaning, and ethical judgment remain irreducibly human. The Bottom Line is AI changes the conditions of education, not the ultimate purpose of education. The philosophical task remains the same: to cultivate wise, ethical and responsible human beings - in the world where intelligence is no longer exclusively human.

I understand that many members have integrated AI into their lessons and routine tasks. APHEIT journal is a platform for Share and Learn. We value your contributions.

Wish you all the best. Merry Christmas and Happy New Year 2026.

Manit Boonprasert, Ed.D
The Association of Private Higher Education Institutions of Thailand
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APHEIT INTERNATIONAL JOURNAL

RESEARCH ARTICLE

Development of Double-qualified Teachers' High Performance

in Medical College under Henan Province

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ABSTRACT

The objective of this research was to propose guidelines for developing double-qualified teachers' high performance in medical colleges under Henan Province. The study applied mixed methods research design combining quantitative and qualitative data collection. The key informants were 15 administrators and teachers engaged in medical teaching from 5 colleges in Henan Province, obtained through a purposive sampling method. The focus group was composed of 9 experts and professors from medical education colleges with more than 5 years' medical education management experience or using relevant management experience to carry out work in Henan Province. The instruments for data collection was in-depth interviews, frequency analysis was conducted through content analysis. The research results found that guidelines for double-qualified teachers' high performance in medical colleges under Henan Province should focus on upgrading the teacher's teaching ability and quality, basic quality, professional ability and quality, practice ability and quality in the college which consists of 24 managerial guidelines.

KEYWORDS: Development, Double-qualified Teachers' High Performance, Medical College, Henan Province

Introduction

Since the new century, China's higher vocational education has entered a stage of rapid development. Faculty development is a key link in the development of higher vocational education, and improving professionalism is the core factor of faculty development. In 1995, the State Education Commission put forward the policy concept of double-qualified for the first time in the Notice on the

construction of demonstration vocational universities. Since then, double-qualified teachers began to enter China's policy system. And the double-qualified teachers have been regarded as the goal of the construction of vocational education teachers in China.

The Opinions of the State Council of the Central Committee of the Communist Party of China on Comprehensively Deepening the Reform of Teacher Construction in the New Era (2018) proposes to comprehensively improve the quality of teachers in vocational colleges and build a high-quality double-qualified teachers teaching force. Strengthen the construction of vocational and technical teacher training colleges, support high-level schools and large and medium-sized enterprises to jointly build double-qualified teacher training bases, and establish a mechanism for higher education schools and industry enterprises to jointly train dual-teacher teachers. Effectively promote the teachers of vocational colleges and universities to regularly practice in enterprises, and constantly improve the practical teaching ability.

In recent years, China's higher specialized medical education has developed vigorously, which has trained a large number of grassroots medical talents for the modernization construction, but there is a lack of systematic and integrated consideration and design in the team construction and teacher training of double-qualified teachers. The training of double-qualified teachers is one of the extremely important links in the education chain of higher vocational colleges, which is related to the survival and development of the school, the future development of medical colleges and the quality of talent training. The training and education of medical students not only requires students to learn theoretical knowledge, but also to carry out clinical practice. Therefore, the requirement requires teachers to have teaching ability and medical clinical experience. How to improve the high-quality development of school teachers according to the national policy and promote the quality of medical personnel training is a problem that needs to be considered.

Teachers of medical schools in China follow the training mode of doctors. They have no clinical work experience at graduation, and no longer enter clinical work after entering the school. At the same time, they do not have teaching theory and teaching experience. However, the cultivation of medical students in teaching not only pays more attention to students' theoretical knowledge learning, but also pays more attention to clinical practice. Therefore, teachers are required to have not only teaching ability, but also have medical clinical knowledge and clinical related experience. How to improve the high-quality development of school teachers according to the national policy and promote the quality of medical personnel training is a problem that needs to be considered. The research object of the study is

double-qualified teachers' high performance development in medical college under Henan Province. Discuss and analyze the current situation of double-qualified teachers in medical colleges under Henan Province, how to improve the quality of double-qualified teachers, and put forward the guidelines to improve the high performance of double-qualified teachers.

Purpose

To propose guidelines for developing the double-qualified teachers' high performance in medical colleges under Henan Province.

Benefit of Research

The construction of double-qualified teachers is not only related to individual teachers, but also related to students' employment, school construction and development and social benefits. It can promote the development of teachers themselves, promote the growth of students, and enhance the social contribution of medical vocational education.

Research Process

Step1: Through literature review and related research, study the policies and current situation of double-qualified teachers' high performance in medical colleges.

Step2: Create questions by analyzing the content of the component. Conduct in-depth interviews through purposive sampling, with 15 administrators and teachers as key informant.

Step3: Introduce guidelines through focus group discussion.

Population and Sample

The research population for in-depth interviews is administrators and teachers in medical colleges under Henan Province. The in-depth interview sample is total 15 administrators and teachers engaged in medical teaching in 5 colleges by purposive sampling. It is composed of 5 school administrators, 5 department administrators (department heads and deans), and 5 professional course teachers.

Total 9 experts for focus group discussion from different medical colleges under Henan Province. These experts mainly have relevant experience and qualifications.

Instruments

1. Interviews in semi-structure
2. Focus group

Data analysis

(1) Conduct frequency analysis on the content of in-depth interviews and propose the quality of double-qualified teachers' high performance in medical colleges under Henan Province.

(2) The focus group was moderated by the researcher on developing double-qualified teachers' high performance in medical colleges under Henan Province, this discussion is about "guidance and suggestions on developing double-qualified teachers' high performance in medical colleges under Henan Province.

(3) Researcher and experts jointly discuss and evaluate the draft model to propose double-qualified teachers' high performance in medical colleges under Henan Province.

Conclusion and discussion

Based on the interview results, the researcher summarized the frequency of results for each factor, as follows:

1. Current situation of double-qualified teachers in medical colleges

1.1 Practical ability (14)

1.2 Teacher skills training and training system (13)

1.3 School-hospital two-way flow (10)

1.4 Funding and policy support (8)

1.5 Practical experience (7)

2. The components of qualities of double-qualified teachers should have in medical colleges

2.1 Professional theory and practical knowledge (15)

2.2 Love the education cause, professional attitude and dedication spirit (14)

2.3 Teaching ability (14)

2.4 Practical operation ability (13)

2.5 Teaching ability of combining professional theory and practice (12)

3. The key success factor and incentive measures to develop double-qualified teachers' high performance

3.1 Policy and effective management (14)

3.2 Support from government and the educational administration department (14)

3.3 Career planning and self-improvement (12)

3.4 Professional knowledge develops simultaneously with clinical practice ability (9)

3.5 Cooperation between college and hospitals (8)

4. Guidelines to improve double-qualified teachers' high performance in medical colleges

4.1 Training platform (15)

4.2 Cooperation between college and hospitals (12)

4.3 Teacher self-improvement (11)

4.4 Excitation mechanism (11)

4.5 Learning community (8)

Based on in-depth interviews result with 15 key informant, the following four factors of double-qualified teachers' high performance in medical colleges were identified, namely the teaching ability and quality, basic quality, professional ability and quality, practice ability and quality. The specific names and index are shown in Figure 1 below:

Figure 1: Components of double-qualified teachers' high performance in medical colleges

1. Teaching ability and quality consisted of 7 variables: (1) Ability of curriculum reform and development. (2) Ability of teaching design, teaching organization, teaching implementation, teaching evaluation and teaching reflection. (3) Advanced education and teaching concepts, high the level in pedagogy knowledge. (4) Solid language foundation and language expression ability. (5) Coaching under Andragogy based concept for student enhancement in high performance and learning outcome. (6) Ability to use modern information technology for education and teaching. (7) Ability to obtain the vocational education teacher qualification certificate.

2. Basic quality consisted of 7 variables: (1) Broad and rich cultural literacy. (2) Love the education cause, with a professional attitude and dedication spirit. (3) Lead by example and be a teacher. (4) Lifelong learning. (5) Creative and self-development capabilities. (6) Team spirit and the character to work together with people. (7) Care and love the students forever.

3. Professional ability and quality consisted of 5 variables: (1) Ability to pass through professional and technical titles qualifications. (2) Research ability, research acuity, combined with the latest industry technology, the transformation of research achievements. (3) Solid professional theory and practical knowledge. (4) International perspective, global thinking about professional research. (5) Teaching ability of combining professional theory and practice.

4. Practice ability and quality consisted of 4 variables: (1) Have professional and related field technical skills and practical operation ability. (2) Transform professional knowledge into clinical results and apply it to clinical practice to produce social benefits. (3) Ability to design professional courses and practical training. (4) Ability to guide students in clinical professional

practice activities and skills competitions.

From the results of focus group discussions content, the researcher summarized guidelines to improve double-qualified teachers' high performance in medical colleges as follows.

1. Teaching ability and quality. There were 8 managerial guidelines. Details were as follows:

1.1 Build a learning community of double-qualified teachers, carry out mutual help and learning activities, build a platform for mutual assistance, exchange and learning, and realize teacher experience exchange and resource sharing.

1.2 The college shall establish an effective teacher training and training system, Implementation of new teacher education: the training content mainly focuses on teachers' ethics training, teaching routine training and teaching skills training, and the old teachers with rich teaching experience and practical experience are arranged to give guidance. Conduct routine teaching training and teaching skills training to provide support for teachers' sustainable development.

1.3 The college sets up teaching achievement awards, builds teachers' teaching innovation team, and holds teaching ability competitions.

1.4 Teachers' self-improvement: improve personal cultivation and build personal career planning.

1.5 The government has financial and policy support for the training of double-qualified teachers.

1.6 The college strengthen the information infrastructure construction and provide equipment and technical support for the modern information technology education and teaching.

1.7 Actively participate in various teaching activities organized by college, such as lecture competition, teaching innovation competition, etc. At the same time, more often communicate and exchange teaching experience and teaching reflection with experienced full-time teachers, so as to enhance their teaching ability.

1.8 Improve the qualification access system for double-qualified teachers.

2. Basic quality. There were 5 managerial guidelines. Details were as follows:

2.1 Fully respect teachers. In work management, pay attention to the humanistic care of teachers, make teachers feel pleasure in teaching work, have good working atmosphere and colleague encouragement; the society recognizes the social status of teachers, and give sufficient respect and corresponding welfare treatment.

2.2 Ethics training for new teachers.

2.3 Enhance teachers' awareness of self-learning, lifelong learning concept and self-development ability.

2.4 Teachers should conduct their own further study to improve their own cultural literacy.

2.5 Cultivate teachers' love for education, be a model and care for students.

3. Professional ability and quality. There were 5 managerial guidelines. Details were as follows:

3.1 The college provides policies and effective management, including: capital, equipment, technology and resource support, etc.,

improve the incentive mechanism, adopt the position (title) promotion priority, evaluation first, salary incentive and honorary title incentive.

3.2 Improve the teaching ability of combining professional theory with practice. Constantly learning with theoretical knowledge, while improving practical ability, teaching innovation, teaching reform, in-depth combination of theory and practice.

3.3 Build training platforms of different levels of primary, middle and advanced training, provide teachers with different forms of online and offline training, and improve the teaching, practice and scientific research ability of double-qualified teachers.

3.4 Teachers continue to improve their own professional theory and practical knowledge.

3.5 Understand the research trends and trends of the major at home and abroad, and the latest academic achievements, and update the professional knowledge. Strengthen capacity building for scientific research.

4. Practice ability and quality. There were 6 managerial guidelines. Details were as follows:

4.1 Increase the number of teachers, reduce the workload of teachers, so that teachers have time for clinical practice.

4.2 The college establishes an effective teacher skill training system; Provides a systematic rotation training plan and clinical practice supervision for double-qualified teachers; Provides teachers with practical positions and encourages teachers to participate in clinical practice in the medical industry.

4.3 Expand the source of teachers and encourage medical institutions to enrich clinical experience in clinical teaching.

4.4 The two-way college-hospital flow mechanism is smooth, the double-qualified teacher training base is jointly built, and effective practice plans are formulated to continuously improve the practical skills of teachers.

4.5 Teachers can transform their professional knowledge into clinical results and apply it to clinical practice to produce social benefits.

4.6 Carry out professional title transfer evaluation, and allow clinical teachers to transfer professional titles to clinicians.

According to the research purpose, the data processing was completed and the corresponding results were obtained. And shaping a model to improve the development of double-qualified teachers' high performance as figure 2.

Double qualified teachers' high performance			
Teaching ability and quality	Basic quality	Professional ability and quality	Practice ability and quality
1.Education pedagogy knowledge 2.Teaching ability 3.Education concept 4.Teacher qualifications	1.Love the education cause, dedication spirit 2.Care for students 3.Lead by example 4.Cultural literacy 5.Team spirit 6.Creative and self-development	1.Professional theory and practical knowledge 2.Combining professional theory and practice 3.Technical title or professional qualification 4.International perspective 5.Research ability	1.Practical operation ability 2.Design course training 3.Guide students 4.Social benefits

Guidelines for Practice ability and quality (6)
1.Have time for clinical practice.
2.Enrich clinical experience
3.College-hospital flow mechanism
4.Establishes an effective teacher skill training system
5.Produce social benefits.
6.Professional title transfer

Guidelines for Professional ability and quality (5)
1.Improve professional theory and practical knowledge
2.Improve the teaching ability
3.Understand the research trends
4.Build training platforms
5.Provides policies and effective

Guidelines for Teaching ability and quality(8)
1.Build learning community
2.Establish training system
3.Sets up awards
4.Teachers' self-improvement
6.College and government support
7. Participate in teaching activities
8. Improve the qualification access

Guidelines for Basic quality(5)
1.Cultivate teachers' love for education
2.Ethics training
3.Lifelong learning
4. Improve their own cultural literacy
5.Fully respect teachers

Teachers	College	Government	Society
1.Self-improvement 2.Take part in training 3.Lifelong learning 4.Reflect 5.Learning community 6.Clinical practice	1. Teaching achievement awards 2.Establish training system and platforms 3.Effective management 4. Policies support 5.Equipment, technology and incentive support	1.Professional title transfer evaluation 2.Build training platforms 3.College-hospital flow mechanism 4.Policy and funding support	1.Fully respect teachers 2.Attach importance to clinical practice 3.Strengthen college-hospital cooperation

Figure 2: The model for the development of double-qualified teachers' high performance in medical colleges

The major findings were revealed as such because from the perspective of the teachers themselves, the schools and the government, the guidelines put forward a more comprehensive and practical way to realize the double-qualified teachers' high performance in medical colleges. On the basis of sound system, guidelines emphasize strengthening the quality monitoring of double-qualified teachers' high performance; On the basis of building a double-qualified teacher training system can better promote the development of the professional ability and practical ability of the double-qualified teachers. The quality improvement of double-qualified teachers' high performance requires government support, policy tilt, financial matching, and internal factors, teachers themselves have strong

growth needs, partner groups, learning community, etc.

This research finding was in accordance with the research of Liu Zhu（2022）which was found that attach importance to the basic professional quality of higher vocational teachers; improve the training system and improve the practice mechanism of higher vocational teachers. Also, the findings were in the same direction with Wang Qiang, Lv Yang (2019), They pointed out that higher vocational colleges, enterprises and governments should jointly establish "double teacher" teacher training institutions, strengthen the "double teacher" teacher practice system, require teachers to practice regularly; establish and perfect relevant legal system and improve the incentive mechanism. Moreover, from the research of Yin kehan（2022）, it was found that strengthen the practical ability of double-qualified teachers, corresponding to the research of Liu Zhu（2022）, double-qualified teachers master professional knowledge and skills, and popularize and apply them to the field of production and circulation, so as to make practical contributions to the social and economic development.

Recommendation
1. Recommendation for Policies Formulation

1) Establish a double-qualified teacher professional development system in higher vocational colleges. The double-qualified teacher professional development system in higher vocational colleges includes the teacher qualification certificate system, the teacher qualification assessment system, the teacher qualification incentive system, etc.

2) Establish an incentive system for double-qualified teachers. The establishment and improvement of the incentive system of double-qualified teachers in higher vocational education is conducive to improving the consciousness of double-qualified teachers to participate in the training. The cultivation of the quality of double-qualified teachers requires teachers to pay a lot of time, energy and even higher costs. The colleges must formulate a series of incentive measures to mobilize the enthusiasm and initiative of double-qualified teachers.

3) Strengthen the government's responsibility and establish the main investment position of the government in higher vocational colleges: due to the high teaching cost of medical specialized education, the emphasis on the allocation of funds. Medicine is a very practical subject, and the cost of education is relatively high. Governments at all levels must increase their investment in medical education.

2. Recommendation for Practical Application

1) Fully respect teachers: pay attention to the humanistic care of teachers in work management, make teachers feel happy in teaching work, have a good working atmosphere and the encouragement of colleagues; and society recognizes the social status of teachers, and give enough respect and corresponding welfare treatment. Cultivate teachers' love for education, be a model, and care for students.

2) Build training platforms of different levels of primary, middle, and advanced training, provide teachers with different forms of online and offline training, and improve the teaching, practice, and scientific research ability of double-qualified teachers.

Medical college education cultivates high-level, application-oriented and skilled talents with strong clinical ability to solve practical problems and practical operation ability, and strong pertinence and adaptability of medical practice positions. Teachers of medical education in higher vocational colleges should not only impart special scientific theoretical knowledge to students, but also cultivate students' practical ability. Therefore, the teachers engaged in medical specialized education must be double-qualified teachers with rich clinical experience and understand the law of education and teaching.

3) Expand the source of teachers and encourage doctors with rich clinical experience in medical institutions to conduct clinical teaching. Increase the number of full-time teachers, reduce the workload of teachers, so that full-time teachers have time for clinical practice. And ethics training for new teachers.

4) The colleges should strengthen the training of education and teaching ability for the medical technicians in the affiliated hospitals, and improve their medical humanistic quality and classroom knowledge teaching ability. At the same time, teachers engaged in medical teaching in the school should regularly engage in medical services and health services in affiliated hospitals to enrich clinical experience.

3. Recommendation for Further Research

1) In the following study, the researcher can analyze the influencing factors of high-performance development of double-qualified teachers, so as to provide strategies for the policy formulation of high-performance development of double-qualified teachers in medical colleges.

2) Conduct in-depth research on the policies related to the development of double-qualified teachers in medical schools, such as the double-qualified teacher skills training system, double-qualified teacher access system, and double-qualified teacher assessment system, and determine clear guidelines and policies.

3) Conduct the research on the hospital-college cooperation model. Medical colleges belongs to the education department, hospital

belongs to the health department management, the management system and the promotion channel is different, so should develop hospital-school cooperation mode under the government and the management department, to build double-qualified teacher training base, effective practice plan, make the medical education in professional construction, curriculum construction, double-qualified teacher team construction, clinical teaching, student practice, student employment, etc.

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Continuing Professional Development in the Competency Based of Teachers in Medical Colleges under Henan Province

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ABSTRACT

The objective of this research was to propose guidelines for continuing professional development in the competency based of teachers in medical colleges under Henan province. The design used a mixed research deign method. The key 15 informants included deans, senior teachers and personnel of educational institutions from five medical colleges and educational administration, obtained by purposive sampling. The 9 experts were invited for a focus group discussion on Guidelines of continuing professional development in the competency based of teachers in medical colleges under Henan province. The instruments used for data collection was in-depth interview and analyzed by content analysis. The research results found that : 1) continuing professional development included five components of self-appraisal, plan, action, documentation and evaluation, and 2) put forward based on the competency of Henan medical school teachers 'continuing professional development guidelines, guidelines from teachers' competence and continuing professional development stage, respectively from the government policy formulation, the competent department of education and further implementation and teachers 'practice perspective gives theoretical and practical guidance, lay the foundation for teachers' continuing professional development.

Introduction

Developed countries in the world are very concerned about the competency level building and continuing professional development (CPD) of teachers. United Nations Educational, Scientific and Cultural Organization (UNESCO, 1966) and the International Labour Organization put forward the concept of professional development of teachers in the Proposal on the Status of Teachers. In the 1980s, China raised the issue of teacher professional development for teachers' pre-service and post-service education, which is an important decision to provide qualified teachers for educational reform. Teachers' professional development refers to the comprehensive and in-depth improvement and development of teachers in terms of professionalism, professional theory, professional knowledge and professional skills, so as to meet the needs of education reform.

Over the past 40 years of reform and opening up, vocational education in China has been developing vigorously, no matter in the speed of development or the quality of development has achieved great success which has focused attention on the world, and has trained a large number of high-quality technical skills talents for our country. The rise and fall of vocational education depend on internal conditions and the external environment. The first element of internal conditions is teachers (Yang, 2021).

In recent years, China attaches great importance to vocational education. The Opinions of the Central Committee of the Communist Party of China and the State Council on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era (2018) proposed that by 2035, the comprehensive quality, professional level and innovation ability of teachers will be greatly improved, and millions of backbone teachers will be trained. Especially the Vocational Education Law of the People's Republic of China revised in 2022 clearly stated that vocational education is a type of education that has the same important status as general education, the government and education authorities have issued The introduction of a series of policy documents on the vigorous development of vocational education has strongly demonstrated that vocational education will usher in rapid development and great changes, and the quality of teaching staff construction is one of the important factors for the success or failure of vocational education reform.

McClelland(1973), an American psychologist and professor at Harvard University, published a paper entitled Testing for Competency Rather Than Intelligence, which set off an upsurge in competency research. After the competency theory was put forward, it attracted widespread attention in the academic circles, but there was no consensus on the connotation of competence. American scholars Spencer (1993) and his wife proposed that competence includes motivation, traits, self-concept characteristics, knowledge, and skills. Comprehensive McClelland and From Spencer's point of view, competency is the ability to distinguish excellent performers from mediocre performers, and can be measured in a certain way, including

motivation, traits, self-concept characteristics, knowledge, and skills. Forces are classified differently. In the field of education, researchers have carried out extensive research on teacher competency, and the research objects cover college teachers, primary and secondary school teachers, preschool teachers, vocational education teachers, etc.

With the continuous improvement of the external environment for the development of vocational education, the overall level of teachers has been raised accordingly. However, there are still problems such as low level of specialization and inflexible management system and mechanism of teachers in vocational colleges in China. The lack of a standard system that combines national unification with hierarchical and classified training, the long-standing domestic prejudice against vocational education, and the lack of participation in teachers' professional development platforms and related resources have formed multiple obstacles to teachers' professional development, restricting to a certain extent It is difficult to meet the requirements of high-quality development of vocational education.

Some places do not pay enough attention to education and teachers' work. In the development of education, the phenomenon of emphasizing hardware over software and over-extension over connotation is still quite prominent. The support for the construction of the teacher team needs to be increased urgently; the teacher education system has been weakened. Insufficient support for normal colleges; some teachers' quality and ability are difficult to adapt to the needs of talent training in the new era, ideological and political quality and teacher morality need to be improved, and the level of specialization needs to be improved; teachers, especially primary and secondary school teachers, are not attractive enough, and their status and treatment need to be improved. Improvement; the urban-rural structure of teachers and the distribution of subject structure are not reasonable enough, the mechanisms for admission, recruitment, exchange, and exit are not perfect enough, and the management system and mechanism need to be straightened out (Central Committee of the Communist Party of China and State Council, 2018).

Existing problems: 1) Serious shortage of high-level teachers; 2) lack of technical practice ability, including unreasonable source of teachers, lack of practical teaching ability; 3) lack of systematic planning of technical practice orientation in teacher introduction and training.

Therefore，from the perspective of competency, this research attempts to deeply integrate competency with the core issue of this study, continuous professional development, and uses literature analysis, semi-structured interviews and focus group discussion to carry out research, and deeply explore the teachers of Henan medical colleges. The inherent quality of continuous professional development provides new ideas for promoting the continuous professional development of professional teachers.

Purposes

To propose the guidelines for continuing professional development in the competency based of teachers in medical colleges under Henan province, People's Republic of China.

Benefit of Research

To explore and propose the continuing professional development guidelines of medical college teachers based on competency, to provide certain guidance and reference for the continuing professional development of medical teachers.

Research Process

Step1: To study the policy and current situation for continuing professional development in the competency based of teachers by content analysis from literature review and related research.

Step2: Create questions by content analysis of component.

Step3: In-depth interview by purposive sampling, with 15 key informants are deans, senior teachers and Personnel of educational institutions.

Population and Sample

The population for in-depth interview is the administrators and senior teachers from 5 public medical colleges in Henan Province, who worked in academic year 2022, based on the official website information of each university and data provided by relevant personnel.

The in-depth interview sample is 15 administrators and senior teachers engaged in medical education in 5 medical colleges, selected purposefully as key informants for in-depth interviews.

Instruments

1. Interviews in semi-structure
2. Focus group

Data analysis

(1) Content analysis was performed on the data from in depth-interviews with frequencies.

(2) The focus group was conducted by the researcher，this discussion is about "guidelines for continuing professional development in the competency based of teachers in medical colleges under Henan province".

(3) The experts spoke freely in the discussion on a free and voluntary basis.

Conclusion and discussion

Based on the literature and interview results, the researcher summarized the frequency of results for each component of continuing professional development, as follows:

1. A guide to the CPD self-appraisal
For government

1) Improve teachers' social status and professional reputation

First of all, the society should create an atmosphere of respecting teachers and valuing education: improve the national honor commendation system for teachers, improve the commendation and management methods, determine the political and living benefits enjoyed by the honor winners according to law and regulations, and strengthen the follow-up support services for the honor winners. Secondly, we should comprehensively improve the treatment of teachers and improve the system of various relevant teachers, so that teachers can be more motivated and

confident to engage in the education industry.

2) Establish and improve the framework of teachers' continuing professional development

To cultivate and improve the teacher education system with Chinese characteristics; to improve the training mechanism of high-level teachers, strengthen the construction of rural teachers in underdeveloped areas, improve the governance of teachers, and give the energy to promote the digital construction of teachers and implement the sustainable professional development of teachers.

3) Ensure the quality of teacher practitioners from the source

Follow the characteristics and rules of teacher education, adhere to the problem orientation and career orientation, create a good atmosphere of respect, improve teachers recruitment threshold, encourage more college graduates, even school graduates to do teachers, to attract outstanding talents to teachers' industry, through high quality high level of pre-service training, to improve the quality of teachers.

For Educational administrations and colleges

1) Review and revise both policy，strategy and plans for CPD outcomes

Educational administrations Timely implement policies and strategies for sustainable professional development, and improve and revise feasible plans for teachers' sustainable professional development.

2) Deepen the integration of colleges and medical institutions, innovate the two-way flow mechanism to provide a practical platform for CPD

Medical Colleges Deepen the integration mechanism of industry and education between universities and medical institutions, innovate the mechanism of the two-way flow of teachers and doctors, and provide a practical platform for the sustainable development of the two-way flow of teachers and doctors.

For teachers

1) Teacher's self-identified learning needs

According to their current knowledge, skills, attitude, values, personality characteristics, teachers will conduct self-assessment of their own competence, and put forward feasible development plans and implement them.

2) Reflection on Teachers' Practical Needs

Through medical practice activities, teachers should reflect on the practical key points that need to be emphasized in their teaching work, and prompt teachers to organically combine theory and practice in the future teaching work, improve students 'participation and enthusiasm in class, and improve students' ability and performance.

2) Reflection in communication with peers and experts

Teachers communicate with their peers and experts in teaching and research activities, discover the advantages and strengths of their peers and experts, and timely think about making use of their advantages in future teaching activities, so as to better

promote students' performance and ability, and promote the sustainable professional development of teachers.

4) Reflection on completing a new project

In the process of practicing the new projects, teachers should reflect on their own shortcomings in time, actively learn and improve themselves, and complete the new projects more smoothly and improve their own competence.

2. A guide to the CPD plan

For Educational administrations and colleges

1) Formulate and implement a systematic and hierarchical teacher professional development plan

Educational administrations and colleges According to the characteristics of teachers, such as the characteristics of different types of teachers such as pre-service teachers, new teachers, backbone teachers and famous teachers, vocational projects and content planning should be carried out in classification and classification to promote the professional development of all kinds of teachers.

2) Build an incentive mechanism for teachers' continuing professional development

Educational administrations and colleges According to the characteristics of teacher types, formulate a perfect and feasible teacher incentive system to promote the sustainable professional development of teachers.

3) Provide the tool, process, management to drive and mechanism in the plan to implementing in effectiveness.

Educational administrations and colleges Provide teachers with effective tools, processes, management driving mechanisms, etc., to promote teachers to complete their professional development smoothly.

For teachers

1) Design various development plans to enhance competency

Teachers themselves make various types of professional development plans, such as short-and medium-term development plans and long-term career development plans.

2) Set reasonable goals for sustainable development

Teachers should set reasonable and feasible professional development goals according to their own competency characteristics.

3) Regular follow-up of the developmental goals

Teachers follow up professional development goals in time, actively coordinate and solve problems, so as to achieve sustainable professional development.

3. A guide to the CPD action

For government

1) The government has increased its policy preference and funding

Government Support the policies and funds for promoting teachers 'sustainable professional development, which is an important support for teachers' sustainable professional development.

2) Provide the Eco-system (environment) for ethic enhancement

Government Create a social and ecological atmosphere of respecting teachers and valuing education across the country.

For Educational administrations and colleges

1) Provide career opportunities and activity

Educational administrations and colleges Provide diversified and high-quality online and offline quality education resources and activities, especially offline quality education opportunities and activities.

2) Indicate important resources for Academic enhancement such as teaching skill, Research skill

Educational administrations and colleges Provide more abundant teaching ability, research ability to improve the academic promotion resources.

3) Upskill for teacher skill 21st century such as provide training courses, long-term and short-term courses for training

Educational administrations and colleges Provide long-term and short-term training courses for 21st century teachers.

4) Organize education learners and learning commits for knowledge sharing

Educational administrations and colleges Organize teachers to participate in teaching and training, and share knowledge and exchange.

5) Provide a good cultural atmosphere for professional development that combines independent training, peer assistance, and expert guidance

Educational administrations and colleges Provide a good cultural atmosphere for professional development that combines independent training, peer assistance, and expert guidance，to promote the

sustainable professional development of teachers through multiple ways.

For teachers

1) Gain new information, ability, skill, characteristic and positive attitude

Teachers acquire more knowledge and skills through the implementation of sustainable professional development programs, promote the transformation of attitudes and values, and the development of personality characteristics.

2) Implementing a formative evaluation plan

Through formative evaluation, teachers can always understand the progress of students in learning, get continuous feedback in the teaching process, for teachers to adjust the teaching plan, improve teaching methods, motivate students to learn, help students effectively regulate their own learning process, make students get a sense of accomplishment, enhance self-confidence, cultivate the spirit of cooperation.

3) Motivate to perform better in the job.

Through empowerment and empowerment, a variety of ways to mobilize the enthusiasm of teachers, promote teachers to perform better in the work.

4) Utilizing information and communication technology to communicate and develop themselves

Teachers actively face and use information and communication technology for teaching, academic and research exchange and development.

5) Apply models of learning sustainability in practice

Teachers should apply the mode of learning sustainability in their

teaching practice to promote the realization and effective development of teachers' sustainable development.

4. A guide to the CPD documentation

1) The importance of the preparation of documentation

Teachers understand the importance of preparing documentation for continuing professional development.

2) Individual document of the workload

Documentation of individual workload during continuing professional development.

3) Set goals for the preparation of documentation

Teachers are in the process of sustainable professional development, Set goals for the preparation of documentation.

4) Job assessment through document

Teacher continuing professional development is work-assessed through documentation.

5) The workload document be submitted annually

Teachers submit personal continuing professional development workload documents each year.

6) The accuracy of information in the documents

Teachers focus on the accuracy of document information for sustainable professional development.

5. A guide to the CPD evaluation

For Educational administrations and colleges

1) Improve the evaluation mechanism and standards for teachers

Educational administrations and colleges Improve the evaluation mechanism and standards for teachers, implement diversified evaluation for different types of teachers, and formulate diversified standards.

2) Professional organization and guide, supervise and evaluate the quantity and type of sustainable professional development

Educational administrations and colleges Organize professional organizations to guide, supervise and evaluate the number and type of sustainable professional development.

For teachers

1) Assist one in the development of the learners

Continuing professional development assessment helps teachers become better learners.
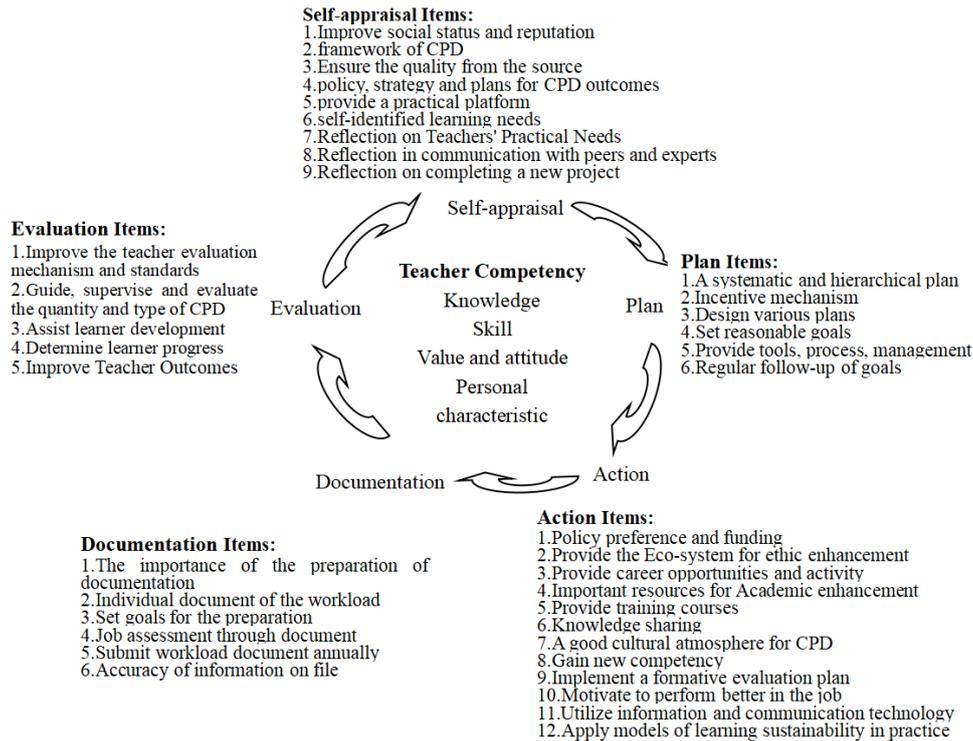
2) Suitable to determine the learner's progress

Teachers can better determine the learners' progress through the continuing professional development evaluation.

3) Due to the continuous evaluation, improving teachers' results

Through the continuous professional development evaluation, the teaching level of teachers and the students' performance are improved.

Based on the above guidelines, through the focus group discussion of experts, researcher proposed the figure of Continuing professional development based on competency of teachers. As detailed in Figure 1:

Self-appraisal Items:
1.Improve social status and reputation
2.framework of CPD
3.Ensure the quality from the source
4.policy, strategy and plans for CPD outcomes
5.provide a practical platform
6.self-identified learning needs
7.Reflection on Teachers' Practical Needs
8.Reflection in communication with peers and experts
9.Reflection on completing a new project

Evaluation Items:
1.Improve the teacher evaluation mechanism and standards
2.Guide, supervise and evaluate the quantity and type of CPD
3.Assist learner development
4.Determine learner progress
5.Improve Teacher Outcomes

Plan Items:
1.A systematic and hierarchical plan
2.Incentive mechanism
3.Design various plans
4.Set reasonable goals
5.Provide tools, process, management
6.Regular follow-up of goals

Self-appraisal

Teacher Competency

Knowledge

Skill

Value and attitude

Personal

characteristic

Evaluation

Plan

Documentation

Action

Documentation Items:
1.The importance of the preparation of documentation
2.Individual document of the workload
3.Set goals for the preparation
4.Job assessment through document
5.Submit workload document annually
6.Accuracy of information on file

Action Items:
1.Policy preference and funding
2.Provide the Eco-system for ethic enhancement
3.Provide career opportunities and activity
4.Important resources for Academic enhancement
5.Provide training courses
6.Knowledge sharing
7.A good cultural atmosphere for CPD
8.Gain new competency
9.Implement a formative evaluation plan
10.Motivate to perform better in the job
11.Utilize information and communication technology
12.Apply models of learning sustainability in practice

Figure1 Continuing professional development based on competency of teachers

In this study, based on clarifying the competency of Henan medical faculty and combining the five stages of continuing professional development, 38 guidelines of continuing professional development, including nine items of self-appraisal, six items of plan, 12 items of action, six items of documentation and five items of evaluation.

Jones(2003) refers the fulfillment of the need for continuing professional development opportunities depends on the satisfaction of three priority areas, including Focus of personal attention, focus of the college, focus of national or local education administrative authorities, This is different from the guideline classification perspective of the continuing professional development stage in this study, but the focus is also on promoting continuing professional development from the perspective of government, education authorities and colleges and individual teachers.

South China Normal University (2021) refers three major strategies to promote teachers' professional growth, including Independent study strategy, peer assistance and expert guidance. This is a study to promote teachers' continuing professional development from individual teachers, which is consistent with the policy in this study.

Michael J Rouse (2004) from the Pharmacy's perspective refers CPD as essentially involving a cycle in which individual practitioners reflect on their practice and assess their knowledge and skills, identify learning needs, create a personal learning plan, implement the plan, and evaluate the effectiveness of the educational interventions and the plan in relation to

their practice. Documentation is an integral aspect of CPD, and a personal portfolio is used for this purpose. This is consistent with the thinking of this study, but the study subjects were different.

Henry Saville(2008) refers the four-phase approach can add value to personal CPD by enhancing planning, action, results, and reflection, Deanna Tran(2014) refers CPD has 4-stage cycle, consisting of Reflect, Plan, Learn (previously Act), and Evaluate, Amna Saleem(2021) refers CPD frame work including continuous professional development (training), continuous assessment, mentoring and professional development day.The main difference from this study is that they did not focus on the importance of documentation, which concluded that documentation plays an irreplaceable role in teacher continuing professional development and runs through the whole process of teacher continuing professional development.

Z Suliman(2020) refers CPD has five stages, namely: (1) self-appraisal, (2) personal plan, (3) action or implementation, (4) documentation and (5) evaluation.This is consistent with the faculty continuing professional development phase of this study. At the same time, he also proposed the obstacles to the continuing professional development of teachers, which also provides guidance for the continuing professional development based on teacher competence.

Recommendation

In today's society, people pay more and more attention to education, it is generally believed that only teachers level to promote education quality improvement, based on this, this study in clarify medical college teachers in Henan province on the basis of competency elements, based on the competency of teachers' continuing professional development guidelines, in order to provide policy advice and reference basis for teacher development.

1. Recommendation for Policies Formulation

In China, effective policy support is the basic guarantee for teachers' continuing professional development. Therefore, the following policy recommendations are proposed regarding teachers' continuing professional development:

1) The government provides policy and financial support for teachers' continuing professional development, improves the social status and professional reputation of teachers, provides a good teacher development ecosystem (environment), ensures the control from the source, and establishes and improves the framework of continuing professional development of teachers.

2) the competent department of education teachers evaluation mechanism and standards, deepen the integration of universities and medical institutions, innovation two-way flow mechanism, provide practical platform for continuing development, provide career opportunities and activities, review and revise the continuing development of policy, strategy and plan, and organize professional institutions to evaluate the number and

type of continuing career development, etc.

3) colleges and universities to formulate and implement the system classification of teachers 'career development plan, establish teachers' career continuing development incentive mechanism, formulate reasonable continuing development goals, provide tools, process, management drive and effective implementation mechanism, and regularly tracking development goals, multiple measures, to promote teachers' continuing professional development.

2. Recommendation for Practical Application

In the process of continuous professional development practice, Henan Medical College teachers should pay attention to the following contents:

1) Teachers emphasize the learning needs of self-identification through practical activities, communication with peers and experts, and reflection of new projects.

2) Through continuous professional development training, teachers can acquire new information, abilities, skills, characteristics and positive attitudes, use information and communication technology to communicate and develop, implement formative evaluation plans, encourage students to perform better in work, and apply the model of learning sustainability in practice.

3) In the process of practice, teachers realize the importance of compiling documents and the accuracy of the information in the documents, set the goal of document preparation, and evaluate the work by submitting the workload documents every year.

4) Through the continuous professional development evaluation, teachers can assist learners 'development, determine learners' progress, and improve teachers' competence.

3. Recommendation for Further Research

In recent years, the international community has paid more attention to the research on continuing professional development of teachers, but in China, the research on continuing professional development of teachers needs to be further strengthened, mainly from the following aspects

1) Although this study clarified the competency elements of teachers in medical colleges in Henan Province, analyzed the problems of continuing professional development of teachers through exploratory factors, and put forward corresponding guidelines, the validation factor analysis has not been conducted on the stage of continuing professional development of teachers, and further research is needed.

2) This study is based on the continuous professional development of teachers of Henan medical colleges based on competence. The research object is limited to teachers of medical colleges in Henan Province. In further research, we can consider the study of teachers of medical colleges in the country, which is more representative and of greater significance.

3) In the specific practice process, how to implement the policy and specific practice of teachers' continuing professional development still needs further research and

optimization, so as to better promote the continuing professional development of teachers in Henan medical colleges based on competence.

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A Proposed Guidelines of Digital Media Art Education Management for Private Higher Education in Guangdong Province

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ABSTRACT

The study used mixed methods research design, with population of 786 faculty members in digital media major from 11 private colleges and universities in Guangdong Province. The sample size was determined by Krejcie and Morgan's Table with a total of 260 people. The key informants were 17 experts engaged in digital media majors, obtained through purposive sampling. The focus group of 11 managers confirmed the model. The data collection instruments included a five-point rating scale and validation checklist. The statistics for data analysis were Descriptive and Exploratory Factor Analysis (EFA). Confirmatory Factor Analysis (CFA) was used for the components' reliability analysis of the model. Both In-depth interviews and focus group was analyzed by content analysis. The research results showed: 1) The components of digital media art education management for private higher education consisted of six parts: Policy and Environment, Curriculum Management, Teacher Management, Student Management, Achievement Management, Supervision and evaluation mechanism, 2) guidelines of digital media art education management were: Governed colleges and universities according to law and provided necessary resources for developing digital media art majors. Construct feedback mechanisms, standardize the education management process, promote the sustainable development and reform digital media art education management.

KEYWORDS: Model, Digital Media Art Major, Education Management, Private Higher Education, Guangdong Province

Introduction

Digital media art is a compound concept involving digital technology, digital art, digital culture, media culture, and other dimensions(Li, 2020). The development of digital media art was an essential trend in developing science and technology to promote the digitalization of art disciplines, but also a necessary part of the national strategic development plan and an objective demand for local economic development.

The current development direction of digital media art is mainly reflected in the background of high-speed intelligence in the era of Industry 4.0, and the training mode

combining art and engineering of Technology plus Art has become an essential way of development. The 14th Five-Year Plan for National Economic and Social Development and the Long-range Goals for 2035 (Xinhua News Agency, 2020) call for accelerating digital development, Developing the digital economy, improving public cultural services, deepening media integration, and promoting digital media development of public culture. The Outline of Development Planning for Guangdong-Hong Kong-Macao Greater Bay Area issued by The State Council in February 2019 (Xinhua News Agency, 2019) calls for Guangdong, Hong Kong, and Macao are work together to explore the application of multi-dimensional digital technologies from people livelihoods to the economy, which is substantially accelerating the integrated development of the Greater Bay Area.

Therefore, colleges and universities in Guangdong Province actively set up and added digital media art majors to jointly train digital media art talents and contribute to local economic and societal development. However, due to reasons such as late start, low starting point, and lack of development resources, private colleges and universities have problems that limit their better development (Dong et al., 2013).

This paper mainly studied the management environment of digital media art education management in private colleges and universities in Guangdong Province, determined the factors and components that affect the management efficiency of digital media art, and established an education management model to guide

the improvement and reform of digital media art education management. Promote the development of digital media arts in private colleges and universities in Guangdong Province.

Purposes

(1) to explore the components of digital media art education management for private higher education in Guangdong Province.

(2) to propose guidelines for digital media art education management for private higher education in Guangdong Province.

Benefit of Research

(1) Researcher's perspective

Academic ability improvement: Researchers can accumulate unique professional knowledge and research results in this field and improve their academic ability by studying the model of digital media art education management.

Academic opportunities: Researchers can collaborate with other experts, expand their academic network, and possibly gain additional research opportunities and project support.

(2) School perspective

Education quality improvement: By studying digital media art education management, the researcher can provide effective education management methods and strategies to improve the quality and level of digital media art education in schools.

Enhance the school's reputation: By publishing research papers and promoting research results, the school's academic reputation, and visibility may improve, attracting more capable students and excellent teachers.

(3) Social perspective

Talent training and social needs docking: The model of digital media art education management research can promote the improvement of students' comprehensive quality, cultivate high-quality talents matching social needs, and provide human resources support for social and economic development.

Social recognition and support: Researchers' research on the

Research Process

Step (1) Determining the variables of the proposed guidelines of digital media art education management for private higher education in Guangdong Province.

Step (2) Exploring the components of the proposed guidelines of digital media art education management for private higher education in Guangdong Province

Population and Sample

Step (3) Develop the proposed guidelines for digital media art education management for private colleges and universities in Guangdong Province.

Instruments

(1) Content analysis from domestic and foreign literature research.

(2) In-depth interviews with management level of colleges and universities from private colleges and universities in Guangdong Province and related institutions.

(3) A questionnaire with managers and teachers.

(4) Focus group with 11 digital media art managers.

Data analysis

Section 1 Result of Content Analysis on Variables of Digital Media Art Education Management.

management model of digital media arts education helps enhance the recognition and support of the society for private colleges and universities and promotes the sustainable development of private colleges and universities.

Section 2: Result of Data Analysis for Research Objective 1 to explore the components of digital media art education management for private higher education in Guangdong Province.

Section 3: Result of Data Analysis for Research Objective 2 to propose guidelines for digital media art education management for private higher education in Guangdong Province.

Conclusion and discussion

Through qualitative and quantitative research, the components that affect the education management of private higher education in Guangdong Province are obtained, including six parts and 48 variables (See Figure 1). Includes Policy and Resource Support, Teacher Management, Student Management, Curriculum Management, Achievement Management, Supervision and Evaluation Mechanism.

Section 1-2, as a guide, Propose a draft model for digital media art education management for private higher education in Guangdong Province. The framework is shown in Figure 2.

The model consists of 6 parts. Each part influences and correlates with the other. The core part includes: Student Management, Curriculum Management, and Teacher

Management, forming a stable triangular relationship through teaching design, teaching process, and learning process, and can independently form quantifiable results.
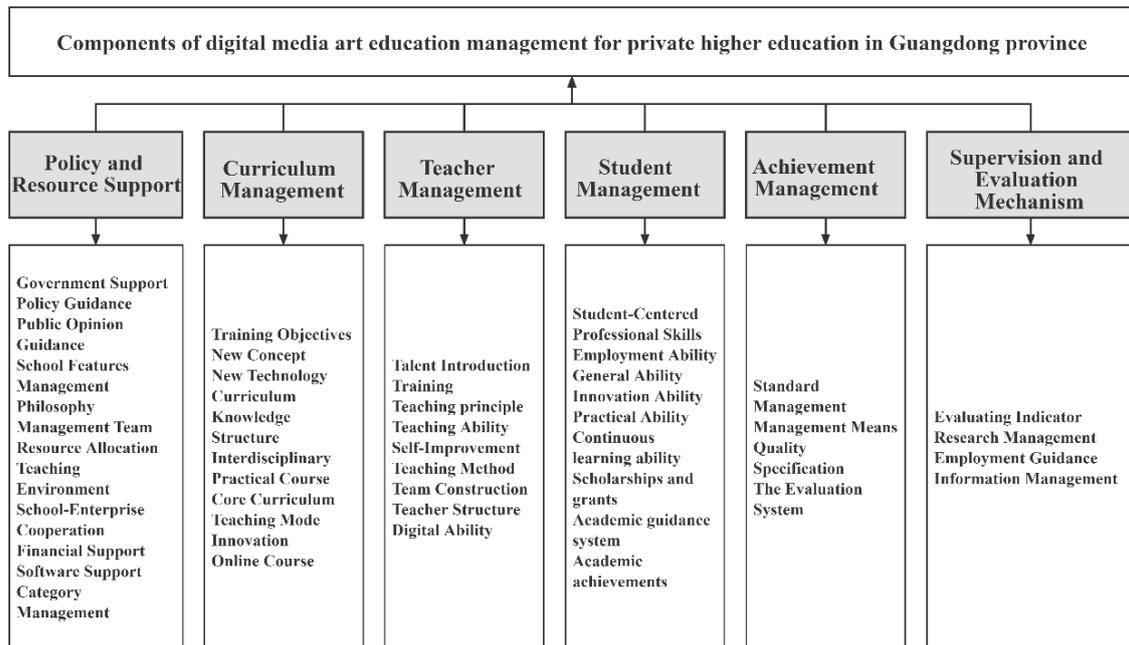
Figure 1: Components of Digital Media Art Education Management for Private Higher Education in Guangdong Province

Teachers influence the realization of students' training goals through curriculum design and teaching process, and students complete learning goals through course learning and teacher guidance; Curriculum management reflects the teacher's teaching ability, and the teaching level of teachers is an essential success of educational management and affect the height of development; the achievements of teachers are through the accumulation of teaching and curriculum construction to achieve the achievement of achievement goals.
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However, this stable relationship is subject to policy environment influence, conditional support, and supervision management, which will affect the height of achievement of all outcomes. All management activities must comply with the restrictions of relevant laws and management norms, and the restrictions often come from higher-level management requirements. The teaching management of digital art majors has formed a stable change and development within it
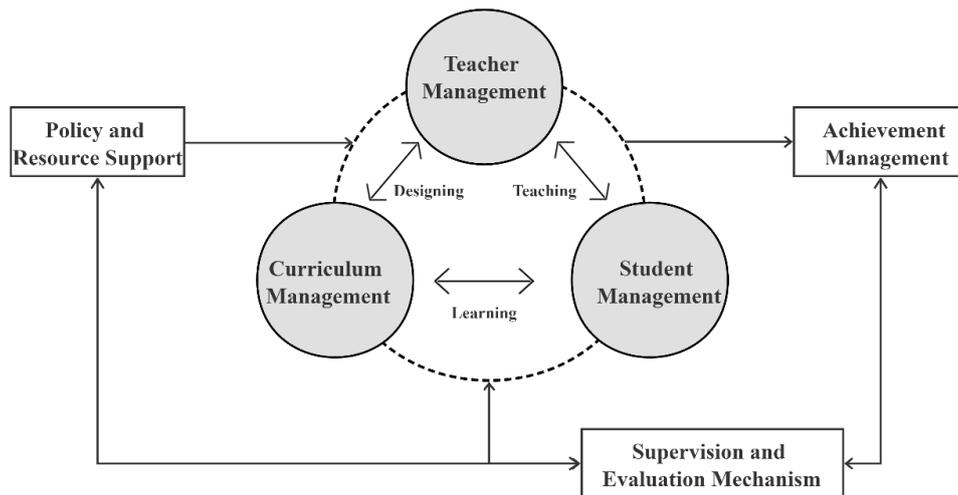
Figure 2 Digital Media Art Education Management Model Framework

A total of 11 experts participated in the focus group discussion. From the focus group results, the researcher summarized the results obtained from the interviews in the order of highest frequency. Finally, a total of 17 guidelines are sorted out. As following:

1) Private colleges and universities shall run their schools according to law and accept the leadership of higher education departments.

2) Strengthen the construction of the teaching environment and other hardware conditions.

3) To plan the development of the digital media arts major following the national industrial development policy.

4) Strengthen the construction of practical courses and cultivate students' practical abilities.

5) Introduce new technologies to adapt to market development and innovate teaching models.

6) Balance the breadth and depth of knowledge.

7) Construct a cross-professional teacher team and strengthen teacher team construction.

8) Strengthen teacher training and sustainable development to enhance teachers' teaching ability.

9) Take students as the center, cultivate students' comprehensive ability.

10) Cultivate students' diversified employability.

11) Cultivate students' self-study ability and lifelong learning ability.

12) Formulate teaching quality standards.

13) Standardize teachers' scientific research activities and improve teachers' scientific research achievements.

14) Strengthen employment guidance and improve the employment level of students.

15) Establish a student evaluation system.

16) Establish an employment feedback mechanism.

17) Improve the level of information management in education management.

The researcher formed the following education management model through literature research analysis, in-depth interview analysis, questionnaire survey analysis, and focus group discussion analysis. LIYONG's model on digital media art education management for private

higher education in Guangdong Province is shown in Figure 2.

(1) Policy and Resources Support

Policy Support is the policy guarantee for managing media arts education, and resource support refers to the resource conditions for the public to run schools. The development of private higher education must conform to the requirements of national laws and norms and obey the leadership of the competent education department. The management of the digital Media Arts program is influenced by various policies from the administration and the teaching administration.

(2) Student Management

Students are the service objects of digital media art education management, and training students' employability is the direct goal of school development. The improvement of employability involves the overall improvement of students' comprehensive ability and is an important indicator to test the level of digital media art education management in universities and colleges.

(3) Curriculum Management

Curriculum construction can provide students with a high-quality teaching service level and improve the efficiency of teaching management. It is the link of digital media art education management, a necessary condition for realizing the interaction between students and teachers, and a critical embodiment of teachers' teaching ability.

(4) Teacher Management

Teachers are the main subject of teaching, the primary responsibility of the teaching activities, and the dominant position in the teaching activities, The improvement of teachers' teaching ability directly affects the realization of the goal of digital media art and the resulting level of education management.

(5) Achievement Management

Achievement Management is mainly reflected in the achievements of teachers and students, including the achievements of curriculum construction. Among them, students' employability is the crucial factor in enhancing the social influence of the development of private colleges and universities, and the production of teachers' teaching and scientific research achievements has become another essential measurement standard of digital media art education management.

(6) Supervision and Evaluation Mechanism

The Supervision and Evaluation Mechanism is the driving force for the reform of the education management of digital media art, which promotes the improvement of the level of teaching management mainly through the formulation of teaching management standards. The sustainable development of educational management depends on the managers' continuous iteration and reform of supervision and feedback.

Necessary execution processes are required during the execution of the model, and the main processes include:

(1) Teacher's course designing process

Course design needs to be within the management of the digital media art major, within the scope of complying with the requirements of the superior department, to complete the design of course knowledge points in line with the talent training plan, and form a systematic interrelated system course. Under normal circumstances, the curriculum design mainly starts from the professional core courses, forms core curriculum resources, and provides

curriculum construction results for the characteristic development of the specialty.

(2) Teacher's teaching process

The teacher's teaching process is the behavior of knowledge dissemination. It is necessary to use the necessary skills and means to drive students to complete their studies and to use new technologies and concepts to carry out necessary teaching reforms to complete the teaching process and finally form teaching results.

(3) Students' learning process

Students' learning process is a process of active and passive learning in a specific learning environment. Schools and teachers should provide hardware conditions, software technology, book resources, practice conditions, project introduction, and other resources according to the actual situation, and can provide personalized guidance to guide the development of student's abilities. Employability is often the best indicator of student learning outcomes, and student's academic and other outcomes can also reflect professional building outcomes.
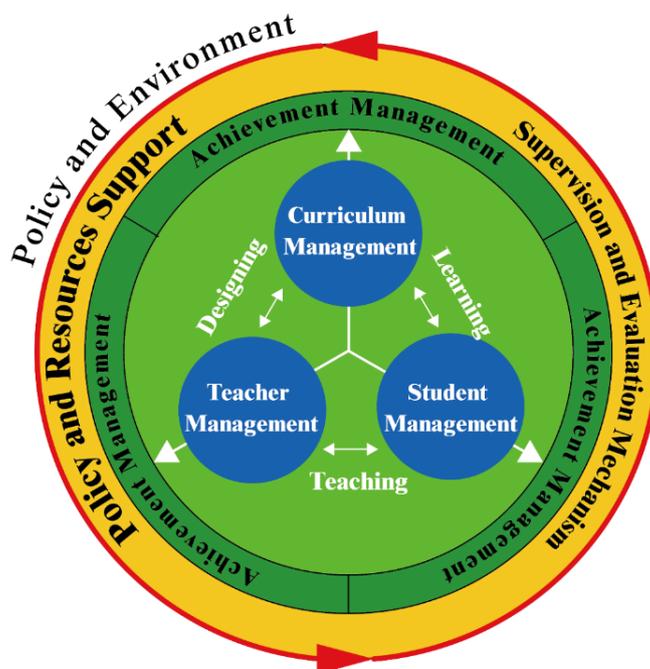
Figure 3: LIYONG's Model on Digital Media Art Education Management for Private Higher Education in Guangdong Province

Recommendation

(1) Recommendations for policy formulation

Based on The research results of this paper, provide suggestions for policy formulation strategies for managing digital media art in private colleges and universities in Guangdong Province. Content includes:

1) Supportive policies of local governments: Local governments should issue relevant policies to guarantee digital media art in private colleges and universities in Guangdong Province and ensure that the rights and interests of stakeholders and teachers are protected. Policies can include tax incentives, financial support, land use rights, etc., to attract more social forces to participate in developing digital media art education.

2) Social and financial support: Encourage social funds to tilt toward digital media art education in private colleges and universities in Guangdong Province. Through establishing scholarships and special funds, etc., economic support and financial guarantees can promote the development and innovation of digital media art education.

3) The education department can take encouraging measures. Such as setting up awards, organizing professional competitions, providing teaching resources and guidance, etc., to encourage students and teachers to actively participate in innovative research and practical activities and improve digital media art education in private colleges and universities.

4) Social supervision: Establish a social supervision mechanism to strengthen the evaluation and monitoring of digital media art education quality in private colleges and universities in Guangdong Province to improve teaching quality and management level. Social supervision can be achieved by conducting evaluation activities and listening to opinions and suggestions from all walks of life.

5) Establish an industry cooperation and exchange mechanism: The close cooperation between digital media art education in private colleges and universities in Guangdong Province and the industry is a meaningful way to improve teaching quality and cultivate talents. Industry cooperation and exchange mechanisms, establishing internship bases with related companies, holding industry seminars, and inviting industry experts to lecture, can improve students' practical ability and employment competitiveness.

(2) Recommendations for practical application

This paper provides guidance and reference for the management practice of digital media art in private colleges and universities in Guangdong Province.

1) In terms of characteristic school-running: explore how to combine the school's situation in digital media art education to create school-running characteristics. By exploring and strengthening the school's unique characteristics, such as special teaching methods, professional directions, or industrial cooperation, more students and teachers can be attracted to participate, and the influence of the school and the popularity and competitiveness of the profession can be enhanced.

2) In terms of the stability of the teaching staff: focus on improving the stability of the teaching staff. This can be achieved by providing exemplary opportunities for professional development, establishing effective incentives, and providing continuous teacher training. At the same time, establishing an excellent teacher-student relationship and promoting cooperation and communication among teachers can enhance teachers' job satisfaction and teaching quality.

3) Regarding the systematization of course construction: In digital media art management, course construction must be carried out systematically. Includes identifying course objectives, developing a detailed syllabus and course content, and designing teaching and assessment methods that suit students at different levels and interests. In addition, establishing a curriculum system closely integrated with industry and market needs can improve students' employment competitiveness.

4) In terms of the reliability of teaching quality: explore how to establish a scientific and practical teaching quality evaluation system. Ensuring the reliability of teaching quality is the key to digital media art management. This can be achieved by establishing a practical teaching quality assessment and feedback mechanisms. Teachers should regularly accept peer reviews and teaching observations and actively participate in teaching training and professional development activities. At the same time, channels such as student evaluation and off-campus practice were established to collect students' feedback on teaching quality and further improve teaching methods and content.

5) Regarding the comprehensiveness of student management, student management is a part that cannot be ignored in digital media art management. Administrators should address students' learning needs and individual differences and provide personalized learning support and guidance. At the same time, establish a sound student management system, including student evaluation, reward, and punishment mechanisms, as well as student activities and community organizations, to promote students' overall development and active participation.

(3) Recommendations for further research

The research of digital media art education management in private universities in Guangdong Province is based on extracting many samples, analyzing them through scientific data analysis methods, and gaining the recognition of expert focus groups. Therefore, the education management model of this study is scientific, effective, and practical.

However, the educational management model in this study is a predictive theory, which fails to predict and consider various specific problems that may occur in management practice, and the number of samples collected is relatively limited. Therefore, the model still needs to be tested in practice, and the maximum advantages of the model can be finally reflected by constantly adjusting the collection and analysis of the model data.

Many aspects still have not been thoroughly studied in this paper, especially the research around the core components of curriculum management, teacher management, and student management. The main possible scope of research is as follows:

1) Explore how to introduce practice-oriented teaching methods in digital media art education management: Study how to integrate practice and project-driven teaching methods into digital media art teaching management and improve students' practical operation ability and problem-solving ability through their participation in practical projects and practical operations.

2) Explore how to provide personalized learning support for students in the management of digital media arts education: Study how to use technical means and personalized learning platforms to provide customized learning support and feedback for students to meet the learning needs of different students and improve the learning effect.

3) Explore how to strengthen the construction of teachers in the management of digital media art education: Study how to train and introduce high-level teachers with the

ability of digital media art teaching and management, strengthen the construction of teachers, and improve the teaching quality and students' learning experience.

4) Explore how to establish an industry cooperation and exchange mechanism in digital media art education management: Study how to establish a close cooperation and exchange mechanism with related industries and incorporate practical application scenarios and industry needs into the digital media art teaching management to cultivate talents who meet the requirements of the industry.

5) Explore how to evaluate and improve the teaching effect in digital media art education management: design a scientific and practical evaluation system, evaluate the digital media art teaching management, find out the problems and deficiencies in time, and improve and optimize.

Different educational management models proposed by different countries, institutions, and scholars based on different purposes and perspectives can only be applied to practice and guide practice after repeated arguments and experiments. This study only puts a preliminary management model of digital media art education management in private colleges and universities in Guangdong Province, and more in-depth research and practice are needed, hoping that it will be beneficial to the promotion of digital media art education management in private universities in Guangdong Province in the future.

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Classroom Teaching Perceptions of Native Chinese Language Teachers in Thai Schools

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ABSTRACY

This study investigated classroom teaching challenges encountered by native Chinese language teachers in Thai schools, and proposed effective strategies employed by the teachers. A mixed-methods approach was adopted, exploring quantitative data from a questionnaire survey of 55 teachers and collecting qualitative insights from semi-structured interviews with 8 participants. The questionnaire findings revealed that the students' language ability was rated at the 'Agree' level ($\overline{x}$=3.90, S.D.=0.70), the teaching resources aspect at the 'Strongly agree' level ($\overline{x}$=4.22, S.D.=0.62), while the classroom management aspect at the 'Agree' level ($\overline{x}$=3.96, S.D.=0.80). Catering to learner differences was rated at the 'Strongly agree' level ($\overline{x}$=4.15, S.D.=0.65). The three major challenges with the highest scores were cultural differences ($\overline{x}$=4.05, S.D.=0.68), students' motivation ($\overline{x}$=3.95, S.D.=0.77), and communication with students and parents ($\overline{x}$=3.90, S.D.=0.82). Qualitative data from semi-structured interviews further highlighted language barriers, particularly in Pinyin and pronunciation instruction. Teachers also elaborated on the inadequacy of teaching materials, noting that they were not customized for Thai learners, and on the difficulties in classroom management arising from differing educational cultures and student behaviors. Effective strategies to address these challenges consisted of the use of multimedia facilities in teaching, creating a relaxing classroom atmosphere, and integrating Chinese culture into the lessons to enhance students' motivation and contextual understanding.

Keywords: teaching challenges, multimedia teaching, gamified teaching, classroom management, cultural differences, Chinese language teaching strategies

Introduction

In the context of globalization, the importance of language as a bridge for communication has become increasingly prominent (Xu, 2012). As China's global influence has grown, so has the demand for Chinese language education worldwide (Ewe, 2021). In Thailand, a country with deep historical and cultural exchanges with China, Chinese language

education has shown vigorous vitality and has been incorporated into the national education system (Chen, 2021). However, native Chinese teachers in Thailand still face numerous challenges in the actual teaching process that affect their teaching effectiveness and student learning outcomes (Lim & Feng, 2021).

These challenges are multifaceted. Firstly, a significant language barrier exists, as many native Chinese teachers have limited Thai proficiency (Chen, 2018; Bancha, 2022), making it difficult to explain abstract vocabulary or complex grammar points and to communicate effectively with students and parents (Lim & Feng, 2021). Secondly, cultural differences in educational philosophies create friction; Thai education often emphasizes a relaxed, joyful learning environment (Chen, 2018), which contrasts with the more structured, exam-oriented approach common in China (Yi, 2023). This can lead to difficulties in classroom management and misunderstandings regarding student motivation (Cui, 2022). Thirdly, there is a prominent lack of teaching resources, with most textbooks being imported from China and not customized for Thai learners (Wei & Weerasawainon, 2019), which restricts teachers' teaching methods Therefore, this study aims to explore the challenges faced by native Chinese teachers, identify the most significant issues, and propose effective strategies to improve the quality of Chinese language education in Thailand.

Objectives of the study:

1. To comprehensively and thoroughly explore the challenges faced by native Chinese teachers in the Thai teaching environment.

2. To identify and analyze the major challenges encountered by native Chinese teachers in their teaching practices.

3. To explore and propose effective strategies to address the challenges faced by native Chinese teachers.

Literature Review

Cultural Differences in Teaching and Learning:

Cultural differences between Thai and Chinese society significantly shape teaching and learning experiences (Cui, 2022). These differences manifest in communication styles, classroom authority structures, and attitudes toward learning. Chinese culture, deeply influenced by Confucian values, often emphasizes hierarchy, collectivism, and communicative restraint, whereas Thai culture places a higher premium on emotional comfort, flexibility, and "sanuk" (the concept of fun or enjoyment) in daily life (Hofstede, Hofstede, & Minkov, 2010).

This cultural gap extends directly into the classroom. In Chinese educational culture, teachers are traditionally regarded as authoritative knowledge-holders, and students are expected to follow instructions with discipline (Yi, 2023). In contrast, Thai schools actively promote "happy learning," where a relaxed, student-centered atmosphere and mutual respect are prioritized (Chen, 2018). This

often leads to a cultural mismatch: native Chinese teachers may perceive Thai students as "too relaxed" or lacking seriousness, while Thai students may find the teachers' authoritative style "too strict" (Ye, 2017). Furthermore, learning approaches differ. Chinese classrooms traditionally favor rote memorization and repetition, while Thai students are often more responsive to experiential, participatory, and game-based learning (Li, 2016).

Key Classroom Challenges for Native Chinese Teachers:

The literature extensively documents the challenges native Chinese teachers face in cross-cultural settings. These challenges can be grouped into several key areas.

Classroom Management:

Effective classroom management is a critical component of successful teaching (Reupert & Woodcock, 2011), yet it is a "pressing concern" and "frequent struggle" for many foreign language teachers (Macías, 2018). The cultural clash between the Thai emphasis on a relaxed atmosphere and the more discipline-oriented tradition in Chinese education makes it difficult for teachers to enforce rules without appearing harsh (Guo, 2014). Thai pedagogy encourages student autonomy and a low-power-distance dynamic, which can conflict with the authoritative teacher role common in Chinese education . These management difficulties can lead to emotional exhaustion for teachers, which in turn reduces their teaching effectiveness (Pisacreta et al., 2011).

Language Barriers and Teaching Resources:

A primary challenge is the linguistic barrier. For Thai learners, the logo-graphic nature of Chinese characters and the complexities of the pinyin and tonal systems present significant hurdles (Yue, 2017; Sun, 2011). This is compounded by a lack of suitable teaching resources. Studies consistently find that an unsupportive school context and the use of non-customized curriculum materials are significant obstacles (Liao, 2017). In Thailand specifically, most textbooks are imported from China and are often criticized for being outdated, culturally disconnected, and not designed for the specific needs of Thai learners (Wei & Weerasawainon, 2019; Xie, 2018).

Learner Differences:

Catering to learner diversity is another major challenge. Classrooms are typically composed of students with varied family and cultural backgrounds, different levels of prior Chinese learning experience, and diverse motivations and learning strategies (Ye, 2017; Wen, 2011). Teachers must address this heterogeneity, but many find it difficult to recognize and respond to the wide range of affective and strategic differences among students, which directly impacts learning outcomes (Pawlak, 2017; Abdullaev, 2021). The challenge is heightened when dealing with students who have special needs, for which many teachers may lack specific training (Zhou & Li, 2015).

While these challenges can lead to frustration and cultural dissonance, they also serve as catalysts for professional growth, pushing teachers to become more

adaptive, reflective, and creative in their pedagogy.

Methodology

1. Research Design

This study employed a mixed-methods research design, integrating a quantitative questionnaire survey with qualitative semi-structured interviews. This approach facilitates both a broad examination of challenges and an in-depth exploration of teachers' lived experiences. The questionnaire was designed to quantify perceptions of teaching challenges, while the interviews provided nuanced, contextualized data on these phenomena.

2. Population and Sample

The target population consisted of native Chinese language teachers from Mainland China working in Thai secondary schools.

For the questionnaire survey, the Yamane (1967) formula was utilized to determine the sample size from a population of 64 teachers, resulting in a required minimum of 55 participants. A total of 55 valid questionnaires were collected through random sampling across different provinces and school types.

For the semi-structured interviews, a purposive sampling approach was employed to select 8 native Chinese language teachers. Participants were chosen based on diversity in gender, teaching experience, academic background, and school type to ensure a broad spectrum of perspectives.

3. Research Instruments

The research instruments included a questionnaire and a semi-structured interview protocol.

Questionnaire: The questionnaire was developed based on a literature review and categorized challenges into six dimensions: language barriers, teaching resources, classroom management,

pedagogical practice, catering to learner differences, and major teaching challenges. It used a five-point Likert scale for responses.

Semi-Structured Interviews: The interviews were centered on the same six dimensions as the questionnaire, allowing for deeper exploration of the challenges.

4. Validity and Reliability

Validity: The content validity of the instruments was ensured by three experts using the Indicator of Item-Objective Congruence (IOC) method. All items were reviewed for relevance and alignment with the research objectives.

Reliability: The internal consistency of the questionnaire was tested using Cronbach's alpha. The overall Cronbach's alpha was 0.860, indicating high reliability.

5. Data Collection

Data collection occurred in two phases. First, the questionnaire was distributed electronically via Google Forms to native Chinese language teachers. Second, semi-structured interviews were conducted with 8 selected teachers, either in-person or via video call. All interviews were audio-recorded with participant consent.

6. Data Analysis

Quantitative Data: Questionnaire data were analyzed using SPSS 20.0 for descriptive statistics, including means (M) and standard deviations (SD).

Qualitative Data: Interview transcripts were analyzed using Lichtman's (2013) 3Cs model: Coding (identifying keywords), Categorizing (grouping codes into topics), and Conceptualizing (extracting overarching concepts and themes).

Findings

1. Findings from the Questionnaire

Respondent Characteristics

The demographic profile of the 55

participating teachers is summarized in Table 1. The data reveals a teaching force that is predominantly female (69.1%) and highly educated, with 90.9% holding at least a bachelor's degree. A key finding is that a majority of teachers (60.0%) rate their Thai proficiency as "average," suggesting that language barriers are a widespread issue.

Table 1: Individual Characteristics of the Sample (N=55)

Background	Detail	Frequency	Percentage
Gender	Male	17	30.9%
	Female	38	69.1%
Education	Bachelor's degree or above	50	90.9%
	Master's degree or above	22	40.0%
Teaching Experience	1-3 years	22	40.0%
	4-6 years	19	34.5%
	More than 6 years	14	25.5%
Thai Language Level	Good command	8	14.5%
	Average level	33	60.0%
	Poor skills	14	25.5%

Descriptive Analysis of Perceived Teaching Dimensions

The questionnaire data revealed native Chinese language teachers' perceptions across several key dimensions. The responses were rated on a five-point Likert scale (1=Strongly Disagree, 5=Strongly Agree). The overall scores for the primary teaching dimensions are summarized in Table 2

Table 2: Descriptive Analysis of Perceived Teaching Dimensions

Dimension	Mean	SD	Interpretation
Teaching Resources	4.22	0.62	Agree
Teaching Practice	4.22	0.70	Agree
Learner Differences Catering	4.15	0.65	Agree
Classroom Management	3.96	0.80	Agree
Language Barriers	3.90	0.70	Agree

The summary table shows that teachers generally hold a positive view across all dimensions, with all aggregate scores falling within the 'Agree' range. Teaching Resources ($\overline{x}$=4.22) and Teaching Practice ($\overline{x}$=4.22) received the highest scores, indicating confidence in these areas. While still positive, Classroom Management ($\overline{x}$=3.96) and Language Barriers ($\overline{x}$=3.90) received comparatively lower scores, suggesting these are areas of greater concern.

Major Teaching Challenges

While the overall perceptions were positive, Table 3 details the specific challenges that teachers identified as most significant. The highest-rated challenge was related to cultural differences

affecting teaching (x̄=4.05), followed by students' lack of motivation (x̄=3.95). These findings pinpoint that the most

pressing issues are often external and student-related factors rather than a perceived lack of teacher skill.

Table 3: Teacher Perceptions of Major Teaching Challenges

Item	Mean	SD	Interpretation
Students have a weak language foundation and find it difficult to master Chinese Pinyin and pronunciation.	3.85	0.72	Agree
Students have poor memory and writing abilities for Chinese characters.	3.90	0.78	Agree
Difficulty in classroom discipline management makes it difficult for students to concentrate.	3.80	0.75	Agree
Cultural differences affect teaching, and students have limited understanding of Chinese culture.	4.05	0.68	Agree
Lack of suitable teaching resources and auxiliary tools.	3.70	0.80	Agree
Students lack motivation and interest in learning Chinese.	3.95	0.77	Agree
Difficulty in language communication with students and parents, which affects teaching effectiveness.	3.90	0.82	Agree
Total Score	**3.88**	**0.76**	**Agree**

The quantitative results from Table 3 indicate that the most significant challenge perceived by teachers is cultural differences (x̄=4.05), which affects students' understanding of the language's cultural context. This was closely followed by students' lack of motivation (x̄=3.95) and difficulties with Chinese character writing (x̄=3.90). The challenge of inadequate teaching resources received the lowest score among the major challenges, but still fell within the "Agree" range (x̄=3.70), confirming it remains a concern.

2. Findings from Semi-structured Interviews

The analysis of the eight semi-structured interviews revealed four overarching themes regarding the challenges and strategies of native Chinese teachers.

Theme 1: Pervasive Language Barriers in Pronunciation and Tones

A core challenge consistently highlighted by all interviewees was the language barrier related to phonetics. Teachers reported that Thai students struggle significantly with mastering Chinese pinyin and tones due to interference from their native language. One teacher stated, "The most difficult part is helping students master the tones of Chinese. Thai language itself does not have the concept of four tones, and students are completely unable to understand the subtle differences" (T4). This often leads to frequent pronunciation errors and affects listening comprehension, which can diminish student confidence.

Theme 2: Inadequacy and Lack

of Localization in Teaching Resources

Interviewees unanimously expressed concerns about teaching materials. Most rely on textbooks imported from China, such as "Happy Chinese" or "New Practical Chinese Textbook," which are not culturally adapted for Thai students. A teacher explained, "most of the content in the textbook is about Chinese life and culture, lacking local Thai content, which leads to students feeling alienated" (T2). Furthermore, many schools, particularly in rural areas, lack sufficient multimedia facilities like interactive whiteboards or learning software, which limits teachers' ability to implement diverse and engaging teaching methods.

Theme 3: Cross-Cultural Classroom Management Difficulties

Teachers described classroom discipline as a persistent challenge stemming from cultural differences in educational norms. Thai students are accustomed to a relaxed and "happy learning" atmosphere, which can be perceived as a lack of discipline by teachers from a more structured educational background. One teacher noted, "The classroom discipline of students is relatively loose, especially for younger students who are easily distracted" (T1). To cope, teachers adopted strategies such as setting clear rules, using group competitions, and implementing interactive activities to maintain student engagement and focus.

Theme 4: Adaptive Strategies Combining Multimedia, Gamification, and Cultural Integration

Despite the challenges, teachers demonstrated significant adaptability by employing innovative strategies. The most common strategies included:

Multimedia-Assisted Instruction: Using PPTs and videos to make abstract concepts like stroke order and pronunciation more visual and understandable. As one teacher said, "I often use PPT and Chinese videos in class... It helps students visualize the content more clearly" (T2).

Gamified Teaching: Incorporating games like "Pinyin competitions" or "character matching" to create a relaxed atmosphere and reduce learning anxiety.

Cultural Integration: Introducing Chinese culture through festivals, food, and music to stimulate interest and provide context.

Differentiated Instruction: Grouping students by ability and designing different tasks to meet their varied learning needs.

Conclusion

This study explored the major classroom teaching challenges faced by native Chinese teachers in Thailand and identified the strategies they adopted to address them. Through a mixed-methods approach, the research identified three primary areas of difficulty in the Thai teaching environment: pervasive language barriers, particularly in pronunciation; a lack of suitable, localized teaching resources; and cross-cultural classroom management difficulties. The most significant challenges in teaching practice were found to be navigating cultural differences, managing inconsistent student motivation, and addressing students' difficulties with Chinese character memorization and writing.

Despite these obstacles, teachers demonstrated significant adaptability

by implementing a range of effective strategies. These include the widespread use of multimedia teaching to make abstract concepts accessible, gamified and scenario-based learning to enhance student engagement and reduce anxiety, cultural integration to provide context and stimulate interest, and differentiated instruction to cater to diverse learner needs.

In conclusion, while native Chinese teachers in Thailand face considerable linguistic, pedagogical, and cultural hurdles, they respond with resilience and creativity. The findings strongly suggest that their effectiveness could be significantly enhanced through systematic support, including targeted professional development in cross-cultural pedagogy, the creation of localized teaching materials, and improved institutional resources.

Discussion

This study's findings corroborate existing literature on cross-cultural teaching challenges while also providing new, context-specific insights into the experiences of Chinese teachers in Thailand. The three primary challenges identified—language barriers, inadequate resources, and classroom management—reflect a complex interplay of linguistic, pedagogical, and cultural factors.

The persistent difficulty with Chinese pronunciation and tones reported by teachers extends the observations of Chen (2015) and Sun (2011), who identified the negative impact of phonological interference from the Thai language. This study further underscores that teachers' own limited Thai proficiency can exacerbate this issue, highlighting a need for bilingual competence in cross-language instruction. Although teachers employ multimedia tools to mitigate this, as recommended by Zhao (2019), the root of the problem lies in systemic linguistic differences that demand more targeted pedagogical interventions, such as contrastive phonology.

The challenge of inadequate and culturally inappropriate teaching resources affirms the work of Wei & Weerasawainon (2019) and Xie (2018). The reliance on non-localized textbooks creates a cultural and contextual gap that renders the language abstract and disconnected from students' realities. While teachers proactively adapt materials, this bottom-up effort cannot fully compensate for the absence of system-level support for creating culturally responsive curricula. This points to a critical need for policy-makers and educational institutions in Thailand to invest in the development of localized Chinese language materials.

Regarding classroom management, the findings reflect the cultural mismatch detailed by Ye (2017). The clash between the Thai value of "sanuk" (fun) in learning and the more disciplined, teacher-centric model familiar to many Chinese teachers fosters what Wang (2020) termed an "ambiguous authority role." Teachers are caught between maintaining order and adapting to a culture that prioritizes a relaxed atmosphere. Their success in navigating this often depends on their cross-cultural communication skills and their ability to build rapport, emphasizing the need for pre-service training that covers culturally sensitive classroom management strategies.

Finally, the adaptive strategies employed by teachers—multimedia use, gamification, and cultural

integration—demonstrate their professional resilience and creativity. These practices align with modern pedagogical principles that promote student engagement and motivation. However, the effectiveness of these strategies is often constrained by the systemic challenges discussed. This suggests that while individual teacher effort is crucial, sustainable improvement in Chinese language education in Thailand requires a more holistic approach that addresses structural issues related to teacher training, curriculum development, and resource allocation.

Recommendations

1. For Implementation

Based on the study's findings, the following recommendations are proposed:

Strengthen Pronunciation Instruction: Teachers should dedicate specific instructional time to systematic Pinyin and tone training, using audiovisual aids and interactive drills to address common pronunciation errors.

Develop Localized Teaching Materials: Educational authorities should support the creation of textbooks and supplementary materials tailored to Thai students' cultural and linguistic backgrounds, as these have been shown to be more effective than standard imported materials.

Enhance Classroom Management Training: Teacher training programs should include modules on Thai classroom culture and positive reinforcement strategies to help teachers manage behavior more effectively.

Promote Differentiated Instruction: Teachers should adopt flexible instructional strategies based on students' proficiency levels, with additional support for weaker learners and more challenging content for advanced ones.

2. For Future Research

Expand Sample Scope: Future studies should include a larger, more diverse sample of teachers from various regions and school types to improve the generalizability of findings.

Incorporate Student Perspectives: Research should include the voices of Thai students to gain a more holistic understanding of classroom interaction and learning challenges.

Conduct Longitudinal Studies: Longitudinal research is recommended to track the adaptation process of native Chinese teachers over time, providing insights into how their strategies evolve.

Investigate Technology's Role: Future studies should explore the impact of technology-enhanced learning (e.g., mobile apps, AI tools) on addressing resource shortages and improving student engagement in Thai classrooms.

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The Impact of Perceptions of Chinese Culture on Intercultural Communicative and Linguistic Competence in Shandong Province

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ABSTRACT

This study explored the impact of student's perceptions of Chinese culture on their intercultural communicative and linguistic competence. A mixed-methods approach was used, involving questionnaires from 395 students at three universities in Shandong Province and semi-structured interviews with nine students. Descriptive statistics, Pearson correlation, and multiple regression analyses revealed that high perceptions of Chinese culture significantly enhanced both competences, with strong correlations among the variables. Qualitative findings confirmed these results. The study suggested integrating systematic Chinese cultural education and experiential learning into EFL curricula to strengthen cultural cognition and communication skills in a globalized context.

KEYWORDS: Perceptions, Intercultural, Linguistic, competence

Introduction

Culture plays a vital role in the survival and development of a nation (Wang, 2023). In the era of globalization, cultural and economic exchanges among countries have intensified, leading to interconnected and entangled cultural landscapes (Sotshangane, 2002). While globalization facilitates cross-cultural interaction, it also poses challenges to national cultural heritage, potentially diluting distinct cultural identities (Ergashev & Farxodjonova, 2020; Poshakrishna, 2022). For any nation, strengthening its cultural presence globally is crucial, both to maintain national identity and to enhance international influence (Joseph, 2003; Ozer, 2020).

China has increasingly emphasized the promotion and international dissemination of its culture. Since the 21st century, initiatives such as the "Going Out Strategy of Chinese Culture" (Yang & Cong, 2019) and guidelines on preserving and developing traditional culture (Tomczak, 2017) reflect a strategic effort to strengthen cultural confidence and shape the nation's global image (Xi, 2022). Despite these initiatives, internal focus has limited the extent to which Chinese

culture engages in global exchanges, highlighting the need for effective cultural transmission through education (Wang, 2023).

In this context, intercultural communication (IC) has emerged as a critical competency for individuals in globalized societies (Makhmudov, 2023). English, as a global lingua franca, serves as a key medium for intercultural interaction, and its teaching is increasingly aligned with the cultivation of intercultural communicative competence (ICC) (Sevimel-Sahin, 2020; Kusumaningputri & Widodo, 2018). The Chinese government has highlighted ICC as a core objective in foreign language curricula, aiming to develop students' ability to communicate effectively across cultures while preserving national cultural identity (Ministry of Education of the PRC, 2018; Qian & Garner, 2019).

However, many Chinese students face the problem of "Chinese culture aphasia," struggling to express cultural concepts and values in English despite possessing knowledge of their own culture (Song & Bai, 2018). In the process of communication with Westerners, they never show the deep cultural literacy and independent cultural character that scholars from ancient cultural powers should have. This issue underscores the need to explore how students' perceptions of Chinese culture influence both their intercultural communicative competence and linguistic competence.

Shandong Province, with its rich cultural heritage and strong educational infrastructure, provides an ideal context for this investigation. University students in the region are expected to act as cultural bridges in the global context, yet research on the relationship among their perceptions of Chinese culture, intercultural communicative competence and linguistic competence remains limited. This study aims to address this gap by systematically analyzing students' perceptions of Chinese culture, and examining their effects on their intercultural communicative competence and linguistic competence. The findings are expected to inform practical strategies for integrating cultural education into EFL teaching, fostering students' cultural confidence, and enhancing their ability to communicate effectively in a globalized world.

Purposes

1. To examine Chinese university students' perceptions of Chinese culture in Shandong Province.

2. To investigate the effects of students' perceptions of Chinese culture on their intercultural communicative competence.

3 To explore how students' perceptions of Chinese culture influence their linguistic competence in the context of English foreign language.

Hypothesis

H1: Students' perceptions of Chinese culture are hypothesized to have influence on their intercultural communicative competence.

H2: Students' perceptions of Chinese culture are hypothesized to influence their linguistic competence.

H3: There is significant relation among students' perceptions of Chinese culture, intercultural communicative competence and linguistic competence.

Benefit of Research

Integrating Chinese culture into English education benefits teachers, students, and the nation. For teachers, it

enriches lessons, enhances engagement, and broadens students' cultural perspectives. For students, connecting their native culture with language learning boosts motivation, improves linguistic skills, deepens cross-cultural understanding, and fosters critical thinking and cultural adaptation, addressing the "cultural aphasia" issue. At the national level, promoting Chinese culture through education strengthens cultural confidence, supports China's storytelling internationally, and encourages youth to appreciate and preserve their heritage. Overall, cultural integration cultivates both individual competence and collective cultural awareness.

Research Process

Step 1: Conduct a literature review and examine related studies and find the research gap. For the research design, this study employed a mixed-methods approach, integrating quantitative and qualitative method.

Step 2: Collect data through the questionnaire and semi-structured in-depth interviews with Chinese university students in Shandong Province.

Step 3: Analyze the collected data. Quantitative questionnaire data are processed using descriptive statistics, correlation, and regression analyses. Qualitative interview data are coded and thematically analyzed to complement and interpret the survey results.

Population and Sample

The research was conducted at three comprehensive undergraduate universities in Shandong Province. The total undergraduate population across these universities was 23,974 students. A sample of 400 sophomore students was selected using a convenience sampling method, targeting students who had completed at least one year of college English courses. Sophomore students were selected to ensure adequate exposure to English learning and intercultural communication activities, avoiding first-year students' inexperience and the time constraints faced by third- and fourth-year students. The sample maintained a balanced gender representation to enhance the reliability of finding

Instruments
(1) Pilot study

As for the pilot study, student involved through convenient sampling methods. This approach allowed for practical selection of participants, ensuring they were readily available and willing to engage in the initial testing phase. Approximately 50 students were recruited to participate in a questionnaire survey and three students for interviews. The pilot testing aimed to assess the reliability and validity of the survey among students. Feedback gathered during this phase informed adjustments to the instruments before full-scale implementation in the main study. This method ensured that the research tools were well-prepared and suitable for evaluating the intended constructs effectively in subsequent stages of the research.

(2) Questionnaire:

The questionnaire consisted of demographic questions and closed-ended questions using a five-point Likert scale. It incorporated items from established instruments, including the Intercultural Communication Scale (Liu & Fang, 2017) and the Chinese Cultural Knowledge Scale (Yang & Cong, 2019). The closed question contained 35 items assessing students' perceptions of

Chinese culture, intercultural communicative competence, and linguistic competence through a 5-point Likert scale. Quantitative data were analyzed using descriptive and inferential statistical methods, including reliability and validity assessments, employing SPSS software. The questionnaire's reliability was confirmed with Cronbach's alpha coefficients exceeding 0.87 across all dimensions, and an overall alpha of 0.956, indicating excellent internal consistency.

(3) Interview

The interviews of nine students aimed to explore deeper insights into the impact of students' perceptions of Chinese culture and on their communicative competence and linguistic competence. Interviews were conducted in Mandarin to ensure participants could express themselves fully and lasted between 30 to 60minutes. The interview instrument was developed based on literature review and pilot feedback, ensuring clarity and relevance. Qualitative interview data were transcribed verbatim, coded, and analyzed thematically to supplement and enrich the quantitative findings with detailed contextual understanding.

Data Analysis
(1) Pilot Study Analysis

The pilot study aimed to validate the reliability and validity of the research instruments. During this phase, descriptive statistical analysis was applied to process the preliminary data. Specifically, means, standard deviations, frequencies, and percentages were calculated to assess the initial effectiveness of the research tools and to examine the distribution of the data. The results of the pilot study informed necessary adjustments to the

questionnaire design and interview guidelines, thereby enhancing the validity and reliability of the subsequent data collection.

(2) Questionnaire Data Analysis

Quantitative data from 395 valid questionnaires were analyzed using SPSS (Version 27). Descriptive statistics provided an overview of participants' demographic characteristics and responses across students' perceptions of Chinese culture. Pearson correlation was conducted to examine the relationships among perceptions, intercultural communicative competence, and linguistic competence. Multiple regression analysis was used to assess the predictive effects of cultural perceptions on students' intercultural and linguistic outcomes. Prior to analysis, assumptions for parametric tests— normality, linearity, homoscedasticity, and multicollinearity —were verified. Construct validity was further examined using exploratory factor analysis, ensuring the robustness of the findings.

(3) Interview Data Analysis

Qualitative data from nine semi-structured interviews were transcribed verbatim and coded using software. A thematic analysis approach was employed to identify recurring patterns, while content analysis quantified keyword frequencies. To enhance credibility and trustworthiness, triangulation with quantitative findings, peer debriefing, and member checking were applied. The qualitative analysis provided deeper insights into students' perceptions of Chinese culture and its impact on their intercultural communicative and linguistic competence, complementing the quantitative results and strengthening the overall validity of the study.

Research Results

(1) Descriptive Findings

A total of 400 questionnaires were distributed, with 395 valid responses retained after excluding invalid entries. Respondents were 41.27% male and 58.73% female, all aged between 19-21. In terms of academic discipline, 45.8% were from humanities and social sciences, 32.4% from science and engineering, and 21.8% from other fields (education, arts, business, etc.), ensuring diversity in background. There is a better balance about the participants in gender, major and so on. Thus, it is good for the further research and data.

Regarding Chinese cultural knowledge needs, the top areas students wished to improve were universal knowledge (including festival traditions and celebrity information). This indicates that students attach equal importance to the behavioral dimensions of cultural learning and to the underlying value systems and everyday knowledge embedded in cultural practices. The findings highlight a strong demand for targeted cultural learning, especially in relation to behavioral norms, value orientations, and common cultural knowledge.

Table1 Aspects of Chinese Culture Students Wish to Improve

Description	Count	Percentage
A. Common behavior (e.g., ways of greeting, how to respond to compliments, etc.)	84	61.59%
B. Common knowledge (e.g., festivals, celebrities, etc.)	72	53.43%
C. Common values (e.g., what people consider important in life and society)	75	55.36%
D. Common beliefs (e.g., what religious beliefs or philosophies influence people's lives)	51	37.98%
E. Common perspectives on things (e.g., people's judgments on current events)	63	47.00%
F. Others (e.g., arts, customs, cuisine, famous scenic spots, etc.)	50	37.55%
Total	395	100%

(2) Quantitative Findings

Correlation Analysis

This study explores the Pearson correlation among awareness perceptions of Chinese culture, intercultural communicative competence and linguistic competence. The data for each indicator is analyzed using the mean value method. Statistical software is used for the correlation analysis, and the Pearson correlation results are as follows:

Table 2 The Analysis of Person Correlation

Dimension	Perceptions of Chinese Culture	Intercultural Communicative Competence	Linguistic Competence
Perceptions of Chinese Culture	1		
Intercultural Communicative Competence	0.682	1	
Linguistic Competence	0.546	0.782	1

The correlation coefficient between perceptions of Chinese culture and intercultural communicative competence is 0.682, reaching significance at the 0.01 level. This suggests that the stronger a student's sense of identification with and understanding of their own culture, and the higher perceptions and their intercultural communicative competence.

The correlation coefficient between students' perceptions of Chinese culture and linguistic competence is 0.546, indicating a moderate positive correlation, which is also significant at the 0.01 level. This suggests that the hinger students' perceptions of Chinese culture, the higher their linguistic competence. This may be because a deep understanding of one's own culture helps students better grasp the contextual meanings of both their native language and foreign languages, thereby enhancing language learning effectiveness.

The correlation coefficient between intercultural communicative competence and linguistic competence reaches 0.782, showing a strong positive correlation, which is also significant at the 0.01 level. This result suggests that students with stronger intercultural communicative competence tend to have higher linguistic competence. The improvement of linguistic competence not only helps students communicate more effectively in intercultural contexts, but also enhances their language application skills through the accumulation of intercultural communicative experiences. The two aspects complement each other. This finding supports the interactive relationship between language learning and intercultural communicative competence, indicating that linguistic competence is not only a tool for intercultural communicative but that intercultural communication practices can further facilitate the development of linguistic competence.

Regression Analysis

To further explore the critical factors influencing these competencies, this research selects perceptions of Chinese culture as independent variables, while intercultural communicative competence and linguistic competence serve as dependent variables for regression analysis. The results (Table 3) show that the independent variable demonstrated significant explanatory power for both dependent variables ($p < 0.001$).

Table 3 The Analysis of Model Summary

			Model Summary			
Dependent Variable	**R**	**R²**	**Adjusted R²**	**Standard Error of Estimate**	**F**	**Significance**
Intercultural Communicative Competence	0.682	0.465	0.464	0.31592	345.972	0.000
Linguistic Competence	0.546	0.298	0.296	0.43511	168.991	0.000

For the regression model with intercultural communication competence, the model yielded an R value of 0.682 and R² of 0.465, indicating that perceptions of Chinese culture explained 46.5% of the variance. The regression coefficient (B = 1.214, t = 18.6, p < 0.001) confirms a strong positive effect, suggesting that higher perceptions of Chinese culture are associated with better intercultural communicative competence. For linguistic competence, the R value was 0.546 and R² was 0.298, with the regression coefficient (B = 1.168, t = 13.0, p < 0.001) indicating a moderate but significant positive influence. This implies that students with greater understanding and appreciation of Chinese culture tend to have stronger linguistic competence, although the explanatory power is lower than that for ICC.

Table 4 The Analysis of Regression Results

		Regression Results		
	Constant	**Awareness Perceptions and Attitudes of Chinese Culture On ICC**	**Constant**	**Awareness Perceptions and Attitudes of Chinese Culture on English Linguistic Competence**
B	-0.075	1.214	0.043	1.168
Standard Error	0.073	0.065	0.101	0.09
t	-1.021	18.6	0.422	13
Significance	0.308	0.000	0.674	0.000

Independent Variable: Awareness Perceptions and Attitudes of Chinese Culture

The regression analysis results confirm that perceptions of Chinese culture exert a significant positive effect on both intercultural communicative competence (B = 1.214, p < 0.001) and linguistic competence (B = 1.168, p < 0.001). The effect is stronger for intercultural competence, where the model explained 46.5% of the variance, compared to 29.8% for linguistic competence.

Hypothesis

Furthermore, this study identifies a close interrelationship among perceptions of Chinese culture, intercultural communicative competence, and linguistic competence, where these variables mutually reinforce each other. Both correlation and regression analyses show that the perception of Chinese culture, as a core variable, plays a positive and facilitating role in enhancing these competencies. This outcome not only enriches the understanding of the integrated influence of cultural cognition on language learning and intercultural communication but also validates the rationale behind Hypothesis 3.

Table 5 Hypothetical Results

	Hypothesis	
H1	Students' perceptions of Chinese culture are hypothesized to have influence on their intercultural communicative competence.	Supported
H2	Students' perceptions of Chinese culture are hypothesized to influence their linguistic competence, particularly their ability to express Chinese culture in English.	Supported
H3	There is significant relation among students' perceptions of Chinese culture, their intercultural communication and linguistic competence.	Supported

In conclusion, the empirical analyses robustly support the proposed hypotheses, highlighting the pivotal role of students' perceptions of Chinese culture in cultivating their intercultural communicative competence and linguistic competence.

(3)Interview Findings

The interview results are organized around three core themes: perceptions of Chinese culture, the influence on intercultural communicative competence, and the promotion of linguistic competence.

Firstly, the students generally demonstrated a rich understanding and strong interest in traditional Chinese culture. Secondly, students' perceptions of Chinese culture significantly enhanced students' intercultural communicative competence. Interviewees stated that a deep understanding of their native culture helped improve their adaptability and confidence in intercultural settings. Lastly, students' perceptions of Chinese culture positively influenced linguistic competence, particularly in vocabulary acquisition, spoken fluency, and the ability to express cultural nuances.

Discussion and Conclusion
Discussion
(1) Objective 1

The results demonstrate that Chinese university students generally exhibit positive attitudes, strong cultural awareness, and rich knowledges of Chinese culture, that is a high level of perception of Chinese culture. Quantitative data revealed a high mean score (M = 4.12), indicating a high level of identification with and

understanding of cultural elements such as traditional festivals, philosophical thought, and classical literature. This is consistent with findings from previous studies (e.g., Gao & Liu, 2020; Wang, 2023), which suggest that cultural heritage remains a key component of students' identity formation.

The qualitative interviews further confirmed that students take pride in their cultural roots and are motivated to explore and share cultural knowledge. However, differences were observed in the depth of understanding and engagement with modern cultural developments, as some students were more focused on traditional aspects than on contemporary innovations. This indicates that while cultural pride is prevalent, there may be a gap in perceptions of China's evolving cultural landscape, echoing observations by Chen (2018) that cultural education in universities often emphasizes the past over the present.

These findings also invite a reconsideration of how Chinese culture is taught in university settings. The overemphasis on traditional and historical content, while essential for identity formation, may inadvertently limit students' understanding of the dynamic, evolving nature of contemporary Chinese culture. As Hall (1990) argued, cultural identity is not fixed but constantly negotiated through discourse and practice. Therefore, a more balanced cultural curriculum that incorporates both classical and modern elements—such as digital media, youth subcultures, and global Chinese cultural expressions—could help cultivate a more comprehensive cultural perception. This would not only deepen students' cultural pride but also prepare them to engage with others in more contemporary, relevant terms.

(2) Objective 2

The findings of both the correlation and regression analyses confirm that students' perceptions of Chinese culture significantly contribute to their intercultural communicative competence (ICC). A strong positive correlation ($r = 0.682$, $p < 0.01$) and substantial predictive power ($R^2 = 0.465$) were identified, suggesting that students who have a deeper understanding and higher perception of their native culture are better prepared to engage in intercultural dialogue.

This supports Byram's (1997) model of ICC, which emphasizes the importance of cultural knowledge and identity in facilitating meaningful intercultural exchanges. It also aligns with Deardorff's (2006) framework, highlighting cultural self-awareness as a prerequisite for interpreting and respecting other cultures. The interview data provided nuanced examples, such as students using traditional symbols (e.g., Spring Festival, Confucian values) to explain Chinese perspectives and establish rapport with foreign peers.

Notably, students who demonstrated higher cultural sensitivity were also more reflective and respectful in their communicative behavior, embodying what Fantini (2009) describes as "intercultural empathy." This supports the notion that cultural perception is not only cognitive but also behavioral and affective in nature. However, the presence of students who prioritized linguistic accuracy over cultural content also points to pedagogical gaps, suggesting a need to balance language instruction with cultural competence training.

Beyond confirming established theoretical models, this study reveals a deeper interrelationship between cultural empathy and communicative adaptability. Students with strong cultural perceptions often demonstrated flexibility in navigating cultural misunderstandings, suggesting that cultural perception serves not merely as background knowledge but as a behavioral compass during intercultural encounters. This echoes the argument by Spitzberg and Changnon (2009) that intercultural competence is co-constructed through mindful communication. It also points to the need for language education to move beyond static culture lessons toward experiential, reflective learning—such as role plays, case studies, and intercultural narratives—that allow students to practice empathy and perspective-taking in authentic scenarios.

(3) Objective 3

The statistical results indicate a moderate but significant correlation between perceptions of Chinese culture and linguistic competence ($r = 0.546$, $p < 0.01$), with an explanatory power of $R^2 = 0.298$. This suggests that perceptions of Chinese culture contributes to, but does not fully determine, linguistic competence. Students with strong cultural foundations tend to express themselves more fluently, especially when discussing culture-related topics.

These findings support the concept of "content-based language learning," wherein culturally rich content provides meaningful contexts for vocabulary development, discourse practice, and pragmatic competence (Snow, 2001). Furthermore, students'

exposure to cultural texts and idioms appears to enhance their semantic and inferential skills in English, aligning with Kramsch's (1993) argument that language and culture are inseparable in communicative practice.

Nevertheless, the interviews also revealed that some students viewed language skills as independent from cultural learning, highlighting a persistent misconception in language education. As Liddicoat and Scarino (2013) emphasize, effective language learning requires the integration of intercultural perspectives, rather than treating culture as an "add-on."

Importantly, this research sheds light on the motivational and cognitive mechanisms through which cultural familiarity enhances linguistic competence. When students draw upon familiar cultural concepts, they not only communicate with greater fluency but also exhibit more confidence and engagement, particularly in speaking and writing tasks. This supports Vygotsky's sociocultural theory (1978), which posits that meaningful context and prior knowledge scaffold higher-order language functions. Hence, integrating culturally meaningful content into English language instruction goes beyond mere knowledge transfer; it functions as an effective pedagogical strategy to stimulate linguistic potential and enhance cognitive engagement.

Conclusion

This study has presented a comprehensive analysis of the data collected through questionnaires and semi-structured interviews, aiming to address the three core research objectives. Drawing upon both quantitative and qualitative methods, the findings provide a multifaceted

understanding of how Chinese university students perceive their native culture and how their perceptions of Chinese culture influence their intercultural communicative competence and linguistic competence. The results confirm that students' perception of Chinese culture play a pivotal role in shaping their intercultural communicative competence in global contexts. The integration of statistical evidence and interview insights ensures the validity and depth of the conclusions drawn. The study systematically addresses the research questions, offering comprehensive interpretations of the principal findings.

The research validates the proposed hypotheses, highlighting a dynamic interplay between culture, communication, and linguistic proficiency. It further emphasizes the importance of embedding cultural education within foreign language teaching to foster globally competent individuals who can confidently serve as cultural ambassadors. These insights have significant theoretical implications for intercultural communication models, particularly in non-Western educational contexts, and offer practical guidance for curriculum design, pedagogical strategies, and policy development aimed at enriching cultural learning and language acquisition.

Recommendation

Based on the study's findings, universities should integrate national cultural content, especially elements of local culture into foreign language curricula to simultaneously enhance students' intercultural communicative competence and linguistic competence.

Courses should balance traditional and contemporary cultural topics, using case studies, debates, role-play, and comparative analysis to strengthen cultural cognition and language expression. Teachers can embed cultural materials into vocabulary and grammar instruction, employ multimedia resources, and organize cultural activities such as exhibitions, contests, and international exchanges. These approaches foster cultural pride, critical thinking, and adaptability, enabling students to express Chinese culture effectively in English.

At the institutional and policy level, universities should invest in cultural curriculum development, create academically rigorous teaching materials, and promote interdisciplinary collaboration among language, humanities, and education faculties. Jointly designed "Language + Culture" programs, industry-academic partnerships, and policy-supported initiatives, such as funding for cultural dissemination projects, pilot programs on cultural export, and exchange opportunities, will strengthen cultural inheritance and innovation. These measures not only enrich language education with distinct Chinese characteristics but also cultivate graduates who can confidently represent Chinese culture in global contexts.

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Motivations, Experiences, and Guanxi: A Qualitative Study of Chinese Undergraduate Students in Northern Thailand

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ABSTRACT

This study aimed to understand the direct experiences of Chinese undergraduate students at a university in Northern Thailand and explore the factors, particularly social influences, shaping their decision to study there. Employing a qualitative design, data were collected through a focus group with 11 students and semi-structured interviews with 3 recruitment agents in China for triangulation, followed by thematic analysis. Findings revealed a complex interplay of motivations: students often made independent decisions, viewing Thai education as a "steppingstone" over domestic competition (*Gaokao*) to broader further education opportunities, while strong social network influences (*Guanxi*) were also highly prevalent. Positive tourism experiences contributed to the decision-making, while cost factors were primarily highlighted by agents. Student experiences were mixed, characterized by appreciation for the relaxed social environment and friendly interactions ("honeymoon" phase), alongside significant frustrations regarding perceived lack of academic rigor and group work challenges ("disillusionment" phase). Agents identified major recruitment challenges including safety concerns amplified by media, economic pressures in China diminishing perceived degree value, market saturation, and the critical shift towards peer influence via social media (e.g., Douyin, Xiaohongshu). The study highlighted the importance of social networks, managing academic expectations, and authentic communication strategies for Thai institutions recruiting Chinese students, contributing practical insights into contemporary student mobility and adaptation.

KEYWORDS: Chinese students, Higher Education, Motivations, Student experience, Guanxi, Cross-cultural adaptation, Social media.

Introduction

International student mobility is a significant global phenomenon, with China being one of the largest source countries for students seeking higher education abroad (Hattersley & Nicholson, 2024). For decades, Southeast Asian nations, particularly Thailand, have emerged as increasingly attractive destinations for Chinese

students (Songsathaphorn et al., 2014). Thailand offers geographical proximity, cultural connections, and relatively affordable education compared to traditional Western destinations. Understanding the motivations, decision-making processes, and experiences of this growing student population within Thai universities is crucial for host institutions and for broader research on international education trends.While factors like cost and proximity are often cited (Chaiyasat, 2020; Chen et al., 2018; Kang et al., 2019; Songsathaphorn et al., 2014), there is a need for deeper, qualitative understanding of the nuanced reasons why Chinese students choose Thailand for their higher education. Existing research may not fully capture the complex interplay of personal aspirations, family ties and social network influences (such as *Guanxi*), and the specific academic and social experiences encountered by these students studying in Thai universities. Furthermore, current challenges, including shifting economic conditions in China, safety perceptions amplified by media, and the evolving role of social media, require investigation into their impact on recruitment trends and student decisions related to studying in Thailand. There is also a gap in triangulating student perspectives with those of recruitment agents who operate at the interface of supply and demand.

Purposes

This study aims to address these gaps with two primary objectives:

1. To understand the lived experiences of Chinese undergraduate students currently studying at a university in Northern Thailand.

2. To explore the factors, particularly external social factors, that influenced their decision to study in Thailand.

By employing a qualitative design and incorporating perspectives from both students and recruitment agents, this research seeks to provide rich insights into the motivations, decision-making processes, and adaptation experiences of Chinese students in Thailand. The findings can inform Thai higher education institutions in developing more effective recruitment strategies, tailoring support services, and enhancing the overall educational experience. It also contributes empirically to the literature on international student mobility, higher education marketing, cross-cultural adaptation, and the specific dynamics influencing Chinese students' choices in the current global context.

Literature Review

Overview of Student Mobility

International student mobility is often conceptualized through various theoretical lenses, including push-pull models that identify factors driving students away from their home country and attracting them to host countries (Cheung et al., 2019; Guan et al., 2023). While useful, these models may not fully capture the complexity of individual decision-making, social network influences, and post-arrival experiences,

suggesting the need for more nuanced qualitative exploration.

Chinese Students Abroad

China represents a major source of international students globally. Literature often points to motivations such as seeking better educational resources, enhancing career prospects, gaining international experience(Liu et al., 2023), and sometimes navigating the highly competitive domestic education system, particularly the intense pressures associated with the *Gaokao* (National College Entrance Exam) and the hierarchical structure of Chinese universities (e.g., the distinction between regular undergraduate institutions and the elite 985/211 universities). Parental influence is traditionally considered significant in Chinese contexts, although recent studies may indicate shifts towards greater student autonomy (Guan et al., 2023; Lee & Morrish, 2012; Wang & Crawford, 2021).

Chinese Students in Thailand

Thailand has gained prominence as a study destination, particularly for students from neighbouring countries like China. Its appeal is often linked to geographical proximity, perceived affordability, cultural similarities or attractions, and established tourism links which may create familiarity and positive preconceptions (Lee & Morrish, 2012; Rhein & Phillips, 2024). However, research specifically detailing the in-depth motivations and particularly the lived academic and social experiences of Chinese students within Thai higher education remains relatively limited.

Factors in Decision-Making

The decision to study abroad is multifaceted. Beyond individual aspirations and perceived educational benefits (such as using Thai education as a "steppingstone"), social factors play a critical role, especially in collectivistic societies. As described by Fei Xiaotong in "From the Soil", Chinese society operates on a "graded network of relationships" (差序格局, *Chaxu Geju*), where trust and influence are strongest within close social circles (family, relatives, close friends) (Fei et al., 1992). The concept or Guanxi has implications for how information is sought and trusted, potentially impacting educational choices significantly, as suggested by scholars examining social marketing and trust in Chinese contexts (e.g., King & Wei, 2018; Liao, 2016). Alongside social networks (or Guanxi), economic considerations also play a role. While cost is a known factor, the perception of value-for-money, return on investment, and how economic downturns or shifts in domestic job market value influence decisions require context-specific investigation. Furthermore, the rise of social media platforms popular in China (like WeChat, Douyin, Xiaohongshu) necessitates examining their role versus traditional channels (agents, institutional marketing) in shaping perceptions and decisions. Finally, the recruitment of Chinese students in Thailand has seen challenges in recent years since the Covid pandemic. Such decline in incoming students parallels with the decline in tourists from China. Safety

and Destination Image: Perceptions of safety, influenced by media narratives and specific incidents, can significantly impact destination attractiveness.

Student Experience and Cross-Cultural Adaptation

Once abroad, students undergo adaptation processes. Models like Oberg's (1960) stages of culture shock (honeymoon, disillusionment, etc.) provide a framework. Successful adaptation involves navigating academic, social, and psychological challenges. Key factors include academic integration (coping with different teaching styles, academic rigor), social integration (building networks, interacting with locals and co-nationals), language proficiency, and utilizing coping strategies (Kim, 2001). Positive interpersonal relationships and social support are crucial facilitators (Ward et al., 2005), while mismatches between expectations and reality, particularly concerning academic standards or social interactions, can lead to dissatisfaction (Berry, 2005).

Synthesis and Research Gap

While existing literature covers student mobility, Chinese students abroad, and adaptation theories, specific gaps remain concerning the intricate motivations and lived experiences of Chinese students in Thailand. This study aims to contribute by providing in-depth qualitative insights into their decision-making processes (particularly the role of *Guanxi*), their diverse academic and social experiences within a Thai university, and triangulating these perspectives with current market insights from recruitment agents, thereby addressing the need for a more holistic understanding in this specific context.

Methodology

Our research objectives were to 1. understand Chinese students' experiences in Thai universities and 2. explore factors, especially external social factors that may have led to their decision to study in Thailand. To achieve these objectives, a qualitative design would help us tap into the nuanced experiences and present a clearer picture.

Sample and Data Collection

We conducted a focus group discussion with 11 Chinese students currently studying in a university in northern Thailand. To triangulate the data validity, three interviews were then conducted with recruiting agents in China. Contents were transcribed, translated, and coded by the author, and thematic analysis were conducted inductively.

Data Collection and Analysis Process

Upon the approval of MFU Human Research Committee, the focus group discussion took place within the premise of E1 building in Mae Fah Luang University in November 2024. We posted the recruit advertisement in the unofficial Chinese students' WeChat group two weeks prior to the focus group interview. WeChat is the most routinely used social media platform among Chinese speakers, and the WeChat group usually serves as a virtual community for

Chinese nationals for information updates and classifieds wherever they live. In the recruit advertisement, it was clearly stated the purpose, expected duration, time and location of the focus group interview and that a safe and confidential environment would be provided to all voluntary participants. 11 students participated. Students were presented with a consent sheet after a brief introduction of the research, before discussion started. With their consent, the session was proceeded with audio recording. For the purpose of validity triangulation, we interviewed recruiting agents in the southwestern city of Kunming, which is one of the major sources of Chinese students studying in

Thailand. Two participants were interviewed, with the same protocols.

Instruments

The focus group interview was conducted in Chinese as the primary research is a native Chinese speaker. Semi-structured questions were asked, such as "Tell me your stories of your journey to this university, why Thailand?", "How did you and your family decided that studying in Thailand is a good decision?", and "Tell me your experiences studying here, both good and bad." The focus group interview lasted 2 hours, and each participant contributed their voices in an open, cozy and friendly ambiance. Table 1 presents the profile of the participants.

Table 1 Participants Profiles

Participants	Major/Role	Gender	Year	From
P 1	Multimedia & Animation	Male	3	Yunnan
P 2	Logistics and Supply Chain	Male	3	Yunnan
P 3	Tourism Management	Male	3	Shanxi
P 4	English	Male	4	Yunnan
P 5	Hospitality Management	Male	2	Hebei
P 6	Business Administration	Male	2	Hubei
P 7	Tourism Management	Female	4	Yunnan
P 8	Tourism Management	Female	3	Yunnan
P 9	Multimedia & Animation	Male	3	Sichuan
P 10	Tourism Management	Male	3	Hunan
P 11	Engineering	Male	3	Hubei
RA 1	Recruitment Agent	Female		Yunnan
RA 2	Recruitment Agent	Female		Yunnan

Source: Author

Data Analysis

Thematic analysis revealed several aspects of motivations and experiences, which may contribute to students' decisions to undertake higher

education in Thailand. Also, the triangulated interviews with recruiting agents further revealed insider insights into recent changes in the trends posing enrollment challenges facing Thai

universities. Agent findings (4.3) revealed factors such as safety/economic concerns from the perspective of parents. These themes are presented below alongside illustrative quotes directly from the participants.

Motivations to study in Thailand

This theme comprises various reasons Chinese students chose to pursue higher education in Thai universities, covering sub-themes such as personal aspirations, family and relative influences, and economic factors.

Independent decision-making

When asked whether the decision to study in Thailand was shared by both students and their parents, surprisingly, most participants confirmed that the decisions were made based on their independent aspirations, while their parents only provided financial and psychological support.

One student stated, *"They (my parents) support the finance for my education, and whatever I wanted to do (with my future), they give me full freedom." –P1.* Even when parents were with passive attitudes, students made their own decision to study in Thailand. *"In fact, after my Gaokao scores were out, they were very disappointed. I think they were a bit negative and asked me to make my own decisions." –P6.* As one student recounted, parents of this generation of students seem to only play a supportive role in this big decision.

"My parents were like, 'we respect you, if you want to study in China, study in China, if you want to go abroad, you go abroad'. But I feel like they still inclined that I go study abroad…They supported my decision, until my (traffic) accident and injury, then they wanted me to go back

immediately, and I had to convince them I would hang on till graduation". –P7

The only exception where the parents seemed to have more influence was at the initiation stage. Such initiations were out of family ties and relative influence. See sub-section 4.1.2.

Students' personal aspirations and their decision-making were influenced by factors including fierce competition in China, international prospects of Thai universities, and tourism and cultural attractiveness of Thailand.

Fierce competition in China

Some students viewed Thai universities as a steppingstone to further educational opportunities in other countries. This perception is directly out of the fierce competition in China, heightened by the national college entrance exam (Gaokao) and university ranking systems. These systems post two barriers to the students. Firstly, to qualify a seat in college, they must pass a national exam (Gaokao) towards the end of their high school education. Secondly, the competition also exists in striving for better universities. Although 92.86% of the total 12.91 million students were offered a seat in the year 2021, the total of 3,349 colleges and universities in Mainland China were categorized into two major types: 1,257 undergraduate universities and the others including vocational, specialized, and continuous education institutes. The former consists mainly comprehensive universities that offer undergraduate degrees and the rest provide associate degrees or diplomas. Among the 1,257 universities that offer bachelor's degrees, 6% are recognized as the 211 or 985 universities which are internationally renowned. The value of seats in these top universities not only provide better career prospects, but also a special recognition reference to top

universities worldwide as they recruit post-graduate applicants from China. Hence, each high school graduate would invest all their energy and resources to get better Gaokao marks, or else, turn to other countries for the undergraduate study, such as Thailand.

Students have a perception that a degree from Thailand provides an easier pathway to universities to Singapore or other countries for further education, compared to a degree from a regular university in China. They perceived that high ranked universities have stricter requirements for Chinese institutions by giving preference to graduates from 985 and 211 universities. By obtaining a degree in Thailand, they hope this international background would potentially circumvent such perceived barriers. As a student recounted:

"I intend to pursue a master's degree in Europe or Singapore after graduation here, so studying in Thailand is my 'springboard' to other countries for master's degree…because for example, the National University of Singapore has very high admission requirements for applicants from Chinese universities, they look at if your university is a tier 1 or tier 2 university. Some QS 100 universities also emphasize on where the degree is obtained from…QS 50 for example, if you're graduated from a regular university, it would be very difficult to get their offers".

Tourism and Cultural Attractiveness of Thailand

As Thailand is geographically close to China, the country has long been a most popular international destination for the Chinese. In our sample, six out of the eleven participants, or their family members have had previously visited Thailand as tourists. The favorable impression of Thailand gained from past tourism experience also contributed to students' motivation to pursue their undergraduate studies in Thailand. One student stated, *"Ten years ago, I traveled to Thailand with my grandpa…and the positive experience propelled me into the idea of studying in Thailand".* –P4

"I learned that the mode of education in Thailand is somewhat different from China. Studying here is livelier and more relaxed, not as rigid and exam oriented as in China"…"The Thai culture, especially in the north, makes me feel like they live in a very happy lifestyle, very comfortable and enjoyable." –P3

In summary, the thematic analysis suggests that the participating Chinese students are very independent when making their decision to study in Thailand. Their parents, although an important supporting role, do not sway their decisions. For the students, their personal aspirations to study in Thailand were subjected to both push (fierce competition in China) and pull factors (steppingstone effect of Thai Higher education, positive past experience as tourists to Thailand).

Family and Social Influence

The thematic analysis also revealed a major factor contributing to students' decision to study in Thailand, apart from personal aspirations and individual decision-making. Table 2 presents how source of social influences affecting participants' decision to study in Thailand.

Table 2 Participants Subject to Family/Relative Social Influence in Decision-making

Participants	Source of social influences	Quotes
P1	Sister's boyfriend	*"I chose (this university) because my sister's boyfriend was doing master's program here, and he told me he had a very capable professor. I decided to follow him."*
P3	Cousin	*"My cousin gave my parents the largest influence. He's a lot older than me, and we are not so close, but he is very close to my parents. He studied his bachelor's in Europe and continued his master's study in Singapore. He has built a career in Southeast Asia now, and he keeps telling my parents Southeast Asia is full of opportunities if you work hard. I had no idea, but my parents bought his words, so we decided I should study in Thailand as it's more affordable than Singapore, which is important for my family's economic constraints."*
P4	Grandfather's family tie in Thailand	*"I visited Thailand ten years ago with my grandfather and we were visiting a family relative. They are Thai Chinese. My Thai relative suggested me to study in Thailand for high school, but we decided to do high school in China. My grandfather wanted me to maintain the China-Thai family tie, so after one year gap due to the pandemic, I prepared English test and applied this university"*
P6	Uncle and his son	*"My uncle moved to Thailand five or six years ago for business. They were running a family business in Maesai. My cousin, their son has been studying in Thailand since then. After discussion with my parents, we decided that I study in a high school for three years to better prepare my transition to college here. So, I have been adapting to Thai education a bit longer."*
P8	Mom's friend	*"My mom has a very good friend who is a teacher by profession. Her son is doing master's program in this university. My mom's teacher friend said she would help contact the recruiting agent if I wanted to study in Thailand, and my mom and I trust her recommendation."*
P9	Friend from English	*"I made my own decision, and I wanted to study in Dubai... During the Covid outbreak, many*

Table 2 Participants Subject to Family/Relative Social Influence in Decision-making

Participants	Source of social influences	Quotes
	language training class	*universities around the world had shut down from recruiting international students, so I took the break to enroll in an online IELTS training course. One of my classmates, she told me this university in Thailand is still open for application, so I followed her and came here. When I graduate, I will try applying for a master's program in Dubai."*
P11	Cousin's wife	*"Since my college entrance exam results were not so satisfactory, as we were disappointed, my cousin's wife called and recommended my parents to send me to study in Thailand. She is working in an educational service company, some sort of recruiting agent for Thai universities in Kunming. My parents inclined to follow her recommendation, but they said they respect my decision if I wanted to try another year (for the college entrance exam). I decided to give it a try."*

Discussion

Eight decades ago, the famous sociologist Fei Xiaotong in his book *From the Soil* described the Chinese society with dimensions different from that of the west. One of the main characteristics of cultural norms in the Chinese society as Fei described, was the social trust. In the Chinese society characterized by "差序格局" or "graded network of relationships". Chinese society is built upon networks of differentiated weight by the proximity of "guanxi", or "social connections". The theory therefore proposes that Chinese people place higher trust in those within their immediate social circle (family, close friends, relatives) and diminishing trust as they move further out in their social network (King & Wei, 2018). The theories of Chaxu Geju and Guanxi have provided abundant social marketing implications in the Chinese context (Liao, 2016). As seen in Table 2 above, among the eleven participants, seven of them incorporated the social influence from their close networks in their decision-making in choosing Thailand for their higher education.

Economic factors

Our student participants did not emphasize on the traditional advantages in budget affordability of higher education in Thailand, as their education are funded by their parents. Only P10 mentioned affordability as his major consideration in choosing to study in Thailand. However, the interviews with recruiting agents revealed that cost remains a significant factor for many students considering studying in Thailand. Many students perceived it as a more affordable option compared to other

international destinations and even certain domestic universities.

"*About one-third of our students prefer to study in Thailand because of relatively lower budget and friendly entry requirements, although recent years, especially after Covid, Malaysia is catching up in terms of cost.*" -RA1

"*Despite of the 20% prices surge in Bangkok due to inflation after Covid, Thai education still has certain value for money, especially for the English-taught programs.*" In some cases, the total investment for a college education in Thailand is even lower than some diploma programs in China." –RA2

Experiences of studying in Thailand

Another finding of this study was nuanced experiences of students studying in Thailand, both positive and negative aspects. Thematic analysis provides a first-hand perspective into the Chinese students' life in Thailand. Among the positive experiences, a recurring theme is the more laid-back and comfortable atmosphere compared to their experiences or perceptions of studying in China. P1 explicitly stated "*Thai culture, especially the Northern Thai culture gives off a feeling that the happiness level here is very high*". This easy-going environment seems to contribute to a sense of well-being and reduced pressure in their student life. As one student reflected on his arrival, "*The first day of my arrival, my buddy received me at the airport and helped me find accommodation so caringly, and I was deeply touched. That feeling was really good.*" Furthermore, the opportunity to explore and experience new things is seen as a major positive. Another student noted, "*Everything is new to me when I travel around or hang out with my classmates. I like all these differences, so many cafes, great*

atmosphere, all provides a cozy vibe and less pressure than China."

Friendly interaction with locals also contributes to the positive experiences. Triangulated by the recruiting agents who mentioned positive perceptions of Thai people's demeanor when contrasting it with safety concerns about the Chinese student community. "*Everyone (of our students) communicated to us by saying, Thai people are so polite, so humble, their lifestyle is so easy-going, they are so friendly to everyone*".

Moreover, students reported personal growth in various aspects. One student mentioned gaining the ability to cook, indicating increased independence. Another student highlighted the practice-orientation of Thai education by emphasizing the development of critical thinking skills and the ability to analyze information in a practical context. Students also noted the "English immersion" environment as a point of value, as they improve their English language skills while gaining personal development studying in English-taught programs in Thailand.

The students also shared several negative experiences. A significant concern revolves around the lack of academic rigor and a sense of disappointment with the learning style. One student expressed this quite strongly "*I feel like the course materials were meaningless*" –P10. This feeling of inadequacy in their learning is further elaborated by another student who stated, "*I think the things I've learned here is not enough for me to pursue the career I want to build*" –P9. This suggests a disconnect between the students' expectation and perceived quality and depth of the education they receive. The teaching

methods are also a point of contention, with one student lamenting:

"The instructor deletes a lot of topics from the syllabus only to drop down to the lower level so that everyone can catch up. For example, in a math course, the instructor repeatedly lectured simple things like linear equation in two variables for over forty minutes. I don't really like the lack of efficiency." – P2

This highlight concerns about the pace and depth of instruction. Furthermore, inefficient group projects appear to be a common frustration. One student described the challenges of working with Thai peers, complaining their procrastination and lack of commitment.

"My Thai teammates have a lot of brilliant ideas, but unfortunately, every time, teaming up with them proves a procrastinated experience. Almost every time, we always only start working in the last minute, the week before the deadline, we almost always stay up nights or we won't be able to submit. For many times, I wanted to finish the project alone." – P5

This inefficiency can lead to increased stress and workload for more proactive students. Another student also pointed out the issue of low efficiency as a general negative aspect studying in Thailand.

Finally, one student expressed disappointment with the administration staff, suggesting some students experience frustrations with the academic environment.

It is important to note that while some students express disappointment with the academic aspects, others have more positive perspectives. Such variation in experiences underscores the diverse expectations and outcomes of studying abroad in Thailand.

The nuanced experiences of Chinese students in Thailand, as highlighted in this study, resonate with the complexities of cultural adaptation. The initial "honeymoon" phase, characterized by the welcoming atmosphere and novel experiences, aligns with what Oberg (1960) describes as the first stage of culture shock. The students' appreciation for the laid-back Thai culture and the friendly interactions with locals underscores the importance of social support and positive interpersonal relationships in facilitating adjustment (Ward et al., 2005). However, the subsequent frustration with academic rigor and group project inefficiencies reflects the "disillusionment" stage, where discrepancies between expectations and reality become apparent. The perceived lack of academic challenge and the differing work ethics between Thai and Chinese students can lead to feelings of inadequacy and dissatisfaction, hindering their sense of academic integration (Berry, 2005). This contrast highlights the importance of aligning academic expectations and providing adequate support to international students to navigate these challenges. The variations in student experiences also underscore the individual differences in adaptation, influenced by factors such as personality, prior experiences, and coping strategies (Kim, 2001). The reported issues with administrative staff further emphasize the need for institutional support and clear communication to ensure a positive academic experience for international students.

Agent perspective on Recruitment Trends and Challenges

Complementing the student narratives on motivations and experiences, the triangulation interview with recruitment agents provided further

insights into the current trends and challenges in recruiting Chinese students for Thai universities. Agents identified serval key factors impacting enrollment and student decision-making from their professional standpoint. These factors include concerns over safety and negative perceptions, economic pressures affecting perceived degree value, specific issues related to the Thai education market, regional preferences, and the evolving role of social media.

A primary theme emerging from the agent interviews concerns safety and security perceptions, significantly influenced by prominent media coverage of crime and scams. Agents reported that negative news reports, particularly those concerning criminal activities such as scams in regions of Myanmar adjacent to Thailand's borders, have remarkablly dissuaded prospective students and their parents. This localized concern appears to contribute to a broader negative perception of safety in Southeast Asia, amplified by a general negative public opinion towards oveseas societies wihthin China. As one agent articulated:

"The public opinion toward overseas societies is not very friendly in recent years. Especially the scams in northern Myanmar, those areas are proximate to Thailand, so people are concerned when thinking of Southeast Asia in general." –RA3

Agents view this pervasive negative sentiment as a major obstacle in current recruitment efforts.

Secondly, agents emphasized the significant impact of macroeconomic conditions within China and a perceived depreciation in the value of overseas degrees. They indicated that domestic economic pressures have led to increased budget consciousness among parents – a phenomenon sometimes referred to as "

消费降级" (xiaofei jiangji, or consumption downgrade). This prompts closer scrutiny of the value proposition offered by overseas education, particularly from institutions not perceived as top-tier. Furthermore, agents observed that an overseas undergraduate degree no longer guarantees the same career prospects in China's competitive job market as it might have previously. Consequently, many graduates now opt for domestic postgraduate studies or pursue highly competitive civil service examinations. This challenging employment landscape and a potential shift in attitudes towards the necessity of university degrees were elaborated upon by one agent:

"In the job market now, even postgraduates don't find good employment, and the competition in civil service exam is so tough, for one position vacancy, there can be 16,000 applicants competing. Under such circumstances, parents are more relaxed on their children's college education. For example, if the child can go on vocational college, let them. Anyways, parents today are less obsessed with the idea that their child must get a degree education after high school. As a result, students are not as keen on study as before." -RA2

From the agents' perspective, this combination of factors contributes to declining student motivation and thereby enrollment numbers.

Furthermore, agents highlighted specific concerns related to the Thai education market that compound these broader trends. Apprehension about academic rigor, sometimes referencing the colloquial term "水本水硕" implying easily obtained qualifications, affects perceived value. Direct threats, such as financial scams targeting students, elevate

parental caution. Moreover, agents described a challenging recruitment landscape characterized by market saturation due to numerous institutions and agents employing aggressive marketing, which can foster distrust. Simultaneously, the intensified competition among a growing number of Thai institutions actively recruiting internationally further strains the process.

While acknowledging that geographical and cultural proximity remains an attracting factor, particularly for students from regions like Yunnan, agents noted that even these preferences are susceptible to the pervasive negative safety perceptions previously mentioned.

Finally, agents underscored the paramount influence of social media in contemporary student decision-making. Platforms like Douyin and Xiaohongshu are seen as far more influential than traditional marketing channels (like WeChat official accounts or Weibo). Agents stressed that prospective students place immense trust in peer experiences shared through vlogs and personal accounts. Consequently, they recommended establishing an authentic online presence featuring genuine student experiences as crucial for building trust and attracting applicants in the current environment.

These perspectives from recruitment agents offer a valuable macro-level view of the challenges and dynamics influencing the flow of Chinese students to Thailand, providing context for the individual motivations and experiences detailed earlier.

Conclusion

This study explored the motivations, experiences, and decision-making factors of Chinese students studying at a university in Northern Thailand, triangulating findings with insights from recruitment agents. Key findings indicate that while many students exhibit independent decision-making, influenced by desires to bypass fierce domestic competition (*Gaokao*) and use Thai education as a "steppingstone" for further study, family and social network influences (*Guanxi*) play a significant, sometimes decisive, role for a substantial portion. Positive past tourism experiences also contribute to Thailand's attractiveness. Economically, while students themselves did not emphasize cost, agents confirmed affordability remains a key factor for many, although concerns about return on investment are rising amidst economic pressures in China.

Student experiences in Thailand were mixed. Positive aspects included a perceived relaxed atmosphere, friendly interactions with locals, and opportunities for personal growth and English immersion, aligning with initial "honeymoon" adaptation phases. However, significant negative experiences were reported concerning a perceived lack of academic rigor, inefficient teaching methods, frustrations with group work dynamics involving local peers, and administrative issues, reflecting potential "disillusionmen'" and challenges in academic integration.

Recruitment agents highlighted current trends posing challenges, including widespread safety concerns amplified by negative media reports (particularly regarding regional scams), the impact of China's economic downturn leading to greater budget scrutiny ("consumption downgrade"), and a perceived depreciation in the value of overseas degrees. Agents also noted market saturation, intense competition among Thai institutions, and the critical

shift towards social media platforms (Douyin, Xiaohongshu) and peer influence in student decision-making, rendering traditional marketing less effective. Concerns about academic value ("水本水硕") were also echoed by agents.

Implications

The findings provide empirical support for the relevance of *Guanxi* and social network theory in contemporary educational decision-making among Chinese youth. They also illustrate the applicability of cross-cultural adaptation models (Oberg, Berry, Ward, Kim) in the Thai context, highlighting the specific academic and social challenges faced. The study adds nuance to push-pull factors by emphasizing the "steppingstone" motivation and the complex interplay between individual aspiration and social influence.

For Thai Universities, institutions should consider marketing strategies that leverage authentic student experiences on relevant social media platforms. Addressing concerns about academic rigor through curriculum review and transparent communication is crucial. Improving support for group work involving diverse student groups and enhancing administrative efficiency could mitigate negative experiences. Managing student expectations regarding academic challenge and lifestyle is important. For Recruitment Agents, understanding the power of social proof and peer influence is key. Agents need strategies to build trust and address safety and value concerns transparently. For Prospective Students/Parents, access to realistic information about both the benefits and potential challenges (especially academic) of studying in Thailand is vital.

Limitations and Recommendation

This study has several limitations. The qualitative design and relatively small sample size (11 students from one university, 2 agents from one city) limit the generalizability of findings. Convenience sampling may introduce selection bias. Focus group dynamics might have influenced participant responses. Findings rely on self-reported data, which can be subject to recall bias or social desirability. The cross-sectional nature provides only a snapshot in time. The analysis was primarily conducted by one researcher, although triangulation adds validity.

Future research could employ quantitative methods with larger samples across multiple Thai universities to assess the generalizability of these findings. Longitudinal studies could track student adaptation and evolving perceptions over time. Comparative studies exploring the experiences of Chinese students in different Thai regions or comparing them with students in other destinations (like Malaysia) would be valuable. Further investigation into the specific challenges and successes within different academic programs or disciplines is warranted. Research exploring the effectiveness of different university support interventions would also be beneficial.

This study provides valuable qualitative insights into the complex motivations and experiences of Chinese students in Thailand, highlighting the significant roles of personal ambition, social networks, adaptation challenges, and broader socio-economic trends. By understanding these multifaceted factors, stakeholders can better support this important student population and adjust their marketing strategies for international education.

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Development Guidelines of Digital Leadership for Administrators of Universities in Chongqing

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ABSTRACT

The research aimed to 1) study the current and desired states of digital leadership of administrators of universities in Chongqing, and 2) prioritize the essential needs of developing guidelines of digital leadership of administrators of universities in Chongqing and 3) suggest development guidelines of digital leadership for administrators of universities in Chongqing. The study applied mixed method research design. The population were professors from 10 universities in Chongqing, with a sample of 354 using the Krejcie & Morgan sampling table. A questionnaire with a Likert scale was used to evaluate the current and desired states of seven core dimensions of digital leadership (digital literacy, vision, agility, collaboration, innovation, communication, leadership). Priority development needs were identified via the Priority Needs Index, supplemented by qualitative insights from interviews. Results showed that the overall digital leadership of Chongqing's university administrators was at a moderate level, with room for improvement in all dimensions (agility performs the poorest). The desired state was uniformly high, indicating strong demand for enhancement. Priority development needs, in order, were agility, innovation, vision, digital literacy, leadership, collaboration, and communication. Based on the findings, guidelines were proposed, including training to enhance agility and mechanisms for assessing innovation risks, providing references for local education authorities and university administrators.

KEYWORDS: Digital Leadership, University Administrators, Chongqing

Introduction
Background and Significance

The digital age, characterized by volatility, uncertainty, complexity, and ambiguity (VUCA), has profoundly reshaped organizations and leadership paradigms. The COVID-19 pandemic further highlighted the importance of digital technology in education. Digital leadership is important for managing educational institutions in the digital age. Because it is a process or behavior

of administrators who are aware of knowledge, understanding, evaluating, and using information with judgment. Have the ability to evaluate and use digital technology appropriately. It is essential that executives develop leadership skills, and digital leaders to keep up with the advanced digital changes. (Luebakaluting, M, 2022)

Digital technology is being fully integrated into China's construction in various fields with "new concepts, new business forms and new modes". (Huang, R., & Hu, Y., 2012). Among them, in the field of education, the digitalization of education has become a key path for deepening change and innovation in China's education and promoting the development of digital transformation in society. (Huo, G., & Miao, J., 2010)

As a key city in southwest China, Chongqing is promoting smart education reform, but its university administrators face challenges such as rigid traditional leadership styles and inadequate understanding of digital transformation. This study aims to address these issues by developing practical digital leadership guidelines.

Research Objectives

1) To examine the current and desired states of digital leadership among Chongqing's university administrators.

2) To prioritize the development needs for digital leadership.

3) To propose targeted development guidelines.

Research Scope

1) Content Scope: Seven core dimensions of digital leadership: digital literacy, vision,agility, collaboration, innovation, communication, leadership.

2) Population Scope: 4,170 professors from 10 universities in Chongqing; a sample of 354 was selected using the Krejcie & Morgan table.

Literature review
Leadership

Leadership is a complex and multidimensional phenomenon, defined as the art of guiding teams or organizations through decision-making, influence, vision-setting, and motivation to achieve collective goals (Benmira & Agboola, 2021; Simplilearn, 2024). It involves using influence to drive meaningful outcomes and align individual efforts toward shared objectives, serving as a pivotal force in unifying diverse talents and resources toward common aspirations (Ulum & Mun'im, 2023).

Leadership is critical for organizational success, as it inspires and motivates teams by fostering purpose and vision, provides clear guidance through goal-setting and role clarification, facilitates critical decision-making and adapts to change, fosters open communication and accountability, and develops talent to ensure long-term organizational sustainability (Pandey, 2022; Roberts, 2023). In dynamic environments marked by technological advancements and competitive pressures, effective leadership navigates uncertainties, aligns individual contributions with organizational goals, and cultivates a culture of growth, ensuring both immediate performance and enduring success.

And key leadership theories offer diverse perspectives on effective leadership: Transactional Theory focuses on rewards and punishments to motivate performance, emphasizing hierarchy and structured processes

(Western Governors University, 2020); Transformational Theory emphasizes inspiring teams through vision, intellectual stimulation, and individualized support to drive organizational change (Indeed, 2025); Contingency/Situational Theory argues that effectiveness depends on context, requiring leaders to adapt styles to team maturity and situational demands (Cooks-Campbell, 2022); Great Man/Trait Theory suggests leaders possess innate traits like charisma, though this is critiqued for oversimplification (Western Governors University, 2020); and Behavioral Theory posits that leadership is learned through observable behaviors, such as task-oriented or people-oriented approaches (Wright, 2024).

Digital leadership

Definition and importance of digital leadership

Digital leadership refers to the knowledge, skills, and behaviors of administrators in using digital technology to drive organizational transformation. It involves guiding teams to adopt digital tools, fostering a digital culture, and ensuring ethical use of technology (Zhong, 2017; Surakai, 2022). Emphasizing the leveraging of digital literacy, vision, and agility, it enables leaders to adapt to technological changes and effectively promote digital transformation within their organizations (Luebakaluting, 2022).

In the digital age, digital leadership is essential as it allows organizations to navigate rapid technological changes and VUCA (volatility, uncertainty, complexity, ambiguity) environments. It plays a key role in promoting the effective use of digital tools in education and management, driving innovation and digital transformation, and enhancing organizational competitiveness and adaptability (Wright & Ritter, 2023; Luebakaluting, 2022). Without strong digital leadership, organizations may struggle to keep pace with the digital wave and miss out on opportunities for growth and development.

Components of Digital Leadership

This research The researcher studied Digital leadership of administrators of universities in Chongqing by compiling the ideas of 17 academics including: Promsri,C. (2019); Koen, S. (2019); Trefler, A. (2019); Komolwanich, S. et al. (2020); Suksai, T. et al. (2021); Antonopoulou, H. et al. (2021); Surakai, B. (2022); Sheninger, E. (2022); Goel, V. (2022); Bray, J. (2022); Niyamabha, A. & Wichitpatcharaporn, W. (2022); Naebnean, T. & Yafu , S. (2023); Phakamach, P. et al. (2023); Wright, G. & Ritter, J. (2023); Sushmith (2023); Setyo, B., Ubud, S., Wahdiyat , M., & Nur, K. (2023) and Lobacher, P. (2024) Then compiled into digital leadership of administrators of universities in Chongqing in 7 factors:

- Digital Literacy: Proficiency in using digital tools, evaluating information, and leveraging technological trends to integrate learning and management (Surakai, 2022; Bray, 2022).
- Vision: Articulating a clear digital transformation vision, communicating it to stakeholders, and translating it into actionable policies (Promsri, 2019; Trefler, 2019).
- Agility: Adapting to rapid digital changes, using IT for collaboration, and adjusting strategies to seize

- opportunities (Koen, 2019; Lobacher, 2024).
- Collaboration: Encouraging cross-boundary information sharing, problem-solving, and teamwork to drive digital initiatives (Promsri, 2019; Wright & Ritter, 2023).
- Innovation: Fostering creative thinking, adopting new technologies, and managing innovation risks (Koen, 2019; Sushmith, 2023).
- Communication: Using digital tools for two-way engagement, motivating teams, and building organizational unity (Sheninger, 2022; Bray, 2022).
- Leadership: Guiding organizations toward digital goals, delegating tasks, and inspiring personnel development (Antonopoulou et al., 2021; Lobacher, 2024).

Development Guidelines of Digital Leadership

Strategies to enhance digital leadership encompass a range of targeted approaches. Training programs are crucial, with a focus on targeted initiatives that build proficiency in digital tools, agility in adapting to technological changes, and innovation capabilities (Suemkratok, 2022; Surakai, 2022). Self-study and workshops also play a key role, enabling independent learning through digital resources and collaborative skill-building activities that foster knowledge sharing and practical application (Phakamach et al., 2023). Additionally, site visits and case studies offer valuable insights by allowing administrators to observe best practices in other institutions, which can then be adapted to inform local strategies (Surakai, 2022). Finally, continuous

monitoring—through regular skill assessments and feedback mechanisms—ensures that development efforts are sustained and aligned with evolving needs, supporting long-term improvement in digital leadership (Bokham & Wannasri, 2025).

Related Research
National Research

In China, research on digital leadership has been steadily advancing. Zhao & Zhang (2019) found that the informatization leadership of teachers is significantly influenced by the accessibility of equipment and the convenience of resources, indicating the importance of infrastructure in digital leadership implementation. He & Ni (2022) identified four crucial dimensions of digital leadership for university teachers, namely technology competence, teaching leadership, professional development leadership, and cultural leadership, providing a comprehensive framework for understanding digital leadership in the educational context. Shan (2023) pointed out the lack of theoretical support for integrating digital leadership with big data and proposed a "five forces" model to enhance digital leadership capabilities. These studies have mainly focused on the application of digital leadership in specific sectors like education and the public sector, aiming to promote digital transformation and improve leadership effectiveness in the digital era.
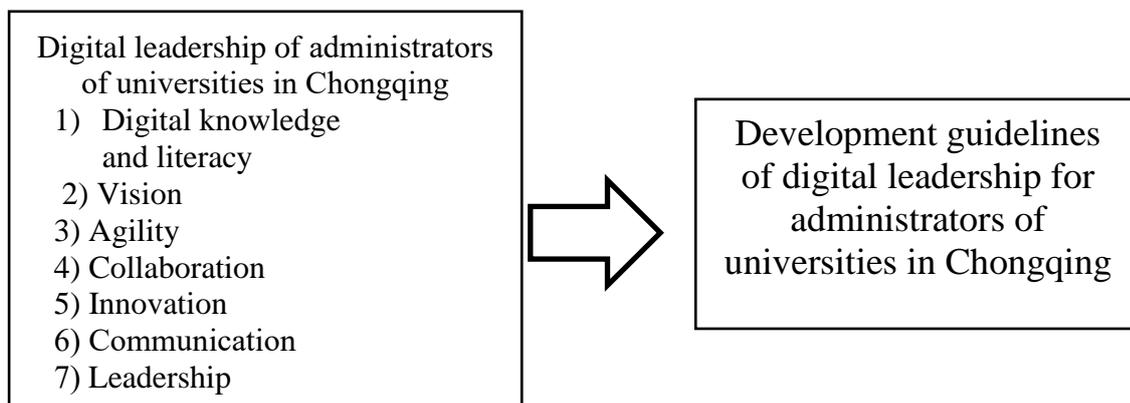
International Research

Internationally, scholars have been exploring digital leadership from various perspectives. Promsri (2019) developed a digital leadership model highlighting digital literacy, vision,

agility, and collaboration as key components, laying a theoretical foundation for understanding digital leadership. Antonopoulou et al. (2021) found a positive correlation between digital leadership and transformational leadership in higher education, suggesting that digital leadership can be an effective means to drive educational change. Surakai (2022) proposed programs to enhance digital leadership through modules on literacy, vision, communication, and collaboration, providing practical strategies for leadership development. Niyamabha & Wichitpatcharaporn (2022) identified priority needs for digital leadership development, including aspects related to student attentiveness and professional development. International research often emphasizes the theoretical construction and practical application of digital leadership in different organizational settings, aiming to help leaders better adapt to the digital - driven global environment.

Conceptual Framework

To explore the digital leadership landscape of university administrators in Chongqing, this research synthesizes insights from key scholars like Promsri (2019), Surakai (2022), and Sheninger (2022). Their contributions help identify seven core dimensions of digital leadership for these administrators: digital knowledge and literacy, vision, agility, collaboration, innovation, communication, and leadership. These dimensions form the basis for understanding the current state of digital leadership among Chongqing's university administrators. Combined with ideas from other involved academics, they shape how we analyze and aim to enhance such leadership. As visualized, the conceptual framework maps how these dimensions connect to the development of targeted guidelines, as shown in the following diagram.

Digital leadership of administrators of universities in Chongqing
1) Digital knowledge and literacy
2) Vision
3) Agility
4) Collaboration
5) Innovation
6) Communication
7) Leadership

→

Development guidelines of digital leadership for administrators of universities in Chongqing

Figure 1 Conceptual Framework

Methodology

This study adopts a mixed-methods approach, integrating quantitative and qualitative research to systematically explore the development guidelines of digital leadership for university administrators in Chongqing. The research process is structured into three sequential steps, with clear procedures for sampling, data

collection, and analysis to ensure validity and reliability.

Step 1: Assessing Current and Desired States of Digital Leadership

This step focuses on quantifying the current performance and desired levels of digital leadership across seven core dimensions: digital literacy, vision, agility, collaboration, innovation, communication, and leadership.

Population and Sample:

The population consists of 4,170 professors from 10 universities in Chongqing, including Southwest University of Political Science and Law, Southwest University, Chongqing University, and others. Using the Krejcie & Morgan sampling table (95% confidence level), a sample of 354 professors was determined, with proportional allocation across institutions (see Figure 2). Simple random sampling was used to select participants within each university.

Table 1 Population and Sample Distribution across Universities

No.	Universities	Population	Sample
1	SWUPL	260	22
2	Southwest University	820	69
3	Chongqing Technology and Business University	300	25
4	Sichuan International Studies University	150	13
5	CQUPT	220	19
6	Chongqing University	680	58
7	Chongqing Normal University	330	28
8	Chongqing Jiaotong University	300	25
9	Chongqing Medical University	550	47
10	Army Medical University	560	48
	Total	**4,170**	**354**

Research Instruments:

A structured questionnaire was developed as the primary tool, comprising two parts: Demographic Information: Gender, age, educational background, and work experience; Digital Leadership Assessment: Items measuring the current and desired states of the seven dimensions, using a 5-point Likert scale (1 = lowest level, 5 = highest level).

Content validity was verified by 5 experts (rectors, deans, and educational administration researchers) using the Index of Item-Objective Congruence (IOC), found that the IOC value of the question was between 0.50 -1.00. And Reliability was tested using a pilot study with 30 non-sample professors, which yielded a Cronbach's α coefficient of .994 confirming consistency. Data Collection and Analysis:

Questionnaires were distributed to the 354 sampled professors after obtaining institutional approval. Data were analyzed using descriptive statistics: Frequency and percentage for demographic information.

Mean (M) and standard deviation (SD) to assess current and desired states, with interpretation thresholds:

- 4.50–5.00: Highest level
- 3.50–4.49: High level
- 2.50–3.49: Moderate level
- 1.50–2.49: Low level
- <1.50: Lowest level

Step 2: Prioritizing Development Needs

To identify priority areas for improvement, the Priority Needs Index (PNI modified) was calculated for each dimension:

$$\text{PNI modified} = \frac{(\text{Desired Mean} - \text{Current Mean})}{\text{Current Mean}}$$

Higher PNI values indicate greater urgency for development. Items with PNI values exceeding the dimension average were selected as key focus areas.

Step 3: Proposing Development Guideline

A draft of guidelines was developed based on high-priority needs identified in Step 2. Focus group discussions were conducted with ≥10 administrators and professors from Chongqing universities to validate and refine the guidelines, ensuring practicality and alignment with local contexts.

Research Findings

General Information of the Respondents

The general information of the 354 respondents (n = 354) is summarized in Figure 3, including gender, age, educational background, and work experience:

Results indicate that the majority of respondents are female (57.30%), aged 31–40 years (39.30%), hold a degree higher than a master's (67.20%), and have work experience of no more than 5 years (41.50%)

Current and Desired Conditions of Digital Leadership

The current and desired conditions of digital leadership across seven dimensions are analyzed using mean ($\bar{x}$) and standard deviation (S.D.), as shown in Figure 4:

Table 2: Current and Desired Conditions of Digital Leadership

Digital Leadership	Current Condition			Desired Condition		
	$\bar{x}$ S.D.	Level	Number	$\bar{x}$ S.D.	Level	Number
1. Digital literacy	3.33 0.79	moderate	4	4.36 0.76	high	7
2. Vision	3.32 0.87	moderate	5	4.39 0.63	high	4
3. Agility	3.24 0.89	moderate	7	4.37 0.79	high	6
4. Collaboration	3.40 0.91	moderate	2	4.43 0.76	high	1
5. Innovation	3.30 0.91	moderate	6	4.38 0.62	high	5
6. Communication	3.40 0.92	moderate	1	4.41 0.76	high	2
7. Leadership	3.37 0.92	moderate	3	4.41 0.62	high	3
Overall	**3.34 0.70**	**moderate**		**4.39 0.52**	**high**	

Current Condition: The overall digital leadership of Chongqing university administrators is at a moderate level. Among the dimensions, communication and collaboration perform best, while agility performs the poorest.

Desired Condition: All dimensions are expected to reach a high level, with collaboration and communication being the most sought-after.

Ranking of Priority Development Needs

The priority needs for developing digital leadership are determined using the PNI $_{modified}$ index, as shown in Figure 3:

Figure3: Priority Needs Index of Digital Leadership

Digital Leadership	Current (D)	Desired (I)	PNI $_{modified}$	Order of Needs
1. Digital literacy	3.33	4.36	0.31	4
2. Vision	3.32	4.39	0.32	3
3. Agility	3.24	4.37	0.35	1
4. Collaboration	3.40	4.43	0.30	6
5. Innovation	3.30	4.38	0.33	2
6. Communication	3.40	4.41	0.30	7
7. Leadership	3.37	4.41	0.31	5
Overall	3.34	4.39	0.32	-

Results show that the top three priority needs are agility (PNI $_{modified}$ = 0.35), innovation (0.33), and vision (0.32), indicating these dimensions require the most urgent attention.

Qualitative Insights from Focus group

Focus group with university administrators and professors supplemented quantitative findings, offering practical insights to refine development guidelines. On agility, participants highlighted the need for real-time data monitoring systems to track digital trends dynamically, paired with cross-departmental collaboration platforms (e.g., cloud workspaces) to break silos and enable rapid decision-making. For innovation, suggestions included establishing formal risk assessment mechanisms to evaluate new technologies and piloting initiatives on a small scale to test feasibility before full implementation, balancing creativity with stability. Regarding vision, interviewees emphasized translating digital transformation goals into actionable policies (e.g., curriculum reforms, staff training) and aligning them with broader institutional strategies to ensure coherence and stakeholder buy-in.

These insights were integrated with quantitative results to finalize targeted development guidelines.

Discussion
Discussion and Implications

This study focuses on constructing digital leadership development guidelines for university administrators in Chongqing. through mixed research methods. The research population comprises professors from

10 universities in Chongqing, with a sample of 354 determined using the Krejcie & Morgan sampling table. Through questionnaires incorporating Likert scales, it evaluates the current and desired states of seven core dimensions of digital leadership: digital literacy, vision, agility, collaboration, innovation, communication, and leadership. Priority development needs are identified via the Priority Needs Index, supplemented by qualitative insights from interviews.

Results show that the overall digital leadership of Chongqing's university administrators remains at a moderate level, with room for improvement across all dimensions—agility performs the poorest. In contrast, the desired state is uniformly high, indicating strong demand for enhancement. Priority development needs, in order, are agility, innovation, vision, digital literacy, leadership, collaboration, and communication. Based on these findings, the study proposes targeted guidelines, including training to enhance agility and mechanisms for assessing innovation risks, providing valuable references for Chongqing's education authorities and university administrators, while laying a foundation for subsequent research in this field.

Limitations and Recommendations

However, the study has certain limitations. The sample is limited to professors, not directly including university administrators themselves, which may lead to indirect biases in assessing the current state of digital leadership. Additionally, the cross-sectional research design only presents the state of digital leadership at a specific time point, failing to track its dynamic changes and capture the phased differences in leadership needs during the digital transformation process. Moreover, the analysis of specific indicators within each dimension is insufficient, which may affect the accuracy of intervention measures.

For future research, it is suggested to expand the research objects to include university administrators directly and combine 360-degree evaluations to more comprehensively present the current state of digital leadership. Longitudinal research designs can be adopted to observe the changing trends of digital leadership over time, providing evidence for dynamically adjusting development guidelines. Furthermore, in-depth analysis of the priorities of specific indicators within high-priority dimensions and case studies can be conducted to formulate more targeted improvement plans, and the research scope can be expanded to universities in other provinces and cities for cross-regional comparisons to enrich the universality of the research conclusions.

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Call for Papers

Organizing Committee; the Association of Private Higher Education Institutions of Thailand, is pleased to accept the academic papers which will be presented in the annual academic conference. We encourage the papers addressing humanities/social science and science/technology in the subject areas of
   - Nursing
   - Engineering
   - Information Technology
   - Commercial Arts
   - Hotel and Tourism
   - Law
   - Education
   - Business Administration
   - Economics
   - Accounting
   - Other related field

Type of Academic Papers
   1. Research Article is the systematic research presentation which contains the introduction of problem and its significance - including objectives, researching process, summary, suggestions, acknowledgements (if any), and references.
   2. Academic Article is the writing for academic purpose with an interesting topic and should be new knowledge. The content includes the introduction of problems, objectives, problem solution, summary and application of Theoretical Framework and research papers from other sources – meaning the use of books, academic publications, online database for analysis, criticism and finally to suggest solutions.

Article Component

Research Article
   1. Article Title in English
   2. Author's name including academic position and institution/office
   3. A brief summary of a research article (Abstract) both in English. The abstract, not exceeding 15 lines or 200 words, should include objectives, Research Methodology, sample group, duration of research, process, result and summary, also indicate the keywords (maximum 5 words)
   4. Article content should contain the following topics
      4.1 Research Problem's significance
      4.2 Research Objectives
      4.3 Scope of Study
      4.4 Research hypothesis
      4.5 Literature Review and concept
      4.6 Research Methodology (indicate how information and data are collected, duration of data collection, Year of research, and Data analysis)
      4.7 Research result with pictures, charts or graphs as needed.
      4.8 Conclusion, Discussion and Suggestions (Policy Recommendation, suggestion for the practice, and suggestion for the next research)
      4.9 References using APA (American Psychological Association) style or with the same format for all references

4.10 The Article summarized from thesis or dissertation should have advisor's name indicated with academic position and institution, next to researcher's name. Articles that follow the instructions will be considered and conducted immediately.

Academic Article

Academic article is academic presentation on the topic that people currently show great interest in, consisting of;

1. Article Title, Author's name, Author's address and contact, and summary including keywords (maximum 5 words).

2. Article content should contain the following topics

2.1 Introduction - to mention of the attractiveness in the article

2.2 Content – to present the detail of each interesting point

2.3 Conclusion – to enable reader to understand the article

2.4 Author's Recommendation relating to interesting points in the article

Author should clearly check content of the article. Academic article must present the development of an interesting story. The content must be presented in the wide range, and that can be understood by lecturers, students, and readers from other fields.

Manuscript Evaluation

Articles to be published must:
- be their original work, which has not been previously published nor under consideration for publication elsewhere;
- conform to the journal objectives;
- undergo the double - blind peer review process, including at least two experts in the same field.

Guidelines for Writing an Article

1. The article should not exceed 15 standard A4 size pages (including abstracts and references).
2. Set page margins as follows: 1 inches for top, bottom, left and right margins.
3. **Thimes New Roman** font type is required throughout the text as follows:
   3.1 The title is flush left and typed in 16-point bold text font size.
   3.2 The author's name is flush left and typed in 12-point bold text font size.
   3.3 The author's affiliation, and E-mail address, are flush left and typed in 15-point font size.
   3.4 Headings are flush left and typed in bold 12-point font size.
   3.5 Body text is flush left and typed in 12-point font size.
4. Tables should be placed near the referred text and numbered in sequence. Table headings and numbers should be positioned above the tables, and captions are beneath.
5. Figures should be placed near the referred text and numbered in sequence. Position figure heading and numbers (bold) beneath the figures.
6. Divide the text into two columns, tables and figures should be incorporated into writing, in a single-column text.
7. Article's Sections should be divided as follows:

Research Article	Academic Article

- article's title in Thai and in English
- author's CV
  (name-surname/affiliation/E-mail
  address)
- abstract
- keywords
- introduction
- objectives
- hypotheses (if any)
- research benefits
- research methodology
  (samples/research instruments/analysis)
- research results and discussions
- recommendations
- acknowledgement (if any)
- references
	- article's title in Thai and in English
	- author's CV
	  (name-surname/affiliation/E-mail
	  address)
	- abstract
	- keywords
	- introduction
	- conclusion
	- recommendations
	- references

8. Use author-date in-text citations, either placed before or after the referred text.
9. Format the paper (including tables and figures) in APA style. For articles written in Thai, references are sequenced by authors' names.

<div align="center">**Manuscript Format**</div>

Title (English) flush left, bold, 20 point font

First Author[1], Second Author[2] -Author name bold, 13 point font
Affiliation[1], Affiliation[2] (12 point font)
E-mail: [1] (12 point font)
E-mail: [2] (12 point font)

ABSTRACT flush left, bold, 13 point font
The abstract is a single paragraph, typically 200 to 300 words in length and should not include any citations. It outlines the aim(s), scope, method(s), results and conclusion of the paper.

KEYWORDS: A maximum of five keywords in <u>English is required</u>. (flush, 13 point font)

<u>Note:</u> Download the manuscript template on the website

1. General Format
Articles should have 15 A4 pages (including Thai and English abstracts and references). Top, left, bottom and right margins: 1 inch

2. Tables
Tables should be placed near the referred text and numbered in sequence. Table headings and numbers (bold, flush left), should be positioned above the tables, while table captions and appropriate citations are put below:

Table1 Font size and style

Section	Font Size (point)	Font Style
paper title	20	bold, flush left
author's name	16	bold, flush left
address/E-mail	15	normal, flush left
headings	16	bold, flush left
main texts/bodies	16	normal, flush left

Source: …(of tables referred in the article)....

3. Figures
Figures should be placed near the referred text and numbered in sequence. Position figure heading and numbers (bold), including captions and appropriate citations are below the figures.

Figure 1: Logo of Association of Private Higher Education Institutions of Thailand under the Patronage of Her Royal Highness Princess Mahachakri Sirindhorn (APHEIT)

SOURCE: APHEIT (2018)

4. Citations

Use *Author-Date In-text Citations*, either placed before or after the referred text:

4.1 A Work by Two Authors

Name both authors in the signal phrase or in parentheses each time you cite the work. Use the word "and" between the authors' names within the text and use the ampersand "&" in parentheses.

Smith and Wexwood (2010)
(Smith & Wexwood, 2010)

4.2 A Work by Three to Five Authors:

List all the authors in the signal phrase or in parentheses the first time you cite the source. Use the word "and" between the authors' names within the text and use the ampersand in parentheses.

Martin-Consuegra, Molina, and Esteban (2007)
(Martin-Consuegra, Molina, & Esteban, 2007)

In subsequent citations, only use the first author's last name followed by "et al." in the signal phrase or in parentheses.

Martin-Consuegra et al. (2007)
(Martin-Consuegra et al., 2007)

4.3 Six or More Authors

Use the first author's name followed by "et al." in the signal phrase or in parentheses.
Harris et al. (2001) or (Harris et al., 2001)

4.4 Two or More Work in the Same Parentheses

When your parenthetical citation includes two or more works, order them the same way they appear in the reference list, separated by a semi-colon.

(Albright, Wayne, & Fortinbras, 2004; Gibson, 2011; Smith & Wexwood, 2010). or (Harris et al., 2001; Martin-Consuegra, Molina, & Esteban, 2007)

5. References

Format the paper in APA style; references are sequenced by authors' names.

5.1 Books

Format: Author, A. A., Author, B. B., & Author, C. C. Year. *Title of book* (Ed.). Location: Publisher.

Example: Milgram, S. 1974. *Obedience to authority: An experimental view* (2nd ed.). New York, NY: Harper & Row.

5.2 Book Chapters
Format: Author, A. A., Author, B. B., & Author, C. C. Year. Title of chapter. In A. A. Editor, B. B. Editor, & C. C. Editor (Eds.), *Title of book* (Ed., pp–pp). Location: Publisher.

Example: Lilienfeld, S. O., & Lynn, S. J. 2003. Dissociative identity disorder: Multiple personalities, multiple controversies. In S. O. Lilienfeld, S. J. Lynn, & J. M. Lohr (Eds.), *Science and pseudoscience in clinical psychology* (pp. 109–142). New York, NY: Guilford Press.

5.3 Journal Articles
Format: Author, A. A., Author, B. B., & Author, C. C. Year. Title of article. *Title of Journal, volume*(issue): pp–pp.

Example: Adair, J. G., & Vohra, N. 2003. The explosion of knowledge, references, and citations: Psychology's unique response to a crisis. *American Psychologist, 58*(2), 15–23.

5.4 Thesis/Dissertation
Format: Author, A. A., Author, B. B., & Author, C. C. Year. *Title of article.* [Doctoral dissertation or master's thesis] Name of University. Retrieved from Month Day, Year, URL (Web address) of the Web page

Example: Bruckman, A. 1997. *MOOSE Crossing: Construction, community, and learning in a networked virtual world for kids* [Doctoral dissertation, Massachusetts Institute of Technology]. from http://www-static.cc.gatech.edu/-asb/thesis

5.5 Internet Document
Format: Author, A. A., Author, B. B., & Author, C. C. Date of publication. *Title of Web page.* Retrieved Month Day, Year, from URL (Web address) of the Web page.

Example: Holder, B. J., & Matter, G. 2008. *The innovative organization.* : //www.geocities.com/CollegePark/Library/1048/innova.html

5.6 Proceedings of Meetings
Format: Author, A. A., Author, B. B., & Author, C. C. Year. Title of article. In A. A. Editor, B. B. Editor, & C. C. Editor (Eds.), *the Name of Conference* (pp. ..-..). Place of conference.

Example: Shobhadevi, Y. J., & Bidarakoppa, G. S. 1994. Possession phenomena: As a coping behaviour. In G. Davidson (Ed.), *Applying psychology: Lessons from Asia-Oceania* (pp. 83-95). Carlton, Australia: Australian Psychological Society.