



Influenced of Psychological Factors on Professional Competence of Oversea Chinese Students in Thailand

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Abstract

This research Article Objective of this study 1) to study the current situation of professional competence factors of Oversea Chinese Students in Thailand, 2) to study the correlation between psychological factors and professional competence factors of overseas Chinese students in Thailand, 3) To study the correlation between psychological factors and social support factors of overseas Chinese students in Thailand, 4) to study the correlation between social support factors and professional competence factors of overseas Chinese students in Thailand, and 5) to study effected of social support factors play as the mediating variable between psychological factors and professional competence factors of overseas Chinese students in Thailand. Quantitative and Qualitative research method applied to this study. Calculated by SPSS and AMOS by frequency, mean, standard deviation, Pearson's product moment correlation coefficient, to approve SEM model by 1,073 online questionnaires, as well as, in-depth interviewing among 15 respondents, and confirm all result by Delphi Testing with 25 experts for 3 times. Result found almost were female, age between 18-25 years old, the Government Official, study on Master Degree, study at the Private University, Career Position before studied in Thailand were the Operation Position, Career Position after graduated from Thailand were Executive Position, on Professional Level. There were the correlation between the Psychological Factors, Social Support and Performance Competence of Oversea Chinese students in Thailand, at significant .001. The mediating effected of social support of Oversea Chinese students in Thailand between psychological factors and professional competence, shown that the model $\chi^2=1373.382$, $df=1,114$, $TLI=.970$, $CFI=.971$, $RMSEA=.025$, $SRMR=.041$. The model fitted well. The standardized path coefficient between Social Support, Psychological Factors and Professional Competence.

Keywords: Psychological Factors, Professional Competence, Social Support.

Introduction

Since 1999, the People's Republic of China (PRC) has been approved as a member of the World Trade Organization and reformed the entire economic management system in 1978 to become a modern society and one of the fastest growing societies in the 21st century. All internal and external factors have strong effected and relationship to competency of human resources in China increasing to "Professional Competence", as well as "a modern socialist country that is prosperous, strong, democratic, culturally advanced and harmonious" (Embassy of the People's Republic of China; 2017).

According to rankings, the United States holds the top spot globally for utility models, trademarks, industrial designs, and exports of creative goods. As a result, China had the greatest labor force in the world as of 2020, accounting for 778 million workers across the top five science and technology clusters globally. (World Bank, 2020). However, China has the second-



biggest economy in the world by nominal GDP, the largest economy since 2014, and will overtake the United States as the top economic power by 2028. (Angus, M. 2008, Elliot, L.L. 2020, ;Robert, W. (2004).

Nevertheless, globalization phenomenon cause the need for quality workers and many special features and specific qualification in a short time to support exponential growth including managing and operational related businesses in both the government and private sectors. Especially, on global competency and world force labor standardization with complementary skills, updating technology to innovative achievements have strong effective to 758 million labours in China (Xu, W. et al; 2021; Chin, T., & Rowley, C. (2018). Meanwhile, coronavirus disease out breaking since the end of 2019 to contemporary date, make the global economic disruptions and the conflict between Russia and Ukraine has ever been occurred. McKinsey Global Institute (2021) raised one of the famous e-article, “Reskilling China: Transforming the World’s Largest Workforce into Lifelong Learners” stated, “The next task for China is to reinvent education and skill development to produce the talent required for a creative, digital, postindustrial economy”.

Research Objective

- 1.) to study the current situation of professional competence factors of Oversea Chinese Students in Thailand,
- 2) to study the correlation between psychological factors and professional competence factors of overseas Chinese students in Thailand,
- 3) To study the correlation between psychological factors and social support factors of overseas Chinese students in Thailand,
- 4) to study the correlation between social support factors and professional competence factors of overseas Chinese students in Thailand.
- 5) to study effected of social support factors play as the mediating variable between psychological factors and professional competence factors of overseas Chinese students in Thailand.

Research Hypothesis

This research studied on Influenced of Psychological Factors on Professional Competence of Oversea Chinese Students in Thailand. Therefore, the author summarized and put forward the research hypothesis as:

- H₁: There was the relationship between the psychological factors and professional competence of overseas Chinese students in Thailand.
- H₂: There was the relationship between the psychological factors and social support of overseas Chinese students in Thailand.
- H₃: There was the relationship between social support and professional competence of overseas Chinese students in Thailand.
- H₄: The mediating effected of social support of overseas Chinese students in Thailand between psychological factors and professional competence.

Literature review

Statement of the Problem

“Gaokao”: High quality, most Difficulty, and Limited.

“Gaokao” or 'Higher Education Exam', it is a standardized college entrance examination held every year in mainland China. It is required for admission to almost all institutions of



higher education at the bachelor level. Usually, students attend high school. But the age requirement was abolished in 2001.

The exam takes approximately nine hours over two or three days depending on the province. Standard Chinese and Mathematics are included in all tests. Applicants can choose English, French, Japanese, Russian, German or Spanish as a foreign language test. Most students choose English, in most regions Students also have to choose between one of the liberal arts concentrations or a scientific intensive focusing on nature.

Students who choose the liberal arts will undergo additional tests in history, political science, and geography, while those who choose natural sciences will be tested in physics, chemistry, and biology.

The overall score a student receives is usually the weighted sum of their subject scores. The maximum score varies from year to year and from province to province. Modern college entrance examinations generally take place from 7 to 8 June each year. Although in some provinces it may take an additional day. National tertiary entrance examinations are not the same throughout the country. But it operates equally within each Chinese province or municipality it directly controls. The National Higher Education Entrance Examination scores vary across the country. It will be held at the end of the spring semester. And high school graduates from all over the country will take the exam together for three days before 2003.

This annual “Gaokao” exam hold on July. but has been postponed to June The move was made taking into account the effects of hot weather on students living in southern China and the rainy season flooding in July in July. In various places and at different times in history Students must apply to their intended university or college before, after, or most recently after receiving their grades. By filling in the desired ranking list, the list of applicants is divided into several levels (Including early admission at least big university general university vocational colleges), each of which can choose from approximately four to six options for different institutions and programs.

Usually, institutions or programs will only accept students who apply. It is the first choice in each grade level. In some regions, students can apply for different levels. For example, in Shanghai, students apply early major universities and regular universities before the exam but can apply to another college after receiving the grades.

The “Gaokao” exam will be conducted in two or three days. Three internationally compulsory subjects: Chinese, Mathematics, and a foreign language—usually English. But this may be replaced by Russian, Japanese, German, French or Spanish. The other six standard subjects are three sciences: physics, chemistry, biology, and three humanities: history, geography, and political science. 1-3 people from related categories, since 2000, integration testing scientific test Humanities Integration Test or broader integration testing has been implemented in some regions. This integrated test may or may not be considered during admission. Additionally, in some areas, regional or optional subjects are required. Currently, the actual demand varies from province to province.

However, the general requirements are as follows:

- Comply with the Constitution and laws of the People's Republic of China.
- Have a high school diploma or equivalent
- Good health both physical and mental health.
- Have read carefully and willingly abide by the rules of registration and other regulations and policies of the Higher Education Institutions and the Admissions Office Committee regarding registration management.

-If foreign immigrants who settled in China meet the military enlistment conditions of the National Higher Education Entrance Examination They can apply for the National Higher



Education Examination with a foreign immigrant residence certificate, which was sent by the Provincial Public Security Department at assigned place

-If applying to military cadet: Students graduating this year and attending high school for the first time must be under 20 years of age and unmarried.

- If applying to a police academy: Students graduating this year and attending high school for the first time must be 22 years old or younger and have not been married.

- If applying for a foreign language major at a police academy: Students graduating this year and attending high school for the first time must be under 20 years of age and have not been married.

- If students from children and youth classes want to take the National Higher Education Examination. Their School must be pre-selected. Submit a Certificate of Approval Inform the exact prescribed course and clarify the Office of the Admissions Commission that they will take the National Higher Education Entrance Examination. Students can submit an application.

After the Office of the Selection Committee has studied and approved Students can apply and take the National Higher Education Entrance Examination in the right place. Students applying for “Shao Nian Ban” must be a small part of the population. They must have a very high IQ. The grade must be excellent and must be attending high school or high school under the age of 15 (excluding those graduating this year and having attended high school for the first time). Applicants to some specialist programs are also screened according to additional criteria: certain arts departments (eg selection), military and police schools (Political screening and physical examination) and some sports programs (experimental).

Test scores can be used to apply to universities outside mainland China. Globally, Hong Kong was ranked first. In 2007, the seven students with the highest overall score in their province were admitted to Hong Kong universities instead of the two major universities. In Mainland China In 2010, more than 1,200 students entered 12 local institutions that provide higher education courses through this exam. The City University of Hong Kong and the Chinese University of Hong Kong also participate directly in the application process. Like other mainland universities.(Textor, C. (2021).

The exam is the only criterion for admission to higher education. Poor test performance often means giving up on that goal. Students wishing to attend university will spend most of their time studying before exams. If they fail the exam the first time .Some students retake the exam in the final year of high school to retake the exam the following year. (Wei, X.-Y.,et.al. (2008)

Chinese Labour Context: qualification and status.

The number of new bachelor's graduates each year is soaring. According to statistics from the Ministry of Education of China, Next year, there will be more than 10 million new graduates. In addition, foreign graduates and Chinese people working abroad are starting to come back to their country to find more work. Build more and more activeness that is already there. Labour market pressures in pre-Covid-19 countries where the signal is not good and was affected by COVID-19. Repeat for more than two years.

According to the latest statistics of this year, China's unemployment rate is around 5%, which is collected from the unemployment registration of the entire country. Most of which are in urban areas, not rural areas. That means that an additional number of unemployed people are not included in this 5%. In fact, the Chinese government has been seeing the problem of labour market pressure for a while now. In the past nearly five years, the main target policy has been issued “Wen Jiue” , meaning to “Maintain Employment Rates”. The pressure on the Chinese labour market has been in place since the pre-COVID-19 global economic slowdown, a Chinese economic professor said. Teacher Li Yang once commented on the domestic labour



market that “Right now, the pressure comes from three areas: One from the changing working age population structure Labour market demands have changed dramatically, especially since after COVID-19. Second, the business is emerging less than expected. causing the demand for labour in the market to decrease as well Third, the current labour market on both demand and supply side is not balanced.” from the pressure and uncertainty of the labour market. The new generation is starting to want to find a job that is stable and guaranteed to work forever. Causing a lot of Chinese new generations to turn to competitive examinations for government service In some provinces, some departments, the competition rate is as high as 20,000: 1 person, meaning that out of every 20,000 candidates taking the exam, only 1 person can pass the civil service exam.

In China, the number of rural salespeople has steadily declined, while the number of office workers has steadily increased since the COVID-19 period. The service sector and foreign countries have been highly affected. In addition, because of the policy to control non-school education, different types of tutoring schools are also affected.

In the end, the authors view that external pressures on the labour market are part of it. What is important for the new generation who are still in the working age is their skills, that must be constantly developed and learned Education and self-improvement are like sharpening a knife. As sharp as we are, we will have a shield to protect ourselves.

Accordingly, Raboot, S. & Zhao Jing Yan. (2014). studied on Manpower Requirement Analysis for the Corporations in Business Chinese to ASEAN and China Free Trade Area, estimated the production of Chinese business graduates with characteristics in line with the requirements of the establishment. The survey found that the recruitment rate for 46,000 bachelor's workers, a shortage of 29,000 workers. Then, the 13th Five-Year Plan Period 2016-2020, the country's highly-skilled worker account for only 28 percent of its total skilled workers among whom more than 50 million are highly-skilled workers, according to China's Ministry of Human Resources and Social Security (MHRSS). The ratio of applications to available jobs for graduates of the college is as high as 1:6, make the 'reservations' for graduates from academic institutes two years in advance. More than 60 percent of Chinese students are often 'booked' a year before their graduation and some classes are even 'booked up' as soon as students enter the campus. (The State Council, The People's Republic of China, 2021)

Social Influencing to Social Value to Abroad Studies.

“Born to be the Best”, the specific phrase only “One Child” family in mainland China that make just like Chinese parents still have a greater influence on the education and professional path their children take. “Oversea Study” is one of the most keywords that Chinese parents will look to and be guide by what other families are doing – case of “keeping up the Wangs”, particularly when their child scores poorly in “Gaokao”

As well as “Holistic Experience” from abroad studying, also learn a foreign language, are immersed in a new culture, meet a diverse range of people, and develop independence and resilience, which “Globalises” their education experience and broadens their horizons.

By the way, in the past the United Stated and Europe countries was the main destination and first choice to graduate to higher education. After all, the Times Higher Education World University Ranking are dominated by colleges in the U.K. and the U.S., and only two schools in the China make the top 100. Thus, it is no wonder that thousands of students in China apply to universities in the west. Moreover, Chinese students and their parents can afford the fees charged by the western universities and can thus access to famous academic institutional. Colleges and universities in the United States are still a popular study destination for Chinese



students, with over 317 thousand choosing to take courses there in the 2020/21 academic year. N. Kulnaree, et al. (2020).

Nevertheless, some negative and raising terrible cases up in U.S. and many western countries, including Anti-Asian Violence, Anti-China Rhetoric and expel Chinese Graduate students and scholars with ties or cancel or bans their visa, Commercial War between China and U.S. and so on to be mainly cause to look for alternative abroad destination-threatening to turn off important source of revenue for American universities.

Conceptual Framework

The purposes of this research were (1) to study the current situation of professional competency factors of Oversea Chinese Students in Thailand, (2) to study the relationship between psychological factors and professional competence factors of overseas Chinese students in Thailand, (3) To study the relationship between psychological factors and social support factors of overseas Chinese students in Thailand, (4) to study the relationship between social support factors and professional competency factors of overseas Chinese students in Thailand, and (5) To study effected of social support factors play as the mediating variable between psychological factors and professional competence factors of overseas Chinese students in Thailand. The author analyzed the information from literatures. Therefore, the author summarized and put forward the following conceptual framework

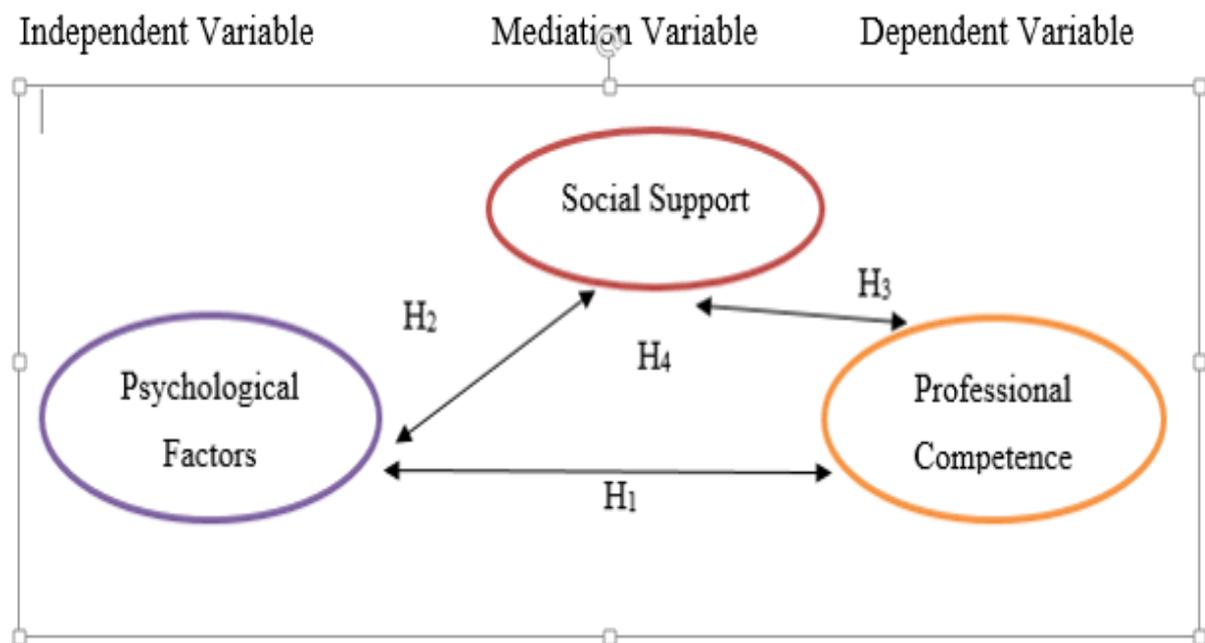


Figure 1 Conceptual Framework

Research Methodology

Scope of Contents

The purposes of this research were (1) to study the current situation of professional competency factors of Oversea Chinese Students in Thailand, (2) to study the relationship between psychological factors and professional competence factors of overseas Chinese students in Thailand, (3) To study the relationship between psychological factors and social support factors of overseas Chinese students in Thailand, (4) to study the relationship between



social support factors and professional competency factors of overseas Chinese students in Thailand, and (5) To study the effect of social support factors as the mediating variable between psychological factors and professional competence factors of overseas Chinese students in Thailand. In this research, professional competence factors referred to the core internal characteristics such as personal characteristics and psychological quality directly related to their work performance. It was the key factor for individuals to perform well or achieve high performance in managing their business and so on.

The author will first research the overall situation of overseas Chinese students in Thailand, then study the pairwise correlation and influence degree of psychological factors, social support between overseas Chinese students in Thailand, and study the mediating effect of social support between professional competence factors and psychological factors, and conduct a structural equation model. Due to the limited time and budget constraints, this research only studied overseas Chinese students in Thailand. The scope of this research focused on:

Scope of Population

The exploration research focused on overseas Chinese students who graduated from Thailand's universities, specific on graduated students in Bachelor, Master, and Doctoral Degree. Because there is no exact number and figure as to the number of Chinese students who have graduated. The author applied the G*power software program to calculate the sample size, a total of 1,073 valid questionnaires were received for data analysis. The researcher identified the qualifications of the respondents as must be a bachelor to doctorate degree from an educational institution in Thailand only.

Scope of Variables

This research studied on the influence of Psychological Factors on Professional Competence of Overseas Chinese Students in Thailand. Psychological factors referred to the American Psychological Association dictionary psychology to be the ability to exert control over one's life, to cope with specific problems effectively, and to make changes to one's behavior and one's environment, as opposed to the mere ability to adjust or adapt to circumstances as they are. Affirming, strengthening, or achieving a client's competence is often a basic goal in psychotherapy. Professional competence is the dependent variable, including six dimensions: cognitive competence, interpersonal interaction, achievement characteristics, acceptance characteristics, ethics characteristics, knowledge, and skills. Finally, social support is an intermediary variable, including objective support, subjective support, and degree of utilization of social support.

Scope of Time

During January to March, 2020, created and selected topic and research design of this thesis was consulted by Advisor. April to August 2020, the author wrote the Chapter 1 -3 in the first draft. September to December 2020, questionnaire was checked the Index of Item-Objective Congruence (IOC) by 5 experts and professionals in this field, pilot tested the reliability, validity, and Kaiser - mayer - olkin measure of sampling adequacy (KMO) and Bartlett's test of Sphericity, then showed this result to advisor and revised Chapter 1-3 again. January to April 2021, collected data by questionnaires and in-depth interview 15 attendants. May to August 2021, completed the writing of Chapter 4 by data analysis and synthesis, calculated by SPSS and AMOS and sent to advisor. September 2021 to January 2022, completed the writing of Chapter 5, and reviewed to prepare for the final defense.



Research Results

In this research, data collection process by online questionnaires demographic profile of the respondents\ analysis was carried out to understand the social situation and background information of sample group for formal questionnaire, the sample size of this research is 1,073 samples. No valid, 100% for data collecting in questionnaire process. This research analyzed the demographic profile of the sample.

Almost were female, age between 18-25 years old, the Government Official, study on Master Degree, study at the Private University, Career Position before studied in Thailand were the Operation Position, Career Position after graduated from Thailand were Executive Position, on Professional Level.

Hypothesis testing results were:

H1: There was the relationship between the psychological factors and professional competence of Oversea Chinese students in Thailand. The Correlation was significant at the 0.001 level (2-tailed), by Sum of psychological factors (Mean value = 4.7062, S.D. = 0.33408) and professional competence (Mean value = 4.7153, S.D. = 0.32625) had the correlation value with 0.985, indicated that the relationship between the psychological factors and professional competence of Oversea Chinese students in Thailand had the highest direction

H2: There was the relationship between the Psychological Factors and Social Support of Oversea Chinese students in Thailand. The Correlation was significant at the 0.001 level (2-tailed), Sum of Psychological Factors (Mean value = 4.7062, S.D. = 0.33408) and Social Support (Mean value = 4.7232, S.D. = 0.32598) had the correlation value with 0.978, indicated that the relationship between the Psychological Factors and Social Support of Oversea Chinese students in Thailand had the highest direction.

H3: There was the relationship between Social Support and Professional Competence of Oversea Chinese students in Thailand. The Correlation was significant at the 0.001 level (2-tailed), Sum of Social Support (Mean value = 4.7232, S.D. = 0.32598) and Professional Competence (Mean value = 4.7153, S.D. = 0.32625) had the correlation value with 0.997, indicated that the relationship between the Social Support and Professional Competence of Oversea Chinese students in Thailand had the highest direction.

H4: The mediating effected of social support of Oversea Chinese students in Thailand between psychological factors and professional competence, shown that the model $\chi^2=1373.382$, $df=1114$, $TLI=0.970$, $CFI=0.971$, $RMSEA=0.025$, $SRMR=0.041$. The model fitted well. The standardized path coefficient between Social Support, Psychological Factors and Professional Competence.

In-depth Interviewing Testing Results: after author received all answer, applied the content analysis all in-depth interview answers, result of this part followed all 3 groups; Psychological Factors, Social Support, and Performance Competence. Author summarized all as below:

Psychological Factors: All Oversea Chinese Students' synthesis as their Mental Health Knots and Scars. As a result, social encounters become stressful, resulting in stifled communication, diminished intimacy, and avoidant behaviors.

The therapy options for this group of patients' psychological burden are limited. Doctors frequently lack training in the identification and treatment of psychosocial problems. There must be action taken to alleviate the psychological, emotional, and physical effects of scars.

Social Support: An Essential Ingredient to University Success. Academic achievement improvement, expectation rising, and an increase in the proportion of underprivileged Oversea Chinese Students attending university on graduate level, depend heavily on social support initiatives that promote the preparation and success of all students.



Performance Competence: Understanding Oversea Chinese Students who graduated from universities from Thailand, the company you work for, as well as the knowledge and abilities necessary for success in your present and future responsibilities are all part of exploring your fit with the workplace.

Skills are particular, taught, quantifiable actions that permit the successful accomplishment of tasks, typically within a single work function. Competencies combine knowledge, conduct, and skills to provide superior performance that can be used in a variety of contexts and job responsibilities. Despite the fact that both are crucial, a successful career trajectory at Washington University, including progress and promotion, places a focus on building and strengthening competencies.

While job functions require a variety of different types and levels of role-specific abilities, Washington University has established a set of core competencies for success that serve as our benchmarks for professional excellence and are consistent with the organization's vision and objectives. We also provide a more narrowly focused set of leadership competencies for success for university management and leadership positions such as:

- 1) Adaptability and Change,
- 2) Communication,
- 3) Collaboration and Teamwork,
- 4) Continuous Learning,
- 5) Creativity and Innovation,
- 6) Critical Thinking and Problem Solving,
- 7) Organizational Awareness,
- 8) Self-Awareness,
- 9) Service and Quality Focus, and
- 10) Valuing Diversity and Inclusion.

Delphi Testing Results by 27 experts about SEM Model, Summarized from In-Depth Interviewing, and Summarized from the Hypothesis testing results found all 3 items were median value = 5.00, Mode value = 5, Differentiate between Median and Mode Value = 0.00, Interquartile Value = 0.96, Range of Opinion = Excellent level, and Consensus results by experts = Agreeable, respectively.

Discussions

This research study resulted there was the relationship between the psychological factors, social support and professional competence of overseas Chinese students in Thailand, related with the result of experts' studies such as Beharu.W. (2018), Elmagd. M.A. (2019); Haidara., Y. (2016), Novitasari, D. et al. (2021) ; Arubayi., B.D, et al. (2022) there was significant relationship between psychological factors and students' academic performance. There is statistically significant relationship between students self-efficacy and students intrinsic motivation and also there is strong correlation between students stress level and intrinsic motivation and there is also statistically significant relationship between students stress level and extrinsic motivation.

It is well known how stigma and discrimination affect those with mental illnesses. Little is known about the interpersonal and intrapersonal factors, particularly social support, that affect how discrimination affects people with mental illness. Previous studies have concentrated on the moderating or buffering effects of perceived social support. We propose that how social support is seen is a psychological process that is influenced by contacts with the outside world, particularly stressful ones. We investigate perceived social support in this study as a potential mediator between the effects of actual discrimination and mental health.



We also evaluate the moderating hypotheses to see if previous studies on the significance of perceived social support provide a more accurate model than the mediating model. We used the bootstrapped estimate of the 95% confidence interval of the indirect impact to examine the mediating influence of perceived social support. Using the product of the impact of decimation measure and the perceived social support measure, we also evaluated the buffering theory of perceived social support. The findings imply that the association between the effects of actual discrimination and mental health is mediated by perceived social support. The hypothesis of buffering failed to hold. The findings point to a fresh approach to modeling how stigma, perceived social support, and mental health are related. The findings also shed light on the significance of taking action when discrimination first occurs.

On the other hand, although studies on adulthood and adoption have grown in popularity recently, there are still very few that look at good adjustment factors. Compared to the normal population, adopted people are thought to have greater behavioral and emotional issues as children. Overall continuity of functioning in later life is suggested by prior research. But certain factors might alter that consistency. This study evaluates the mediating impact of social support on the wellbeing of 70 adult adoptees using structural equation modeling analysis. The results revealed a well-fitting model in which issues in adolescence had a direct impact on happiness in adulthood. We also discovered two mediating effects: (A) Social support served as a mediator between adolescent issues and later-life wellbeing. (B) Adolescent difficulties mediated the link between childhood problems and wellbeing. The key takeaway from these findings is that social support aids in the growth of positive levels of adjustment and wellbeing in adulthood. Considering everything mentioned above, it is crucial for adoption specialists to inspire parents to support their kids and to offer additional help to adoptees who require it.

At the end, the mechanisms behind this relationship have received little empirical attention, despite evidence showing a correlation between psychological well-being (such as sadness, hopelessness, and life satisfaction) and health-risk behaviors (such as smoking, drinking, suicide, and physical inactivity). In this study, the social support (from family, friends, and significant others) that accounted for the connection is examined for its mediating effects. 2023 university students, 47.7% of whom were men, participated. The partial mediation effect of social support between psychological well-being and health-risk behaviors was demonstrated by structural equation modeling. Particularly, the influence of life satisfaction and pessimism on drinking was jointly mediated by social support from family and friends to the extent of roughly 80%. These findings provided fresh data that advances our understanding of the mechanisms behind the link between psychological health and risky behavior. Also, they emphasized the potential advantages of social support for university students in maintaining their health. These results' ramifications are examined.

Limitations

Since the spread of the COVID-19 pandemic had been a major obstacle for this study. Causing researchers to modify the study method due to lockdown policy and the declaration of several rules of government of various countries including Thailand and China.

This caused the researcher and his classmates to urgently return to China. Nevertheless, that It also includes risks that affect life and property. And all our classes must be used online only for communication. Become a major obstacle in communication whether between researchers, faculty advisor of Shinawatra University, staffs as well as contributors and experts who were critical to the continuation of this study.

Nonetheless, researchers received substantial assistance from faculty advisors, experts, and informants. Accomplish all types of data collection even if it takes more time than before



Author would be more successful in their studies. Without the obstacles from the COVID-19 pandemic and the various events that had ever occurred, and that had caused the researchers to be quite stressed and extremely worried about the results of the study. Because many key informants refused to provide information, not accepting invitation letters, or even unable to contact many key informants and experts during that time. Including the news of the deaths of these people. Author was sorry for this loss with the highest respect.

Suggestions for Future Study

In terms of content scope, It was found that there were other variables that had a relationship and influence on the academic success of Oversea Chinese Students, such as Policy and Principles, Technology and Innovation, Economic Status, including Social Status, etc.

A Comparative Study of Chinese Students' Educational Success in Thailand with other countries It's an interesting topic and issue. In order to compare various factors that have distinctive characteristics and characteristics of each country.

Research Methodology was another issue that can be developed. If other research methodologies were used, the same, different or similar results can be obtained. This will be of great benefit to the development of various international programs at the higher education level of Thai universities, including educational behaviors of Oversea Chinese Students that occur after the spread of the COVID-19 pandemic.

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