



*Journal of International Students*  
Volume 15, Issue 9 (2025), pp. 47-74  
ISSN: 2162-3104 (Print), 2166-3750 (Online)  
jistudents.org  
<https://doi.org/10.32674/j2vb5k85>



## Internationalization Strategies of Thai Private Higher Education: Recruiting and Supporting Chinese Students

Chunipha Poedloknimit  
Western University, Thailand  
ORCID: <https://orcid.org/0000-0003-0661-6343>

Chonnapha Punnanan  
Western University, Thailand  
ORCID: <https://orcid.org/0000-0001-7031-9699>

### ABSTRACT

*This study examines the experiences of Chinese students enrolled in Thai private higher education institutions (PHEIs) and investigates the institutional strategies employed to attract and support them. Facing declining domestic enrollment and intensifying competition, Thai PHEIs increasingly view Chinese student recruitment as essential for institutional sustainability. Grounded in push-pull migration theory, intrinsic motivation theory, and the McKinsey 7S framework, this research employs a phenomenological approach to analyze interviews with 25 participants, including students and institutional stakeholders. The findings indicate that academic pressure in China, cultural and linguistic affinity with Thailand, and affordability are key factors influencing students' decisions. Successful institutions adopt integrated internationalization strategies across curriculum design, admissions processes, staffing, and student support services. This study contributes to the field of international education by highlighting Thailand's rise as a regional education hub beyond the dominant Anglophone model. It also proposes a strategic framework to strengthen institutional capacity, offering practical implications for higher education management and cross-cultural student engagement.*

**Keywords:** Private higher education, Cross-cultural studies, Student recruitment, Chinese students

**Received:** May 26, 2025 | **Revised:** June 29, 2025 | **Accepted:** July 21, 2025

**Academic Editor:** Krishna Bista, Morgan State University, Maryland (USA)

**How to Cite (APA):**

Poedloknimit, C., & Punnanan, C. (2025). Internationalization strategies of Thai private higher education: Recruiting and supporting Chinese students. *Journal of International Students*, 15(9). 47-74. <https://doi.org/10.32674/j2vb5k85>

---

## INTRODUCTION

International student mobility has become a defining feature of globalized higher education. In this study, “international students” refer to Chinese nationals enrolled in Thai higher education institutions under student visas, which aligns with UNESCO's definition (UNESCO, 2018). In 2017, there were more than 5.3 million international students worldwide, an increase of over two million since 2000, with Chinese students comprising the largest proportion (UNESCO, 2018). By 2019, approximately 1.6 million Chinese students were enrolled in overseas institutions (Xue et al., 2024). Thailand has emerged as an increasingly attractive destination, particularly for students seeking alternatives to traditional Western universities. The long-standing cultural and diplomatic relationship between China and Thailand, spanning over 2,000 years, has laid a foundation for educational cooperation (Chen, 2017). The Chinese government's Belt and Road Initiative has strengthened regional ties, while Thailand actively promotes Chinese language learning through 16 Confucius Institutes and 11 Confucius Classrooms, the second-highest number in Asia (Li et al., 2020).

The transition of Thailand into an aging society, combined with declining domestic enrollment, has intensified competition in higher education (Chaisuwan et al., 2020). According to the Thai Ministry of Higher Education, Science, Research and Innovation, 14,423 Chinese students were enrolled in Thai higher education in 2020, although estimates suggest that the total may reach 50,000 across all education levels (Nukitrangsan, 2023). Consequently, recruiting international students, especially from China, has become strategically essential for many private institutions to maintain viability and achieve sustainable growth. This study aims to understand Chinese student mobility and inform institutional practices supporting internationalization through three objectives:

1. To investigate the push and pull factors influencing Chinese students who choose Thai private higher education institutions
2. To examine the strategic capability development of these institutions regarding successful Chinese student recruitment
3. To propose strategic capability development approaches for private higher education institutions aiming to attract Chinese students

## LITERATURE REVIEW

This review synthesizes recent scholarship on international student mobility, with a particular focus on the China-Thailand educational corridor. The literature is organized thematically to provide a comprehensive foundation for understanding the complex dynamics of Chinese student migration to Thailand and the institutional responses needed to support them.

### **Push-Pull Theory and Chinese Student Mobility**

Neoclassical migration theory explains migration patterns through geographic differences in labor supply and demand (Harris & Todaro, 1970; Lewis, 1954). Lee's (1966) push-pull theory, on the other hand, emphasizes origin and destination factors, obstacles, and personal considerations. Recent studies have revealed diverse influences on Chinese students' study abroad decisions: Yue et al. (2021) identified distinct motivations between BRI countries and non-BRI countries; Liu (2024) highlighted career opportunities; and Zhou et al. (2024) identified reputation and curricular flexibility as key factors. Within Asia, Zhang and Ting (2025) found that non-Asian students initially adapted better than their Asian peers in China, despite a greater cultural distance, which challenges the assumption that cultural similarity automatically facilitates adjustment. This finding suggests that Thai institutions should consider both the cultural distance and transition phases when developing support programs. Wang and Mireles-Rios (2025) reported that Chinese students raised under the One-Child policy tend to favor deep connections with co-national peers while maintaining primarily academic relationships with host country students, which informs how institutions might structure social integration opportunities.

### **Intrinsic Motivation Theory and Educational Choice**

Intrinsic motivation theory, which is grounded in self-determination theory (Deci & Ryan, 1985), posits that individuals engage in activities that are inherently satisfying when three psychological needs are met: autonomy (self-direction), competence (belief in the ability to succeed), and relatedness (connection with others) (Ryan & Deci, 2000). When these needs are fulfilled, they foster sustained engagement, creativity, and psychological well-being. In higher education, environments supporting these needs increase students' intrinsic motivation, which is particularly relevant for institutions seeking to attract international students. Educational experiences perceived as self-directed, supportive, and socially inclusive promote academic and emotional thriving. Chaliawala et al. (2025) demonstrated the importance of psychological well-being in this context; their study of 13,000 international students revealed that 92.7% of those experiencing moderate to high stress reported depression, whereas 82.7% faced academic stress. These findings underscore the need to address psychological well-being in cross-cultural educational settings through comprehensive support services that foster autonomy, competence, and relatedness.

## **Cross-Cultural Adaptation in Educational Contexts**

Cross-cultural adaptation involves psychological and behavioral adjustments when individuals enter new cultural environments (Berry, 2005; Kim, 2017). The process typically begins with culture shock and progresses through the learning and internalization of host culture elements. Recent studies have expanded the understanding through examining personal, social, and institutional factors. Yang et al. (2023) reported that perceived discrimination negatively affects adaptation, but autonomy can buffer these effects. Yang and Du (2025) reported that Chinese international students construct their identities through complex negotiations between their heritage culture and host environment, with successful adaptation requiring institutional support for identity exploration and development. Additionally, Xue and Singh (2025) revealed that Chinese international students in Malaysia face multifaceted adaptation challenges encompassing academic, sociocultural, and psychological dimensions, highlighting the need for comprehensive institutional support systems. Contrasting regional perspectives, Zhang and Ting (2025) found that while Asian students studying in China initially adapted less successfully than their non-Asian counterparts, they encountered fewer adjustment crises over time. This suggests that cultural proximity often assumed to ease adaptation may actually create false expectations that complicate initial adjustment. These findings challenge conventional assumptions about cultural similarity as a uniformly positive factor in adaptation.

## **The McKinsey 7S Framework in Educational Organizations**

The McKinsey 7S framework evaluates organizational effectiveness through seven interconnected elements: strategy, structure, systems, skills, staff, style, and shared values (Waterman et al., 1980). Masfi and Sukartini (2022) confirmed its applicability across diverse sectors, whereas Jain and Kansal (2023) identified both strengths (well-defined strategic goals and flat structures) and limitations (inflexible strategy revision, high staff turnover) when applied to knowledge-based organizations. Although Shaqrah (2018) questioned its direct applicability to educational institutions, suggesting modifications to accommodate their unique missions, Jubaedah et al. (2025) demonstrated its value in educational settings undergoing internationalization, making it relevant for analyzing the responses of Thai PHEIs to Chinese student recruitment. The integration of push-pull theory (external migration conditions), intrinsic motivation theory (internal psychological factors), cross-cultural adaptation (postmigration challenges), and the McKinsey 7S framework (organizational perspective) provides a comprehensive understanding of international student mobility as a multifaceted phenomenon shaped by psychological, sociocultural, and institutional dimensions. This integrated approach enables the analysis of both individual student experiences and institutional responses, offering deeper insights than any single theoretical perspective could provide.

## **Research Gaps**

Despite the extensive literature on international student mobility, significant gaps exist in understanding the China-Thailand educational corridor specifically. Current research predominantly examines Chinese student experiences in Western contexts (Yang et al., 2023; Xue & Singh, 2025), neglecting regional educational hubs. Push-pull factor studies (Liu, 2024; Jiao, 2025) typically present unidirectional influences without exploring dynamic institutional interactions, whereas cross-cultural adaptation research (Yang & Du, 2025) examines individual adjustment processes without addressing how institutional structures systematically influence adaptation. Additionally, organizational analyses using the McKinsey 7S framework rarely extend to cross-cultural higher education settings. While recent studies by Wang and Mireles-Rios (2025) and Zhang and Ting (2025) examine peer interactions and adaptation patterns, respectively, they do not address the strategic institutional responses needed to support these students. This study addresses these limitations by integrating individual student experiences with institutional strategic responses and combining phenomenological perspectives with organizational analysis to demonstrate how educational institutions can systematically respond to international student needs through strategic frameworks rather than isolated interventions.

## **RESEARCH METHOD**

This study employed a qualitative phenomenological approach to explore the lived experiences of Chinese students and institutional responses to their presence in Thai higher education. This approach, rooted in the work of Creswell (2013) and van Manen (2023), allowed for in-depth examination of how participants made meaning of their educational journeys and how institutions strategically engaged with them. Professional interpreters facilitated communication during data collection. Trustworthiness was enhanced through multiple validation strategies, including researcher triangulation, systematic reflexivity, member checking with five student participants, and peer debriefing with uninvolved academic colleagues. Data saturation was reached after 22 interviews, with the remaining three confirming established patterns.

### **Participants and Setting**

Purposive sampling identified 25 key informants: 15 Chinese students (CS-01 to CS-15) and 10 institutional stakeholders (AD-01 to AD-10) across two leading Thai private universities with high Chinese enrollment (over 6,000 students combined). The student inclusion criteria included Chinese nationality, current enrollment, at least one year of study, language proficiency, and informed consent. Stakeholders held senior roles, had a minimum of two years of

experience with Chinese students, and provided consent. Institutional selection was based on the Chinese student population size, established international programs, and a strategic recruitment focus. Table 1 provides detailed participant demographics and characteristics.

**Table 1: Participants' information**

---

Participant code	Education/Position level	Year of study/experience	Languages
CS-01	Bachelor's	2.5	Chinese, English
CS-02	Master's	1.5	Chinese, English
CS-03	Bachelor's	3	Chinese, English
CS-04	Bachelor's	2	Chinese, English
CS-05	Bachelor's	1.5	Chinese, English
CS-06	Master's	1	Chinese, English
CS-07	Bachelor's	2.5	Chinese, English
CS-08	Bachelor's	3.5	Chinese, English
CS-09	Bachelor's	1.5	Chinese, English
CS-10	Bachelor's	2	Chinese, English
CS-11	Master's	2.5	Chinese, English
CS-12	Master's	1	Chinese, English
CS-13	Bachelor's	3	Chinese, English
CS-14	Bachelor's	1.5	Chinese, English
CS-15	Bachelor's	2.5	Chinese, English
AD-01	Dean, Business Faculty	3	Thai, English
AD-02	Director, International	2.5	Thai, English
AD-03	Director, Student Affairs	3	Thai, English
AD-04	Head of Admissions	4	Thai, English, Chinese

---

**Table 1 (continued)**

Participant code	Education/Position level	Year of study/experience	Languages
AD-05	Guidance Counselor	4	Thai, English, Chinese
AD-06	Head of Educational Marketing	3	Thai, English, Chinese
AD-07	Vice Dean, Academic Affairs	3	Thai, English
AD-08	Director of Guidance	4	Thai, English, Chinese
AD-09	Head of International Admissions	2.5	Thai, English, Chinese
AD-10	Head of Curriculum Development	3	Thai, English

### **Data Collection**

Semistructured interview guidelines were developed based on theoretical frameworks and pilot tested with two participants. Individual interviews lasted approximately 30–45 minutes, were audio-recorded with the participants' permission, and were supported by professional interpreters when necessary. Follow-up clarification interviews were conducted with six participants to ensure accurate interpretation of the responses. Focus group discussions with eight student participants validated and enriched findings from individual interviews, creating triangulations that increased data validity and reliability.

### **Data Analysis**

Following Braun and Clarke's (2006) six-stage framework, thematic analysis involved familiarization, initial coding, theme development, review, definition, and final reporting. Two researchers independently coded the first five transcripts (20%), generating 247 initial codes, such as "exam pressure stress" and "language barrier challenges." Codes were grouped into conceptual clusters and refined through iterative discussions. Theme consistency and clarity were ensured via four review sessions. Interrater reliability yielded 88.1% raw agreement and a Cohen's kappa of 0.59, indicating moderate agreement (Landis & Koch, 1977). Discrepancies were resolved through discussion. Theme-level agreement rates ranged from 86% to 92%, supporting the reliability of the coding process.

## Ethical Approval and Informed Consent

The study received approval from the Western University Thailand Human Research Ethics Committee (Approval No. WTU 2568-0042). Written informed consent was obtained from all participants per the Declaration of Helsinki.

## RESULTS

This section synthesizes key themes from our qualitative data, reflecting the complex factors influencing Chinese students' decisions to study at Thai private universities.

### Push Factors from the Chinese Education System

#### *Subtheme 1.1: High-pressure competitive educational environment in China*

Chinese students consistently described their domestic educational system as characterized by intense competition and examination-focused approaches that limit creativity and self-directed learning development. This theme emerged from codes including “exam pressure stress” (11 participants), “competition anxiety” (9 participants), and “creativity suppression” (8 participants). The pressure-driven environment creates psychological stress, motivating students to seek more supportive educational alternatives.

Education in China emphasizes high levels of competition and examination, neglecting the development of creativity and self-directed learning. The system makes you feel like a machine producing test scores.  
(CS-01)

In China, academic outcomes are valued more than learning process. While abroad, the emphasis is on developing lifelong learning skills rather than measuring scores. I felt suffocated by the Constant ranking and comparison.  
(CS-15)

This finding aligns with Auschner and Jiang's (2025) research on Chinese student support services at German universities, which identified academic pressure as the primary factor requiring institutional intervention. However, our phenomenological approach reveals the emotional depth of this pressure, with students describing systematic suppression of intrinsic motivation that extends beyond previous quantitative studies.

***Subtheme 1.2: Inflexibility of Curriculum and Teaching Methods in China***

The participants characterized Chinese educational curricula as maintaining rigid structures with limited responsiveness to evolving societal demands and labor market requirements. Related codes included “rigid curriculum structure” (10 participants), “limited course choice” (8 participants), and “outdated content” (7 participants). The students expressed concerns about potential misalignments between domestic educational preparation and the competencies required for professional success.

The education system in the home country has a rather rigid structure and limited curricular flexibility, especially in terms of updating content to align with changing social contexts and current labor market demands. We had no choice in what we studied (CS-04).

***Subtheme 1.3: Emphasis on Theory Over Practice in China's Educational System***

The students reported an excessive focus on theoretical knowledge designed for assessment purposes, while failing to develop the applied competencies essential for workplace success. This theme was reflected in codes such as “theory overemphasis” (12 participants), “practical skills deficit” (10 participants), and “workplace unpreparedness” (9 participants). This pedagogical orientation resulted in many students feeling inadequately prepared for professional employment demands.

The learning system in the home country still primarily emphasizes education within the framework of textbooks and theoretical content, with limited opportunities to apply knowledge in practical situations. These results in incomplete integration between Academic knowledge and real-world experience (CS-03).

It emphasizes theoretical learning and systematic memorization of content, which forms an important foundation for academic knowledge development. However, this approach has several limitations.  
in promoting knowledge application in real situations or everyday work contexts (CS-02).

Jiao (2025), studying destination choices abroad, identified practical application opportunities as crucial factors in Chinese students' decision-making. Our findings reveal the emotional frustration students experience when theoretical

knowledge cannot be applied meaningfully, creating a disconnect between educational investment and practical returns.

## **Pull Factors for Thai Higher Education**

### ***Subtheme 2.1: Cultural Similarity and Friendliness of Thai People***

Chinese students were attracted to Thailand through appreciation of Thai cultural characteristics and perceived interpersonal qualities. This theme was developed from codes including “cultural familiarity” (13 participants), “Thai friendliness” (11 participants), and “Asian values alignment” (9 participants). The participants identified shared cultural foundations, including emphasis on familial bonds and broader Asian lifestyle orientations, as facilitating social integration.

I chose Thailand because its culture is like China’s, making it easier to adapt. The respect for elders and family values felt natural to me. This university has a cooperative agreement with my university in China  
(CS-06).

I heard that Thailand is a pleasant country to live in; people are friendly, and this university is well managed and takes good care of international students. The smiles and kindness reminded me of home  
(CS-15).

This finding resonates with Xu et al.’s (2025) research on Chinese students’ experiences in the Philippines, which highlighted the importance of cultural familiarity in adaptation processes. However, our study reveals that cultural similarity serves not only as comfort but also as a springboard for the confident exploration of international perspectives within a supportive context.

### ***Subtheme 2.2: Economic Value and Program Quality***

Economic considerations emerged as compelling pull factors, with participants highlighting Thailand's favorable cost–benefit ratio regarding educational expenses relative to perceived quality. The codes included “affordable tuition” (15 participants), “low living costs” (13 participants), and “value for money” (12 participants). The availability of English–medium international programmes addressed the dual objectives of developing language competencies while acquiring international credentials.

The cost of living and tuition in Thailand is not as expensive as studying in other countries. I chose this university because it offers programs taught in English  
(CS-03).

The programs here are interesting, emphasizing both theory and practice. I wanted to gain international study experience  
(CS-07).

I thought studying abroad would increase my value in the job market. This university also offers scholarships, which help reduce the financial burden  
(CS-09).

Lu's (2025) research on intercultural communication competence emphasized the importance of accessible, high-quality educational environments for skill development. Our findings extend this research by revealing how economic accessibility enables not only education but also psychological freedom for students to explore their potential without financial anxiety, which constrains their learning experiences.

### ***Subtheme 2.3: Institutional Reputation and Innovation***

Students demonstrated sophisticated evaluation processes regarding Thai universities' educational offerings, particularly international programs aligning with professional aspirations. Related codes included "university reputation" (9 participants), "innovative teaching methods" (8 participants), and "career prospects" (7 participants). They appreciated student-centered pedagogical approaches that emphasized critical thinking development.

I wanted to increase my future job opportunities. Having international study experience should help. This university has quite a good reputation  
(CS-05).

Studying abroad allows us to develop various new skills beyond the classroom, such as adaptability, communication, and social skills  
(CS-13).

English language skills gained from studying abroad are the most obvious advantage for advancing to higher positions in modern Chinese companies  
(CS-14)

## Psychological Motivations

### *Subtheme 3.1: Personal growth and identity development*

The participants articulated profound aspirations for self-actualization and personal transformation, conceptualizing international education as transcending mere academic pursuits. The codes included “independence seeking” (11 participants), “identity exploration” (9 participants), and “self-discovery” (8 participants). Students viewed their journeys as comprehensive life experiences fostering personal metamorphosis.

I believe that choosing to study in Thailand was the right decision. In addition to gaining academic knowledge, I have also developed essential life skills and a strong sense of independence...  
(CS-02).

Studying in Thailand was the right decision. Beyond acquiring academic knowledge, I have gained valuable life experiences that I could not have access in China...  
(CS-15).

Yang and Du’s (2025) research on identity construction abroad emphasized the transformative potential of international education when students are supported in exploring their evolving identities. Our phenomenological findings reveal the deep psychological need for autonomy that drives this transformation, with students describing international education as essential for discovering their authentic selves.

### *Subtheme 3.2: Escape from Academic Pressure and Mental Exhaustion*

In addition to their growth aspirations, the participants identified the need to escape China’s psychologically demanding educational environment as a significant motivating factor. They described experiencing emotional depletion resulting from relentless academic competition and societal expectations, characterizing Thailand as offering a more psychologically sustainable educational alternative while maintaining academic quality. For these students, international education represented not only academic opportunities but also psychological liberation from systemic stress, which compromised their emotional well-being. Research has shown that emotional exhaustion and academic pressure within Chinese educational institutions constitute significant factors motivating students to seek international educational alternatives (Xue & Singh, 2025).

I plan to continue working in Thailand after graduation because I like a less stressful work environment and better work–life balance

compared with China  
(CS-11).

I plan to work in Thailand for at least 3–5 years after graduation because I want to gain experience in international work environment. I also feel that I’m adapting well to Thai culture. Life in Thailand is not stressful and brings me happiness  
(CS-09).

### ***Subtheme 3.3: Hope for a Better Future***

The participants consistently expressed optimism that international education would facilitate enhanced career prospects and improved quality of life. The codes included “career advancement expectations” (12 participants), “competitive advantage seeking” (10 participants), and “strategic positioning” (9 participants). They believed that their Thai educational experience, particularly through English–medium international programmes, would provide competitive advantages in global employment markets by developing the language proficiency, international perspectives, and intercultural competencies essential for professional success.

I want to increase my future job opportunities. Studying abroad should help, and this university has a good reputation  
(CS-05).

English skills gained from studying abroad are a clear advantage for advancing to higher positions in modern Chinese companies that deal with international clients or investors  
(CS-14).

## **Cross-Cultural Adaptation**

### ***Subtheme 4.1: Behavioral and Cultural Integration***

The students encountered multifaceted adjustment challenges, including behavioral modifications, communication patterns, and cultural integration. The codes included “cultural learning” (13 participants), “social adaptation” (11 participants), and “communication improvement” (10 participants). The participants identified experiential learning through authentic social interactions as fundamental mechanisms facilitating successful cultural integration.

Studying in English was difficult, and I had to use translation apps and take Thai lessons. I also learned to communicate more politely to align with Thai norms, which differ from the directness of Chinese culture  
(CS-01).

Thai classmates helped me adjust by including me in activities and teaching basic Thai. Their openness and positive attitudes made me feel more acceptance and less anxiety (CS-02).

Research by Xue and Singh (2025) on Chinese students' adaptation challenges in Malaysia revealed similar behavioral adjustment patterns. However, our study reveals that successful integration depends not only on learning new behaviors but also on finding meaningful ways to bridge cultural practices, creating hybrid identities that honor both heritage and host cultures.

#### ***Subtheme 4.2: Facing Emotional Challenges and Self-Healing***

Cross-cultural adaptation involved fundamental shifts in students' cognitive frameworks and worldview orientations. The codes included "mindset change" (10 participants), "diversity appreciation" (9 participants), and "global awareness" (8 participants). Sustained interactions with culturally diverse peers facilitated enhanced capacity for diversity acceptance and expanded global perspectives. This cognitive transformation extends beyond the identity construction framework described by Yang and Du (2025) to encompass what we term "educational identity reconstruction", a process where students fundamentally reconceptualize their relationships with learning, authority, and cultural differences within supportive international educational environments.

Group work was challenging because Thai classmates were more relaxed about deadlines than I was used to. I had to adjust my expectations and communicate more openly to find common ground (CS-9).

Joining online Chinese student communities and having clear goals helped me feel more connected and motivated while adapting to life in Thailand (CS-14).

Seeing challenges as opportunities for growth rather than obstacles gave me more confidence to adapt, without losing my sense of self (CS-15).

#### ***Subtheme 4.3: Value System Transformation through Multicultural Engagement***

The phenomenological analysis revealed a transformative dimension of cross-cultural adaptation involving fundamental shifts in Chinese students' value systems and worldview orientations. The codes included "value system

recalibration” (9 participants), “intercultural competence development” (8 participants), and “global citizenship awareness” (7 participants). Participants' immersion within Thai cultural contexts and sustained interactions with culturally diverse peers facilitated profound psychological and cognitive development, fostering enhanced capacity for diversity acceptance, difference appreciation, and expanded global perspectives.

The international student mentoring system helped me adjust quickly and understand Thai culture better. Thai buddies guided me since day one, and the Chinese student community also Shared useful experiences  
(CS-03).

The cultural similarities between China and Thailand include Respecting elders and valuing their families made adaptation easier. Being open-minded and having clear goals also motivated me to overcome challenges  
(CS-10).

Having both Thai and Chinese friends helped me adapt faster. Thai friends deepened my understanding of local culture, and Learning the Thai language made daily life much easier  
(CS-12)

Research confirms that successful cultural adaptation typically involves developing intercultural competence, characterized by heightened self-awareness and an enhanced capacity for harmonious cross-cultural interaction, which are increasingly essential within contemporary globalized contexts (Xue & Singh, 2025; Chen et al., 2025). The participants' narratives revealed a systematic progression from initial discomfort to active appreciation of cultural diversity, demonstrating the transformative potential of sustained multicultural engagement within supportive educational environments.

### **Institutional Capacity Development Strategies**

Based on interviews with university executives, guidance officers, and admissions staff, institutional strategies were analyzed using the McKinsey 7S framework. Seven main themes emerged across the institutional interviews:

#### **Strategy**

##### ***Subtheme: Market-Driven Programme Strategy***

Thai institutions have implemented sophisticated strategic frameworks that emphasize internationally oriented academic programs aligning with Chinese

labor market demands. The codes included “market responsiveness” (8 participants), “program customization” (7 participants), and “partnership development” (6 participants).

We tailored international programs to meet the Chinese market demands and worked closely with partner universities in China (AD-03).

Our strategy focuses on creating international curricula in high-demand fields such as international business, tourism, and digital marketing. We also build dual-degree pathways such as 2+2 or 3+1 programmes with Chinese institutions (AD-01).

We use a strong network of education agents in China, trained intensively to understand our university's strengths and participate regularly in education fairs and roadshows across major Chinese cities (AD-02).

Research confirms that strategic alignment in curriculum development and market-responsive programming constitute essential components for educational institutions seeking enhanced performance (Jubaedah et al., 2025). Our findings extend this research by revealing how Thai institutions specifically target industry trends relevant to Chinese contexts, including tourism management, international business, and digital marketing. Dual-degree programme models (2+2 and 3+1 configurations) demonstrate exceptional effectiveness by enabling students to initiate studies in China before completing degrees in Thailand, appealing to families through enhanced convenience and affordability. (In 2+2 programs, students complete two years at a Chinese institution followed by two years at a Thai institution, whereas 3+1 programs involve three years in China and one year in Thailand, both resulting in degrees from both institutions).

## **Structure**

### ***Subtheme: Dedicated Organizational Support Structure***

Institutions have implemented significant structural transformations through establishing specialized administrative units and appointing senior executives for China-focused operations. All institutional participants mentioned structural adaptations with codes including "specialized units" (9 participants), "executive leadership" (8 participants), and "coordination mechanisms" (7 participants).

We have a dedicated team for Chinese students and a senior executives who oversees Chinese affairs to make decisions quickly and effectively (AD-02).

We have appointed a vice president specifically responsible for Chinese relations. This structure enables faster project approvals and smoother cooperation with Chinese partners (AD-01).

Each faculty member with Chinese students now has a designated Chinese Program coordinator to bridge communication between lecturers and students and ensure consistent teaching quality (AD-04).

## **Systems**

### ***Subtheme: Multilingual Systems for Autonomous Student Access***

Institutions have transformed administrative systems by developing multilingual interfaces and workflows. The codes included “Chinese-language systems” (8 participants), “multilingual interfaces” (6 participants), and “independent navigation” (5 participants). Research confirms that comprehensive language support systems play crucial roles in attracting international students (Lu et al., 2025). Representatives described implementing Chinese-language systems covering the entire student journey from application through enrollment, enabling independent navigation without interpreter assistance.

Our entire application and payment processes are available in Chinese, eliminating the need for students to use translators at all (AD-03).

Our application systems, registration forms, payment platforms, and courses enrollment tools are all available in Chinese, allowing students to handle everything by themselves (AD-02).

We have a multilingual communication system, including signs, websites, announcements, and mobile applications in Thai, English, and Chinese to ensure that Chinese students can navigate the campus with ease (AD-07).

## **Style**

### ***Subtheme: Adaptive Leadership Approaches***

Leadership demonstrates flexibility characterized by agile decision-making processes in response to market dynamics. The codes included “flexible decision-making” (7 participants), “market responsiveness” (6 participants), and

“decentralized autonomy” (5 participants). Research confirms that effective higher education leadership must incorporate coordination capabilities when managing organisational changes (Law, 2024).

Flexibility in decision-making is crucial. The Chinese market changes quickly. bureaucratic systems fall behind quickly (AD-09).

Empowering departments to make decisions autonomously within a clear framework enables a faster response to Chinese students' needs and allows seamless collaboration between units (AD-07).

## **Staff**

### ***Subtheme: Cross-Cultural Competency Development***

Institutions have implemented strategic recruitment frameworks focused on acquiring personnel with Chinese language proficiency and cross-cultural competencies. The codes included “language proficiency requirements” (7 participants), “cross-cultural training” (6 participants), and “China immersion experiences” (4 participants). Research has demonstrated that systematic recruitment and personnel development achieve greater operational effectiveness (Jain & Kansal, 2023).

We test Chinese language ability during recruitment and send staff to observe operations at Chinese universities (AD-01).

We are looking for candidates who are culturally open-minded, adaptable, and patient, and then provide them with cross-cultural training and language support (AD-02).

## **Skills**

### ***Subtheme: Language and Cultural Training Programs***

Institutional capacity development occurs through comprehensive training programs focused on language acquisition and intercultural competencies. The codes included “dedicated language centers” (6 participants), “bilingual teaching assistants” (5 participants), and “intensive programmes” (4 participants). Research confirms that continuous skills development constitutes an essential component of leadership strategies (Law, 2024).

We have language centers specifically for Chinese students and run intensive Thai and English programs for them  
(AD-10).

We assign bilingual teaching assistants to courses with high numbers of Chinese students, and offer small group tutorials to clarify complex topics  
(AD-08).

## **Shared Values**

### ***Subtheme: Inclusive Institutional Culture***

Institutions emphasize core values, including inclusivity, cultural respect, and academic excellence. The codes included “cultural respect values” (9 participants), “inclusivity principles” (8 participants), and “international standards” (7 participants). Research indicates that organizations with learning-focused cultures demonstrate greater staff commitment to values (Jain & Kansal, 2023). These values provide philosophical foundations that guide service delivery and campus interactions, ensuring the consistent treatment of Chinese students across institutional touchpoints.

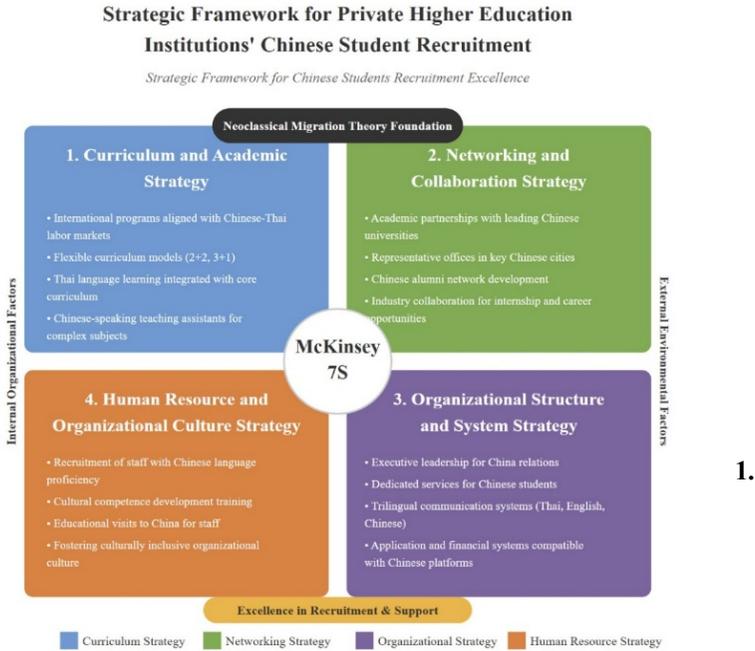
Respecting cultural differences and aiming for international standards are central values that guide how we serve our Chinese students  
(AD-05).

Our values of mutual respect and personalized student care are what make our university feel like a second home to Chinese students  
(AD-06).

We ensure that every member of our staff internalizes our internationalization vision, not only in policy but also in practice, through everyday service delivery  
(AD-07).

## **Proposed Strategic Framework for Developing Institutional Capacity to Recruit Chinese Students Successfully**

Based on these findings, a strategic framework was developed to enhance the capacity of Thai private higher education institutions to attract Chinese students (Figure 1). This framework integrates push–pull factors with organizational development strategies and is structured around four core dimensions:



**Figure 1: Strategic Framework for Increasing Institutional Capacity**

### 1. Curriculum and Academic Strategy

Designing flexible academic programs responsive to both Thai and Chinese labor market demands, particularly through dual-degree formats (e.g., 2+2 and 3+1 models), can lower educational costs while facilitating smoother cultural transitions. The incorporation of Thai language training and the provision of Chinese-speaking teaching assistants further enhance academic accessibility and regional employability.

## **2. Networking and Collaboration Strategy**

Building institutional partnerships with Chinese universities strengthens credibility and fosters academic mobility. Establishing representative offices in China and leveraging alumni and corporate networks facilitates sustained recruitment and career-oriented pathways for students.

## **3. Organizational Structure and System Strategy**

Appointing executive-level leaders for Chinese affairs enables focused strategic direction. Creating culturally competent, multilingual student service units supported by trilingual communication systems and Chinese digital platforms ensures operational efficiency and a welcoming institutional environment.

## **4. Human Resource Development and Organizational Culture Strategy**

Recruiting staff with Chinese language skills and cultural competence fosters inclusivity. Continuous cultural awareness training and staff exchanges with Chinese institutions enhance service responsiveness. Cultivating a diverse and inclusive organizational culture supports student integration and holistic development.

This multidimensional framework offers a unified strategic direction for PHEIs aiming to become competitive, inclusive, and internationally oriented institutions within the dynamic China-Thailand educational corridor.

## **DISCUSSION**

The educational pressures described by participants reflect persistent structural challenges in China's higher education system. The students frequently expressed feeling trapped in a system prioritizing exam performance over intellectual curiosity, standardization over creativity, and memorization over application. These accounts align with Gao et al.'s (2024) findings on how high-pressure systems unintentionally push talented students abroad. The psychological dimensions revealed in our findings complement Wang and Mireles-Rios's (2025) work on Chinese international graduate students in the United States. Thailand capitalizes on cultural proximity as a competitive advantage. Students commonly reported feeling at home while still gaining valuable international exposure. Thai PHEIs have positioned themselves not as low-cost alternatives but as institutions offering strong educational value. This positioning allows Thai institutions to attract students seeking a balance between Asian cultural comfort and Western educational approaches, a third space that facilitates both professional development and personal growth. The participants conveyed that studying abroad was less about academic credentials and more about reclaiming autonomy and personal agency. The therapeutic value of international education has emerged as a prominent theme. Research by Chaliawala et al. (2025) provides

an important context for these findings. Their study revealed high rates of depression among international students experiencing moderate to high stress, with academic stress affecting 82.7% of the participants. Thai PHEIs have undergone systematic transformation not only through superficial program revisions but also through structural and strategic alignment to meet international education demands. The creation of 2+2 and 3+1 programs reflects innovative thinking that simultaneously addresses cost, gradual adaptation, and family reassurance. Leadership styles emphasizing flexibility and cultural sensitivity appear to offer a competitive edge, reinforcing Shaqrah's (2018) model of transformational leadership in cross-cultural settings. Compared with other regional education hubs, Thai PHEIs demonstrate distinct strategic advantages. Unlike Singapore's emphasis on Western-style education or Malaysia's focus on Islamic cultural connections, Thai institutions offer a "middle path" that balances Asian cultural familiarity with international curriculum standards. The trilingual environment (Thai, English, Chinese) created by these institutions represents a particularly innovative approach that is not widely documented in other regional contexts.

## **RESEARCH LIMITATIONS AND FUTURE DIRECTIONS**

Several limitations constrain the generalizability of this study. The focus on private institutions may not reflect experiences within public higher education systems with different resource constraints and bureaucratic structures. The phenomenological approach, while providing rich experiential detail, limits the statistical generalizability and quantification of motivational factors.

Future research should examine longitudinal outcomes for Chinese graduates of Thai programs, comparing career trajectories with peers who remain in China or choose other destinations. Quantitative studies measuring the relative importance of push-pull factors would complement our qualitative findings, whereas mixed-methods approaches could provide both breadth and depth of understanding. Comparative studies across multiple source countries would help distinguish Chinese-Thai dynamics from broader regional patterns, particularly regarding how institutional strategies might require adaptation for students from diverse countries.

The rapid evolution of international education markets due to geopolitical tensions and technological advancements necessitates ongoing research into the sustainability of current trends and institutional strategies. This study contributes to understanding international student mobility as a complex interplay of psychology, culture, and institutional capacity beyond simple economic explanations while offering practical guidance for institutions seeking to leverage the transformational potential of cross-cultural education.

## **IMPLICATIONS FOR HIGHER EDUCATION POLICY AND PRACTICE**

These findings extend beyond the China–Thailand corridor, offering insights for international education policy and institutional strategic planning. The private higher education institutions demonstrate that regional education hubs can effectively challenge Western destinations through value propositions that emphasize cultural affinity, economic accessibility, and responsive institutional support.

Strategic positioning reveals important policy implications. Cultural proximity, as a competitive advantage, suggests that regional cooperation in higher education represents an underexplored avenue for educational diplomacy. Countries with shared cultural connections might leverage these similarities to develop specialized market niches rather than competing directly with established Western providers. For policymakers in ASEAN nations, these findings suggest opportunities for regional educational integration that complements rather than replicates Western models. Specific policy recommendations emerging from this research include the following:

1. Development of regulatory frameworks that facilitate dual-degree programs and credit transfer between partner institutions across borders
2. Creating incentive systems for institutions that implement comprehensive internationalization strategies rather than isolated recruitment initiatives
3. Establishing quality assurance mechanisms designed explicitly for cross-cultural educational delivery
4. Supporting the development of multilingual administrative systems through targeted funding or technical assistance
5. Facilitating regional higher education collaboration through simplified visa processes and qualification recognition agreements

Concerns persist regarding the long-term career outcomes of international graduates. Thai institutions would benefit from the systematic integration of work-based learning, industry partnerships, and alumni networks, which require policy-level coordination beyond individual institutional capacity.

The psychological dimensions suggest that international education policy should acknowledge the mental health aspects of cross-cultural experiences. The therapeutic function that Thai institutions serve Chinese students suggests a focus on positioning international education as a holistic personal development. Chaliawala et al. (2025) reported that depression and stress among international students emphasize the importance of comprehensive support services addressing mental health. The McKinsey 7S framework offers a valuable tool for assessing institutional readiness, promoting systematic approaches to capacity development with shared values that support diversity permeating all organizational levels.

## CONCLUSION

This phenomenological study examines the dynamics that influence Chinese students' decisions to study at Thai private higher education institutions, drawing on migration theory and the McKinsey 7S framework. The findings reveal that push factors from China's academic system (high pressure, rigid curricula, and theory-heavy instruction) drive students toward Thailand's culturally proximate, affordable environment with English-medium programs. Psychological motivations, such as autonomy, personal growth, and identity development, underscore the transformative potential of international education when institutions address deeper self-determination needs. The analysis demonstrated that successful institutions implement integrated adaptations across structure, systems, staff, and values. The proposed strategic framework encompasses curriculum innovation, institutional partnerships, cultural responsiveness, and organizational transformation. Despite limitations in its private institution focus and qualitative approach, this study provides practical insights for future research on public-private comparisons, quantitative outcomes, and longitudinal trends. It enhances the understanding of educational migration while offering actionable strategies for institutional capacity development.

## Acknowledgment

*This article does not incorporate any content generated by artificial intelligence (AI) tools. The authors created all content, and the manuscript has been thoroughly reviewed to ensure accuracy, relevance, and adherence to academic standards.*

## REFERENCES

- Auschner, E., & Jiang, L. (2025). Implementing Chinese student support services at a German technical university. *Journal of International Students, 15*(5), 63-80. <https://doi.org/10.32674/c7g6t059>
- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review, 84*(2), 191-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations, 29*(6), 697-712. <https://doi.org/10.1016/j.ijintrel.2005.07.013>
- Braun, V., & Clarke, V. (2006). *Using thematic analysis in psychology. Qualitative Research in Psychology, 3*(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Chaisuwan, S., Seetalarom, S., & Saengwong, W. (2020). Transformation of Thai higher education in student crisis era. *Journal of Suvarnabhumi Institute of Technology (Humanities and Social Sciences), 6*(1), 686-702. <https://so04.tci-thaijo.org/index.php/svittj/article/view/241257>
- Chaliawala, K. S., Vidourek, R. A., & King, K. A. (2025). Exploring the impact of depression, stress, and sleep disturbances on academic success in

- international college students. *Journal of International Students*, 15(7), 85-108. <https://doi.org/10.32674/k5aqct84>
- Chen, J. M. (2017). Three Levels of Push-Pull Dynamics Among Chinese International Students' Decision to Study Abroad in the Canadian Context. *Journal of International Students*, 7(1), 113–135. <https://doi.org/10.32674/jis.v7i1.248>
- Chen, Y., Abidin, N. N. E. Z., & Aman, N. M. S. (2025). Improving intercultural communication in Chinese football clubs. *Journal of International Students*, 15(4), 119–152. <https://doi.org/10.32674/3k9pgj53>
- Creswell, J. W. (2013). *Qualitative inquiry and research design: Choosing among five approaches* (3rd ed.). Sage.
- Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. In *Springer eBooks*. <https://doi.org/10.1007/978-1-4899-2271-7>
- Gao, F., Lo, W. Y. W., & Ng, F. S. K. (2024). The emergence of multipolarity in global higher education: the Belt and Road Initiative and African students' motivations to pursue postgraduate education in China. *Educational Review*, 1–16. <https://doi.org/10.1080/00131911.2024.2399730>
- Harris, J. R., & Todaro, M. P. (1970). Migration, Unemployment and Development: A Two-Sector Analysis. *The American Economic Review*, 60(1), 126–142. <http://www.jstor.org/stable/1807860>
- Jain, N., & Kansal, J. (2023). Application of McKinsey 7S framework as a strategic tool for a knowledge based Organizational Development. *IEEE Engineering Management Review*, 1–41. <https://doi.org/10.1109/emr.2023.3338966>
- Jiao, R. (2025). Exploring factors reflecting Chinese students' study abroad destination choice. *Journal of International Students*, 15(2), 49–68. <https://doi.org/10.32674/2dare810>
- Jubaedah, E., Sudirman, I., & Djulius, H. (2025). Implementation of MC Kinsey's 7S Framework as a strategy to improve the performance of educational institutions. *International Journal of Business Law and Education*, 6(1), 499–510. <https://doi.org/10.56442/ijble.v6i1.1041>
- Khanh, M. T. K., & Ngoc, C. H. (2024). International education supports and cross-border student mobility: factors influencing Cambodian and Laotian students' choice of studying in a Vietnamese university. *International Journal of Educational Management*, 38(3), 786–803. <https://doi.org/10.1108/ijem-08-2023-0402>
- Kim, Y. (2017). Cross-cultural adaptation. *Oxford Research Encyclopaedia of Communication*. <https://doi.org/10.1093/acrefore/9780190228613.013.21>
- Landis, J. R., & Koch, G. G. (1977). The measurement of observer agreement for categorical data. *Biometrics*, 33(1), 159–174.
- Law, M. Y. (2024). Leadership and change management in the transition to online curriculum delivery in Malaysia: a comparative case study. *Journal of Applied Research in Higher Education*, 16(4), 1146-1159. <https://doi.org/10.1108/JARHE-02-2023-0054>
- Lee, E. S. (1966). A theory of migration. *Demography*, 3, 47-57.

- <https://doi.org/10.2307/2060063>
- Lewis, W. A. (1954). Economic development with unlimited supplies of labor. *Manchester School of Economic and Social Studies*, 22(2), 139-191. <https://doi.org/10.1111/j.1467-9957.1954.tb00021.x>
- Li, Q., Han, Y., Li, Z., Wei, D., & Zhang, F. (2020). The influence of cultural exchange on international trade: an empirical test of Confucius Institutes based on China and the Belt and Road areas. *Economic Research-Ekonomska Istraživanja*, 34(1), 1033–1059. <https://doi.org/10.1080/1331677x.2020.1819849>
- Liu, W. (2024). China as a Destination for International Students: A "Pull and Repel" Factors Analysis in the Post-COVID-19 Era. *Journal of International Comparative Education*, 13(2), 111–125. <https://doi.org/10.14425/jice.2024.13.2.0821>
- Lu, J. (2025). Enhancing intercultural communication competence. *Journal of International Students*, 15(2), 147–167. <https://doi.org/10.32674/xtpdz48>
- Masfi, A., & Sukartini, T. (2022). Effectiveness of using the McKinsey 7S Framework model in assessing organizational performance: A systematic review. *Journal of Pharmaceutical Negative Results*, 13(S9), 6589–6598. <https://doi.org/10.47750/pnr.2022.13.S09.786>
- Nukitrangsan, K. (2023). Exploring the expansion of Chinese Students in Thailand: Situations and Motivations. *ASIAN REVIEW*, 36(1), 3–37. <https://doi.org/10.14456/arv.2023.1>
- Pawar, S. K., & Dasgupta, H. (2024). Attracting international students to Indian campuses: sequential mixed-method research on student perceptions and pull factors. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186x.2024.2303560>
- Ryan, R. M., & Deci, E. L. (2000). Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037//0003-066x.55.1.68>
- Shaqrah, A. A. (2018). Analyzing Business Intelligence Systems Based on 7 s Model of McKinsey. *International Journal of Business Intelligence Research*, 9(1), 53–63. <https://doi.org/10.4018/ijbir.2018010104>
- Todaro, M. P., & Maruszko, L. (1987). Illegal Migration and US Immigration Reform: A Conceptual Framework. *Population and Development Review*, 13(1), 101–114. <https://doi.org/10.2307/1972122>
- UNESCO. (2018). *Global education monitoring report 2019: Migration, displacement and education: Building bridges, not walls*. Global Education Monitoring Report Team. <https://doi.org/10.54676/XDZD4287>. Accessed 10 Jan 2025.
- Van Manen, M. (2023). *Phenomenology of practice: Meaning-giving methods in phenomenological research and writing*. Routledge.
- Wang, C., & Mireles-Rios, R. (2025). Impact of peer dynamics and only child experience on academic motivation among Chinese international graduate students in the U.S. *Journal of International Students*, 15(2), 1-24. <https://doi.org/10.32674/5d8mn890>

- Waterman, R. H., Peters, T. J., & Phillips, J. R. (1980). Structure is not organization. *Business Horizons*, 23(3), 14-26. [https://doi.org/10.1016/0007-6813\(80\)90027-0](https://doi.org/10.1016/0007-6813(80)90027-0)
- White, R. W. (1959). Motivation reconsidered: The concept of competence. *Psychological Review*, 66(5), 297–333. <https://doi.org/10.1037/h0040934>
- Xu, S., Mansor, A. . N. ., & Amat, S. . (2025). Higher education strategies for enhancing employability of international students: A systematic review in the postpandemic era. *Journal of International Students*, 15(5), 117-138. <https://doi.org/10.32674/mv48v134>
- Xue, J., Prabjandee, D., & Kewara, P. (2024). Exploring Chinese Students' Lived Intercultural Experiences Studying Abroad in Thailand through a Narrative Inquiry with a Collage Self-Portrait Method. *LEARN Journal: Language Education and Acquisition Research Network*, 17(2), 447–469. <https://doi.org/10.70730/BZZA9703>
- Xu, X., Castulo, N., & Marasigan, A. . (2025). Exploring Chinese international students' experiences in the 'Life and Works of Rizal' course in the Philippines: An interpretative phenomenological analysis. *Journal of International Students*, 15(4), 75-96. <https://doi.org/10.32674/zj1v5398>
- Xue, W., & Singh, M. K. M. (2025). Unveiling the academic, sociocultural, and psychological adaptation challenges of Chinese international students in Malaysia. *Journal of International Students*, 15(2), 69–86. <https://doi.org/10.32674/37286t88>
- Yang, F., He, Y., & Xia, Z. (2023). The effect of perceived discrimination on cross-cultural adaptation of international students: Moderating roles of autonomous orientation and integration strategy. *Current Psychology*, 42(23), 19927–19940. <https://doi.org/10.1007/s12144-022-03106-x>
- Yang, W., & Du, S. (2025). Constructing identity abroad. *Journal of International Students*, 15(4), 153–169. <https://doi.org/10.32674/yhe74762>
- Yue, Y., Lei, G., & Ma, Y. (2021). Factors influencing international student inward mobility in China: a comparison between students from BRI and non-BRI countries. *Educational Studies*, 50(5), 597–615. <https://doi.org/10.1080/03055698.2021.1978939>
- Zhang, K., & Ting, S.-H. (2025). Prior cross-cultural exposure and cross-cultural adaptation of Asian and non-Asian international students in China. *Journal of International Students*, 15(7), 65-84. <https://doi.org/10.32674/a65sbb31>
- Zhou, N., Li, Q., & Zhang, Y. (2024). Why do Chinese high school graduates choose Sino-Foreign cooperative universities? A grounded theory approach. *Sage Open*, 14(1). <https://doi.org/10.1177/21582440241240303>

---

*Author bios*

**CHUNIPHA POEDLOKNIMIT**, PhD, is a Lecturer in the Department of Public Administration, Western University, Thailand. Major research interests include public administration, organizational behavior, leadership, gender equality, and applied psychology in administration. Publications appear in both national and international journals. Also, serves as a doctoral dissertation committee member,

academic article reviewer, and trainer in research methodology and leadership development for public and private sector organizations.

Email: [chunipha@hotmail.com](mailto:chunipha@hotmail.com)

**CHONNAPHA PUNNANAN**, PhD, is a Lecturer in the Department of Public Administration, Western University, Thailand. Research interests include political communication, public administration, ethics, and cross-cultural leadership. Extensive experience in teaching and academic training, especially in the areas of ethics and leadership development in education, both in Thailand and internationally. Email: [drchon.cck@gmail.com](mailto:drchon.cck@gmail.com)

---