

การบริหารกิจการนักศึกษาจีนในมหาวิทยาลัยเอกชน
STUDENT AFFAIRS MANAGEMENT OF CHINESE STUDENTS
IN PRIVATE UNIVERSITY

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งานวิจัยนี้มีวัตถุประสงค์เพื่อ (1) สำรวจระดับการบริหารกิจการนักศึกษาจีนในมหาวิทยาลัยเอกชน และ (2) เสนอแนวทางการบริหารกิจการนักศึกษาจีนในมหาวิทยาลัยเอกชน

วิธีการวิจัยนี้เป็นการวิจัยเชิงสำรวจ ประชากรคือนักศึกษาจีนใน 4 คณะ จำนวน 3,200 คนในมหาวิทยาลัยเอกชน กำหนดขนาดตัวอย่างด้วยสูตรยามานะ โดยการสุ่มอย่างแบบแบ่งชั้น ได้กลุ่มตัวอย่างจำนวน 356 คน สถิติที่ใช้ในการวิเคราะห์ข้อมูล ได้แก่ ความถี่ ร้อยละ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการวิเคราะห์เนื้อหา

ผลการวิจัยพบว่า (1) การบริหารกิจการนักศึกษาจีนในมหาวิทยาลัยเอกชน โดยรวมอยู่ในระดับปานกลาง และ (2) แนวทางการบริหารกิจการนักศึกษาจีนในมหาวิทยาลัยเอกชน มีปัญหาด้านการแลกเปลี่ยนวัฒนธรรมที่ยังขาดการแลกเปลี่ยนวัฒนธรรม และบางคนไม่มีเพื่อนชาวไทย แนวทางที่เสนอมีดังนี้ คณะกรรมการตรวจสอบ ได้แก่ บุคลากรทางวิชาการ ควรปรับปรุงบริการสนับสนุนด้านภาษา พัฒนาวิชาชีพให้มีวิธีการสอนที่หลากหลาย ควรปรับปรุงการสื่อสารระหว่างครูอาจารย์กับผู้เรียน เพิ่มโอกาสในการแลกเปลี่ยนวัฒนธรรมและอำนวยความสะดวกในการมีปฏิสัมพันธ์ทางสังคม รักษาความปลอดภัยหอพัก ปรับปรุงสิ่งอำนวยความสะดวกในหอพัก และควรเพิ่มการฝึกอบรมและความรับผิดชอบของพนักงานในหอพัก ตลอดจนการฝึกอบรมด้านการบริการลูกค้าและการสื่อสารข้ามวัฒนธรรม

คำสำคัญ: การบริหารกิจการ, นักศึกษาจีน, มหาวิทยาลัยเอกชน

Abstract

This research objective were: (1) to explore the level of student affairs management of Chinese students in Private University; and (2) to propose guidelines for the student affairs management of Chinese students in Private University.

The method of this research was a survey research. The population was 3, 200 Chinese students in four faculty, Private University. Sample size by the formula of Yamane: with a total sample of 356 students were selected by Stratified sampling. The statistic for analysis data were frequency, percentage, mean, Standard Deviation and content analysis.

The research findings revealed that: (1) student affairs management of Chinese students in Private University, overall was at moderate level; and (2) guidelines for the student affairs management of Chinese students in Private University. There were problems in cultural exchange: lack of cultural

exchange and some student was lack of Thai friends. The proposed guidelines were as follows: should review committee including academic staff, enhance language support services; should provide professional development for diversify teaching methods; improve teacher-student communication; increase opportunities for cultural exchange and facilitate social interactions; enhance dormitory security, improve dormitory facilities, and should enhance dormitory's staff training and accountability, and training in customer service and cross-cultural communication.

Keywords: Student Affairs Management, Chinese Students, Private University

Introduction

As globalization continues to deepen, the internationalization of education is becoming a significant trend. And with the comprehensive improvement of Thailand's soft power such as culture and education, more and more Chinese students are going to study in Thailand. According to statistics, there were 14,423 Chinese students studying in Thailand in 2023, the number of Chinese students studying at public or private higher education institutions, was the highest, accounting for more than half of all international students. And the number of Chinese students coming to study in Thailand is increasing. Chinese students in Thailand demands appropriate support to Chinese students. There is still need to know how to sort out the Chinese students' problems to provide them suitable culture, it is necessary to strengthen the affair management for Chinese students. By delivering excellent affairs management for Chinese students, Thai universities can gain a competitive advantage in attracting top talent from China. Word-of-mouth recommendations and positive experiences can lead to increased enrollment and international recognition for the educational institution (Connie & et al., 2023).

Universities involves programs and activities undertaken by student affair staff to enhance students' diversity and help them grow into intelligent, skilled, faithful, religious, and noble individuals (Sholeh, 2020). Student affairs professionals play a significant role in guiding students on a journey of growth and self-discovery. The department or division of student affairs, also known as student support or student services, provides services and support to ensure student success in higher education (Wikipedia, 2021). Student affairs educators are expected to possess knowledge, skills, and dispositions for managing institutional resources effectively. Additionally, student affairs leadership educators are characterized by their theoretical understanding of leadership and practice of integrative learning. The Division of Student Affairs at universities like UC Davis aims to advance the institution's mission by offering programs, services, and facilities that promote academic success for students.

The specific literature on affair administration of Chinese students in Thai universities is scarce, further research is needed to explore specific strategies for improving the quality of teaching affair administration in colleges and universities, particularly in the context of Chinese students. Therefore, this research uses survey and mixed methods to explore the issues in the affairs management of Chinese

students in Private University and to explore specific guidelines for improving the affairs management for Chinese students in Private University.

Research Objectives

The objective of research were: (1) to study the levels of student affairs management of Chinese students in Private University; and (2) to propose the guidelines for student affairs management of Chinese students in Private University.

Research Scope

Scope of Content: Reviews of literature of Affair Administration, Affair Management of International student services and Dimensions of Affair Management of International Students

Scope of Population/Sample

Population: In this research, the population was 3,200 Chinese students in four faculty, Private University (academic year 2024).

Sample: The sample by the formula of Yamane (1967) in survey questionnaire: with a total of 356 Chinese students were selected by Stratified random sampling method, the semi-structured interviews were conducted with 7 Chinese students, as purposive sampling.

Scope of Instruments

This research instrument was a 5 points rating scale questionnaire with survey-method design, combining qualitative and quantitative methods to analyze the data. Data collection involved survey questionnaire and conducting semi-structured interviews.

Research Framework

Based on the review of literature and related research. (Baik & et al., 2014: 4). informed in figure 1.1 as below:

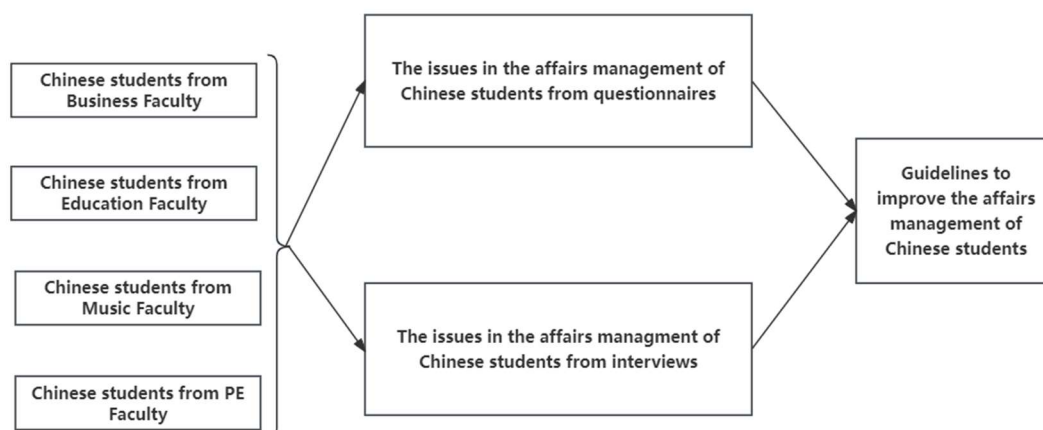


Figure 1.1 Research framework

Expected Benefits

- 1) By studying Chinese student affairs management, schools and educational institutions can better understand and meet the needs of Chinese students, thus promoting the development of international education.
- 2) The learning and living experience of Chinese students can be enhanced through effective affair management of Chinese student, including providing better support services, resolving problems, and providing culturally competent training.
- 3) Good affairs management of Chinese students can increase the reputation and attractiveness of university, attracting more outstanding Chinese students and students from other countries, and bringing more international exchange opportunities and resources.
- 4) By effectively managing the affairs of Chinese students, the satisfaction and sense of belonging of international students could improved, increasing the retention and graduation rates.

Research Design

This research was a survey method, which aimed to incorporate both the quantitative (dealing with data in numbers) and the qualitative (dealing with data in texts) methods to find out the level of student affairs management for Chinese students of Private University and then to propose the guidelines for improving the student affair management for Chinese students. A questionnaire was most question to respondents perceive. Semi-structured interviews can obtain the subjective views and experiences of the interviewees, to have a deeper understanding of the research topic.

Research Site

In this research, Private University in Bangkok, Thailand, was selected as the research site, which had educated the People's Republic of China's Foreign Education's students and Supervision Information Network.

Research Sample

Based on the chosen method of calculation, 356 samples emerged through the sample size was calculated with the formula of Yamane (1967) and the stratified sampling method, There were 356 Chinese students in four faculty,

Research Instruments

Questionnaire: To analyze the issues existing in the affairs management of Chinese students in Private University, a questionnaire has been applied. The questionnaire was compiled according to relevant literature, to be precise, has been used to measure. This instrument was a 5-point rating scale questionnaire which consisted of 33 items.

The semi-structured interviews

A case study was utilized in this study. In a case study, semi-structured interviews are recommended since they helped the researchers to build the research interviews in a way that preserves the pre-prepared researcher's questions to contain any emerging ideas and information offered by the

subjects which in turn provides detailed information of the subjects' perspectives. The semi-structured interview has questions to be posed, and a structure of themes to be conveyed (Connie, & et. al., 2022). The interview questions were designed for 7 Chinese students.

Validity and Reliability/content Validity

The Item Objective Congruence (IOC) Index was used as the basis for screening the item quality by 3 experts in this study. They reviewed the items in the questionnaire and removed those with similar meanings or duplications. According to the opinions given by experts, the initial questionnaire is modified to form the prediction questionnaire of this study. The questionnaire validity was above 0.85. The interview validity was above 0.83.

After modification of the questionnaire based on the 3 experts' judgment, it was piloted with 30 Chinese students who were chosen from the four faculty. The Cronbach's alpha coefficients for each dimension were 0.84, 0.85, 0.849 and the Cronbach's alpha coefficient of the total dimension was 0.89.

Data Collection

The data collection process involved two steps: Initially, the researcher clarified the questionnaire's purpose and shared the QR code with Chinese student leaders, downloaded and distributed the QR code across online platforms like WeChat and QQ.

Next, the researcher conducted interviews with 7 Chinese students using WeChat. Before beginning the interviews, participants were briefed on the research guidelines and procedures. Throughout the interviews, Each interview lasted between 60-90 minutes.

Data Analysis

The first step: is to use descriptive statistics to explore the issues of the student affairs management of Chinese students in Private University. Statistical analysis that allows us to reduce the data collected from participants into a summary number, to make meaning from the results (Fisher & Marshall, 2009). based on the scoring criteria of the Likert five points rating scale for determining grade levels, used in this research as follows:

- The average score of 4.51 to 5.00 indicates level at Highest
- The average score of 3.51 to 4.50 indicates level at High
- The average score of 2.51 to 3.50 indicates level at Moderate
- The average score of 1.51 to 2.50 indicates level at Low
- The average score of 1.00 to 1.50 indicates level at Lowest

Statistics for Analyzing the data of the study used the statistics: mean, and Standard Deviation

Data analysis results

The result of "Chinese student affairs management" was shown in Table 1.

Table 1: The result of “Chinese student affairs management”

Chinese student affairs management	mean	SD.	level
1. Health and Wellness Services: Providing access to healthcare services, medical insurance information	2.59	1.19	Moderate
2. Social and Cultural Integration: Organizing social events, cultural activities, international student clubs, networking opportunities, and community engagement initiatives to foster social connections, build friendships.	2.53	1.15	Moderate
3. Visa and Immigration Assistance: Assisting international students with visa applications, immigration regulations, legal documentation, and compliance requirements. Providing guidance on work permits, residency status	2.70	1.20	Moderate
4. Academic advising, university curriculum, teaching management,teaching materials, ease of the course - progress's just right, stay attentive in class, support the academic success.	2.95	1.19	Moderate
5. Dormitory and staff management, accomodation, facilitated, support the learning success, stay attentive in safty.	2.67	1.18	Moderate
Total	2.68	1.18	Moderate

Table 1 indicates that the mean and Standard Deviation, overall evaluation of student affairs management of Chinese students in Private University was at moderate level (mean of 2.68). This suggests that Chinese students have a quite somewhat negative evaluation of the university curriculum, aims to provide a comprehensive analysis of the curriculum at Private University, focusing on the selection of teaching materials, the ease of the course, and the impact on student achievement. To address these issues, it is crucial for the university to standardize teaching materials and ensure that they are aligned with the curriculum and the specific needs of Chinese students. This can be achieved by developing a more structured and consistent approach to lesson planning and providing adequate resources, such as textbooks, for all students. By doing so, University can enhance the quality of education and better support the academic success of Chinese student management.

Some of these students struggle with the language of instruction, there is a clear need for targeted interventions to support the language development. In an interview with Chinese students, "Can you understand the language the teacher uses in class?" Student 1 answered: *"I can only understand a little. I often don't know what the teacher is talking about, so I need the help of the interpreter in class*

to translate it." Student 4: "I can't understand at all, because the teacher's accent is very heavy, plus my English is not very good, so a lot of times I can't understand." Student 7 said: "I can't fully understand, because I have not learned many professional terms, plus my English is not very good, so I need the help of the interpreter to translate into Chinese." These responses highlight the urgent need for interventions such as language support programs, clearer communication from teachers, and better integration of specialized vocabulary into English instruction. Addressing these issues will not only improve comprehension, but also contribute to greater academic success and engagement among Chinese students in University.

Research Conclusion

The findings revealed that student affairs management of Chinese students in Private University was at moderate level in overall and each aspect, teaching management had the following problems: some poor designed curriculum, language barrier, some poor teaching ability and teaching methods, lack of communication between teachers and students.

There were two problems in cultural exchange: the lack of cultural exchange and the lack of Thai friends. Routine management was divided into dormitory management and staff management. There were four problems in dormitory management: unsafe dormitory, poor dormitory facilities, late maintenance, and irresponsible dormitory staff, staff management, the survey found that Chinese students were not satisfied with the student affairs managements.

Discussion

The results of this research, **discussions** about major findings of objective 1-2:

The student affairs management of Chinese students in Private University was at moderate level in overall. Most of the students interviewed: the management had the following problems: poor designed curriculum, language barrier, poor teaching ability, poor teaching methods, lack of communication between teachers and students. The curriculum does not meet the academic needs and expectations of Chinese students, leading to dissatisfaction and potential learning gaps. Should be culturally inclusive and adaptable to the diverse educational backgrounds of international students. According to Biggs and Tang (2011), effective curriculum design considers constructive alignment, ensuring that learning outcomes, teaching methods, and assessment tasks are all aligned and support student learning. Chinese students face difficulties in understand and communication in the language of instruction, which hinders the academic progress. The language barrier was a common issue for international students, impacting the ability to engage fully with course content and participate in classroom discussions. Consistent with *Blimling, G. S. (2013)*. studied the student learning in college, Language support programs, such as English for Academic Purposes (EAP) courses, have been shown to improve international students' language proficiency and academic performance (Baik & Greig, 2014). Some teachers lack the necessary skills and expertise to effectively teach and engage Chinese students. Effective teaching in a multicultural

classroom requires not only subject matter expertise but also cultural competence and pedagogical skills (Gay, 2010). Professional development programs focusing on these areas can help improve teaching quality and student engagement. The teaching methods employed are not suitable for the learning styles and needs of Chinese students, resulting in ineffective learning. Research by Liu and Jackson (2008) suggests that Chinese students often prefer structured and teacher-centered learning environments, which may conflict with more interactive and student-centered approaches commonly used in Western education systems. Adapting teaching methods to accommodate different learning styles can enhance learning effectiveness. There is a significant communication gap between teachers and Chinese students, affecting students' ability to seek help and clarification on academic matters. Effective communication is crucial for creating an inclusive learning environment. According to Trice (2003), open communication channels and regular feedback can help bridge the gap between teachers and international students, fostering better understanding and academic support.

(1) There two problems in cultural exchange: the lack of cultural exchange and the lack of Thai friends. There are insufficient opportunities for Chinese students to engage in cultural exchange activities, which limits their exposure to and understanding of Thai culture. Cultural exchange activities are crucial for fostering intercultural understanding and integration. According to Deardorff (2006), intercultural competence development involves cultural awareness, knowledge, and skills, which can be enhanced through well-designed exchange programs and activities. Engaging international students in cultural events, festivals, and joint projects with local students can promote mutual understanding and respect (Glass & Buus, 2015). Meanwhile, Chinese students struggle to form friendships with Thai peers, leading to feelings of isolation and some lack of social integration which was a key factor in the successful adaptation of international students (Xu Meide, 2022). Friendships with host country students not only provide emotional support, but also help international students navigate cultural and academic challenges. However, language barriers, cultural differences, and a lack of structured opportunities for interaction can hinder the formation of these friendships (Xiao Zhong Liu, 2018).

(2) Routine management was divided into dormitory management and staff management. There were four problems in dormitory management: unsafe dormitory, some poor dormitory facilities, late maintenance, and irresponsible dormitory staff. As the survey found that Chinese students were not satisfied with the work of student affairs management. Some Chinese students report concerns about the security and safety of the dormitory living conditions. Safety in student accommodation, critical for the well-being and academic success of students. According to Fisher and Nasar (1992), the perception of safety impacts students' satisfaction and the overall campus experience. Ensuring proper security measures, such as surveillance systems and secure entry points, was essential for fostering a safe environment (Blimling, 2013). The facilities in the dormitories were inadequate, affecting the living conditions of Chinese students. Some poor living conditions lead to dissatisfaction and negatively impact students' mental health and academic performance (Edwards & Tonkin, 1990). High-quality dormitory facilities, including clean and functional common areas, are necessary for a conducive living and learning

environment (Sholeh, et al., 2020). Maintenance requests were not addressed promptly, leading to prolonged issues with dormitory facilities. Timely maintenance becoming major problems and to ensure the smooth functioning of dormitory life. Research by Baik & Greig. (2014). highlights that the responsiveness of maintenance services directly affects students' satisfaction with the housing experience. The dormitory staff do not adequately perform their duties, contributing to some poor management of dormitory affairs. Effective dormitory staffs were vital for maintaining a positive residential experience. Research by Glass, & et al. (2014) indicates that proactive and culturally sensitive student services contribute significantly to international students' satisfaction and retention. Regular training and evaluation of student affairs staff could improve responsiveness and effectiveness in addressing student concerns (Schuh et al., 2016).

Recommendations

Recommendations for the use of the findings

Firstly, the research findings can be utilized to assist Private University in formulating strategies to enhance the management of affairs concerning Chinese and international students. These findings will be integrated into the guidance and training programs for the university staff. By adopting these strategies, the university aims to rectify staff attitudes and improve the overall working environment. This comprehensive approach not only fosters staff well-being and professional growth but also leads to improved service outcomes for students, creating a more cohesive and effective work system.

Secondly, other universities learn from the above research results to understand and improve the management of Chinese students' affairs and assess the working conditions of the staff. By understanding and addressing issues that arise in student affairs management with training programs that focus on customer service and conflict resolution, to enhance staff performance and services. providing language support, implementing cultural exchange programs, and ensuring proper dormitory management. foster a supportive environment for both staff and students. this proactive approach will lead to improved student satisfaction, better academic outcomes, and a more positive campus experience for Chinese students.

Recommendations for Future Research

First, should conduct similar studies, but choose different countries, cultural backgrounds and, or select Chinese students at different levels of schools as participants, such as Chinese students in primary schools, high schools or senior high schools.

Second, the methods used to conduct these guidelines and building on the methodology of the original study, repeated studies to the robustness and generality of the findings, deepen understanding of the phenomena of the management of international student affairs

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