

The Competitive Advantages of Administrative Policy and Education Quality Management Process Innovation for Chinese Students in Thailand*



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Abstract

The objectives of this research were 1. to study the level of administrative policy variables quality management process Innovation and competitive advantage educational management of Chinese students in Thailand; 2. to study the influence of administrative policy variables quality management and process innovation towards competitive advantage educational management of Chinese students in Thailand; 3. To create a competitive advantage model educational management of Chinese students. This research uses a combination of methods between quantitative and qualitative research, in quantitative research sample is the project leader educational management of 320 Chinese students in Thailand. The size of the sample was determined by using the 20 times the observation variable criterion. The proportional random sampling method was used a questionnaire to collect data. Data was analyzed by structural equation modeling. For qualitative research, in-depth interviews were used. The main contributor was the project leader educational management of 24 Chinese students in Thailand. The research results were found as follows; 1. Administrative policy, variables quality, management process innovation, competitive advantage, Education management of Chinese students in Thailand at a high level. 2. Administrative policies quality management process innovation influencing competitive advantage education management of Chinese students in Thailand statistically significant at the .05 level. 3. The competitive advantage model, educational management of Chinese students developed by the researcher called the PQI Model.

Keywords: Administrative Policy; Competitive Advantage; Education Management; Chinese Students in Thailand

Introduction

Since 2017, Thailand has a population structure trend that is expected to decrease in the school age population. As a result, the quantitative expansion of higher education institutions across the country changed their goals of accepting more international students especially Chinese students who are more interested in studying in Thailand than students

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from other countries (Rangsan et al. 2021). And before that, China's Ministry of Education (2019) has published information on Chinese study abroad. The total number of Chinese students studying abroad in 2018 totaled 662,100; 30,200 people sent by the Chinese government, 35,600 people sent by agencies and 596,300 people to study abroad at their own expense, more than in 2017 in 53,700 people, an increase of 8.83 %. the number of returnees increased by 38,500, an increase of 8.00 %. the number of people studying abroad continued to increase and studying abroad has become a common practice in China changing in the number of people studying abroad in China. First, Studying abroad allows students to build a global perspective and gain life experiences. This is more important than book knowledge. Second, according to last year's data, more and more Chinese international students choose to return to China after graduation being an opportunity for development. The domestic market and the rise of innovation and entrepreneurship in China learning habits, thinking styles, and communication and collaboration skills are developed by students during their studies abroad, they can be used in the workplace. An executive of a well-known company in China once said that "Studying abroad allows Chinese students to see the world making the way of thinking more universal and diverse help with patience having a mind according to the pattern of the world understanding the world's languages and values, enabling them to stand on the global stage and work or compete with world-class talent for titles. " The number of students studying abroad is increasing and increasing every year. During the global epidemic, the number of people studying abroad is increasing instead of decreasing. In 2019, the number of Chinese people studying abroad was 703,500, a year-on-year increase of 6.3 percent. The number of Chinese returning from study abroad totaled 580,300, up 11.7 percent year on year. The United States had the highest number of Chinese students studying abroad in 2019 with 369,500 students, followed closely by Australia and the United Kingdom. From the point of view of age studying abroad, in 2020, the number of going abroad in China will be 18-21 years old, accounting for 48 percent of the number of students studying abroad. From the point of view of the number of overseas students in China East China will have the highest number of students studying abroad in 2020, accounting for 29 percent of the total number of students studying abroad in 2020. It will be seen a large number of Chinese students studying in the UK, with 34 per cent studying at secondary school, 33 per cent at undergraduate level and 46 per cent at postgraduate level. At present, students intending to study in China are still mainly undergraduate students. The main destinations for studying abroad in 2020 are the United States, Canada, the United Kingdom, Australia, New Zealand and Japan. Students apply to institutions based on rankings and also taking into account factors such as the school's geographical location. More importantly, it is to match students' personal interests with their majors at universities, graduation future employment situation Including immigration policies, etc., to cultivate new

opportunities, open up new opportunities and build an open and high-quality education system of students in China to study abroad.

During the past time, Thailand has the highest number of Chinese students compared to other nationalities. With Thai educational institutions, the cost is not too expensive, more convenient access to the country, including cooperation under the Belt and Road Initiative (BRI) . In Thailand, it is popular with Chinese students causing many Thai higher education institutions to adjust their curriculum and market to create incentives for Chinese students to study more (Rangsan et al. 2021) , while the enrollment of Thai students in higher education has decreased (Yang, and Thaima, 2021) thus causing higher education institutions across the country to accelerate the development of education management to meet the needs of more international students especially Chinese students. This has resulted in more competition in accepting Chinese students. Therefore, creating a competitive advantage is important to higher education institutions in Thailand.

Education management in Thailand is to raise the quality level. equity and efficiency in education by taking advantage of technology to effectively manage educational resources and promote lifelong learning. The advancement of digital technology and the prevalence of internet access help expand educational and learning opportunities that are not limited to the classroom, such as distance learning, lifelong learning supports individual potential that will play a key role in responding to rapidly changing labor market demands. To enable Thailand to have a competent, modern, flexible government sector that meets the needs of the people can be a factor pushing for the transformation of the country to make society progress value-creating economy sustainably able to keep pace with the dynamics of the world (Office of the National Economic and Social Development Council Office of the Prime Minister, 2022).

International exchanges and educational cooperation are facing a new period of development opportunities, and it is urgent to spread the new development power, the development and widespread application of emerging digital information technologies make innovative international exchanges in a more diverse and progressive way, and have also participated in international scientific research cooperation that has brought changes. International educators should take advantage of the situation deeply analyze and judge international changes, seize and take advantage of the important strategic opportunities of global education today, providing a truly new era of international exchange and education cooperation between China and the country around the world. (Jinpeng, 2021).

Therefore, the researcher is interested in studying the administration policy quality management and process innovation towards competitive advantage education management of Chinese students in Thailand to develop the capability of higher education institutions for having a competitive advantage in education management of Chinese students in Thailand.

Objectives of the Research

1. To study the level of administrative policy variables quality management process innovation and competitive advantage education management of Chinese students in Thailand.
2. To study the influence of administrative policy variables quality management and process innovation towards competitive advantage education management of Chinese students in Thailand.
3. To create a competitive advantage education management of Chinese students in Thailand.

Research Methodology

This research was conducted on the subject of “ Administrative Policy Quality Management and Process Innovation to Competitive Advantage Education Management of Chinese Students in Thailand” it was a mixed methods research using quantitative research methods and qualitative research methods. The details appear according to the research process as follows:

1st step: The researcher conducted the research using quantitative research methodology by reviewing the document literature and research related to the variables that affect competitive advantage in education management of Chinese students in Thailand consisting of administrative policies quality management and process innovation. Data synthesis is summarized as definitions of terminology in research and determine indicators of variables according and the research concept. Then create a questionnaire according to the 5-level rating scale (Rating Scale) according to Likert 's (Likert , 1932) guidelines , with a test for validity (validity) , reliability (reliability) of the gauge before using it to store data leading to statistical analysis by using the analytical technique of structural equation modeling (SEM)

2nd step: The researcher conducted the research using a qualitative research methodology. The researcher used in-depth interviews from project leaders. For education management of Chinese students in Thailand, 20 students from higher education institutes were selected by purposive sampling to compile qualitative data categorizing and analyzing, interpreting, linking information to draw conclusions to explain the results of the quantitative analysis with more depth and reasoning

3rd step: Key informants are:

3.1 Population and sample

In this research, the population is the project leader education management of Chinese students in Thailand from institutions of higher education, numbering 571 people (Office of the Permanent Secretary for Higher Education Science Research and Innovation , 2020)

3.2 Sample group

For qualitative research, the researchers used in-depth interviews from project leaders education management of Chinese students in Thailand; 24 students from higher education institutes were selected by purposive sampling to compile qualitative data. categorizing and analyzing, interpreting, linking information to draw conclusions to explain the results of the quantitative analysis with more depth and reasoning.

For quantitative research this research is a study using a structural equation model to analyze the causal relationship between the variables. This is the use of advanced research statistics. Therefore, the size of the sample must be considered to be appropriate. Starting from considering the number of observed variables (Nunnally, Bernstein, and Berge, 1967), the size of the sample must not be less than 20 times the number of observed variables (Hair, Ringle, and Sarstedt, 2011). For this research, there were 16 observational variables, the researcher therefore determined the sample size of 320 samples.

4th step: Tools and methods used in the study

This research study is a combined method research. For quantitative research, the researcher used questionnaires as a tool for data collection. by asking from the project leader education management of Chinese students in Thailand from institutions of higher education. For qualitative research, The researcher conducted the research by himself with an interview form, and interview questions. The notebook uses observations and interviews were as the basis for collecting interview data. An in-depth interview will be used to obtain in-depth information. The interview will follow the questions of the research objectives, but will be open to answers. The key questions will include variables that affect competitive advantage education management of Chinese students in Thailand, including administrative policies quality management and process innovation. Once the interview form is completed, it will be taken to receive a recommendation from an advisor for further accuracy.

5th step: Data collection

The researcher has coordinated with the project leader education management of Chinese students in Thailand from institutions of higher education for permission to collect information online compilation of questionnaire data within the specified period of time totaling 320. When the questionnaire was returned, the researcher checked the completeness of the questionnaire again before processing and analyzing the data.

For qualitative Data collection procedures, the researcher sought to understand the subject factors affecting competitive advantage education management of Chinese students in Thailand from real practitioners who provide key informants through observations and in-depth interviews based on research question, searching for research objectives. to take the advantages and disadvantages of qualitative research to supplement the results of quantitative research to gain more knowledge and understanding about the studied phenomenon and whether any variables affect competitive advantage. Organize the

education of Chinese students in Thailand. In addition to the variables used by the researcher in quantitative research, and enable the researcher to use qualitative data to confirm the findings in this research. By using data from many sources, many types to drive quantitative research and support with qualitative research.

Request for an in-depth interview, the researcher has made a letter from Suan Sunandha Rajabhat University to contact and request to meet with key informants, explaining the purpose of the research and the benefits of the research, and ask the key informant's willingness to do so. When the key informant consented to the interview, the researcher then proceeded with the interview.

6th step: Research tools

6.1 Research tools were questionnaires. The researcher conducted a search for the quality of the tools as detailed below.

The researcher tested the questionnaire quality by dividing into 2 aspects as follows:

1. Content validity and 2. Reliability of the measure.

1. Content validity, the researcher has defined an action definition based on characteristics or variables to measure each side and create a gauge until completion. After that, the researcher brings the developed tools to seek advice from advisor to be adjusted to be more accurate. Once the questionnaire has been edited, the researcher therefore brought the questionnaire to the relevant experts as follows: 1) experts in social science research process; 2) experts in social science research process and statistics; 3) experts in education management of Chinese students in Thailand in which all experts will consider the coverage of the content and the consistency of the content with various issues whether they are consistent or not and then use the questionnaire to calculate to find the coefficient of consistency (index of item objective congruence : IOC) (Rovinelli and Hambleton, 1976) . The results of the consideration of all 5 experts showed that all questions had an IOC value greater than 0.50, indicating that the questionnaire is a research tool with content accuracy.

2. Meter reliability, The researcher brought a questionnaire to measure the accuracy of the content from experts. It has been modified and tested with the project leader education management of Chinese students in Thailand from institutions of higher education who were not selected from the lottery and whose qualifications were similar to the project leader education management of Chinese students in Thailand from institutions of higher education which is a sample of 50 people by way of asking face to face, If in doubt, it will be explained or corrected according to the understanding of the respondents and consistent with the content to be measured. After that, the obtained results were tested for the reliability of the instrument by Cronbach 's alpha method. (Cronbach, 1951). If the gauge is greater than 0.70 or more, it indicates that this gauge is reliable. The test results show that every variable measure is greater than 0.70 or more, indicating that the measure of the variable is reliable. When verifying the accuracy of the contents and reliability of the meter,

the researcher therefore led completed questionnaires that were collected from the project leader sample. Education management of Chinese students in Thailand from institutions of higher education were randomly selected for a total of 320 samples.

7th step: Data analysis

The researcher's data analysis was performed in the following order.

7.1 Conducting quantitative data analysis :

7.1.1 Descriptive statistics used mean and standard deviation to answer the first objective of the research to explain the level of variables affecting competitive advantage. Education management of Chinese students in Thailand, namely administrative policies. quality management and process innovation. The researcher used the tool to collect data on a estimation scale by averaging from the answer scores of scaled measures, each measure variable was compared with the criteria for interpreting the data.

7.1.2 Statistics for analysis Structural equation modeling (SEM) was used to analyze variables affecting competitive advantage education management of Chinese students in Thailand, which is the second objective of the research, examining the harmony between the developed structural equation model and the empirical data.

7.2 Implementation of qualitative data analysis

Operation summary and synthesize findings obtained from data analysis to provide guidelines for operational application by examining the guidelines used and make suggestions by interview in order to confirm the essence of applying as much as possible in giving advice and jointly propose guidelines for adaptation to find guidelines for further application in the target group.

8th step: Summary of research results and presentation of research results

The researcher has summarized the research findings from the analysis of quantitative and qualitative data in order as follows:

The researchers used descriptive statistics to determine the mean and standard deviation to answer the first objective of the research to explain the level of variables affecting competitive advantage education management of Chinese students in Thailand, namely administrative policies quality management and process innovation. The researcher used the tool to collect data on a estimation scale by averaging from the answer scores of scaled measures, each measure variable was compared with the criteria for interpreting the data. And statistics for analysis Structural equation modeling (SEM) was used to analyze variables affecting competitive advantage education management of Chinese students in Thailand, which is the second objective of the research, examining the harmony between the developed structural equation model and the empirical data.

For presentation of qualitative data, the researcher summarizes and synthesizes the findings obtained from the data analysis to guide their application in operations by examining the guidelines used and make suggestions by interview in order to confirm the essence of

applying as much as possible in giving advice and jointly propose guidelines for adaptation to find guidelines for further application in the target group.

Research Results

The 1st objective to study the level of administrative policy variables quality management process innovation and competitive advantage education management of Chinese students in Thailand, the results showed that a study of the variable level of administrative policy quality management process innovation and competitive advantage educational management of Chinese students in Thailand found that administrative policy ($M = 3.97$), quality management ($M = 4.02$), process innovation ($M = 4.24$) and competitive advantage of educational management of Chinese students in Thailand. ($M = 4.18$) were all at a high level.

The 2nd objective to study the influence of administrative policy variables quality management and process innovation towards competitive advantage education management of Chinese students in Thailand, it was found the analysis of the structural equation model of the influence of administrative policy variables quality management and process innovation towards competitive advantage education management of Chinese students in Thailand has been developed and adjusted (Adjust Model). It was found that there was harmony with empirical data at an acceptable level having a harmonious index as follows: $\chi^2 = 161.31$, $df = .91$, $p\text{-value} = .00001$, $\chi^2/df = 1.77$, $RMSEA = .049$, $RMR = .034$, $SRMR = .045$, $CFI = .98$, $GFI = .94$, $AGFI = .91$, $CN = 246.13$. It was in accordance with all the research hypotheses as follows: (1) Administrative Policy (MNGPOL) had a direct influence on competitive advantage in educational management of Chinese students in Thailand (CAEMCS) at the coefficient of influence equal to .40 with a statistical significance at the .05 level (2) Administrative Policy (MNGPOL) directly influenced process innovation (PRCINV) with a coefficient of influence equal to .49 with a statistical significance at the .05 level. (3) Quality management (QLYMNG) directly influenced Process innovation (PRCINV) with a coefficient of influence equal to .39 with a statistical significance at the .05 level (4) Quality management (QLYMNG) directly influenced Competitive advantage in education management of Chinese students in Thailand (CAEMCS) with a coefficient of influence of .61. (5) Process innovation (PRCINV) directly influences Competitive advantage in education management of Chinese students in Thailand (CAEMCS) with a coefficient of influence equal to .73 with statistical significance at the .05 level and (6) Process Innovation (PRCINV) Administrative Policy (MNGPOL) . Quality Management (QLYMNG) can be predictively shared. The Competitive Advantage of Chinese Student Education in Thailand (CAEMCS) is 83%.

The 3rd objective to create a competitive advantage model Education management of Chinese students in Thailand. It was found that the development of a model of competitive advantage in education management of Chinese students in Thailand. After

conducting the study quantitative information and qualitative information obtained from experts, together with a review of relevant documents and literature the researcher has developed a model competitive advantage education management of Chinese students in Thailand. It came out in the form of **the PQI Model** (P means a clear policy to focus on providing education for Chinese students; Policy focuses on teaching Chinese students, Q means development of a quality management system; Development of quality management system, Means Development of process innovation; Development of management innovation).

The New Body of Knowledge

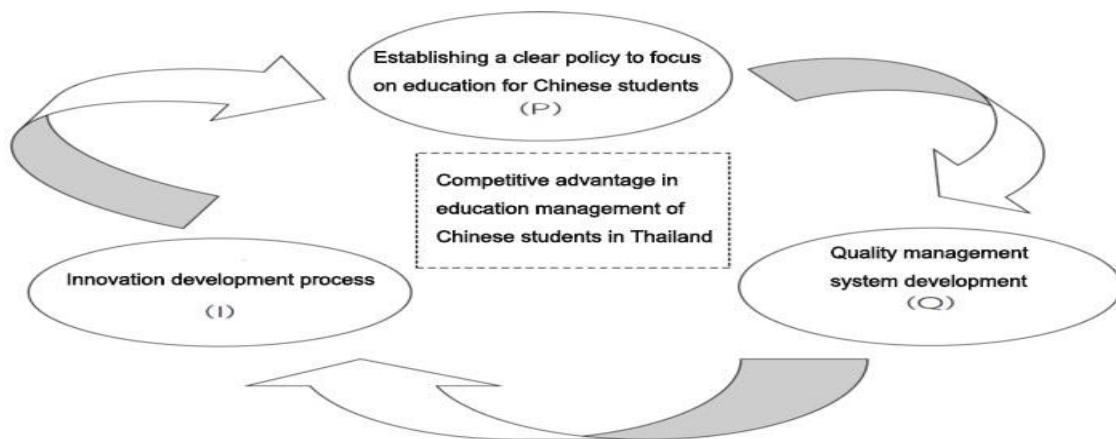


Figure 1: PQI Model

From the knowledge diagram obtained from the research, it can be explained the survey result of the management policy quality management process innovation and competitive advantage education management of Chinese students in Thailand. All of them were found to be at moderate levels. This is a reflection of Chinese students entering higher education in Thailand. At present, the number has begun to increase being a consequence of both. The Chinese government's foreign education promotion policy and internal factors of Thai universities. At present, the number of Thai students has decreased significantly, according to the decreasing structure of the Thai population together with the universities of Thailand starting log off and having their own rules. Therefore, they need to pay more attention to the market, which is a group of Chinese students, making competition developing university advantage strategies to accommodate Chinese students including the determination of management policies. Improving university quality management system to support Chinese students market until improving process innovation to reduce work steps. began to be seen clearly more and more.

Discussion of Research Results

From the results of data analysis according to the research objectives set with the mixed research process (Mixed Method), the researcher has discussed the research results as follows.

From the research result of the 1st objective, it was found the results showed that a study of the variable level of administrative policy quality management process innovation and competitive advantage educational management of Chinese students in Thailand being found that administrative policy ($M = 3.97$), quality management ($M = 4.02$), process innovation ($M = 4.24$) and competitive advantage of educational management of Chinese students in Thailand ($M = 4.18$) were all at a high level. This may be, at present, education in Thailand began to be popular with a large number of Chinese students. But it was still not at the highest level obtained. Popularity with Chinese students like universities in the United States Australia including countries in Europe that are highly competitive has been popular gradually increasing of Chinese students towards universities in Thailand. It is important that the universities in Thailand have sufficient potential. start to process and develop in various fields In order to prepare for accepting Chinese students. It can be seen that the variables were studied still in moderate level. There is still not much competition compared to developed countries, which is consistent with the research of Rangsan et al. (2021) have studied. A Preliminary Study of Chinese Students in Thailand under the social spearhead strategic plan Thai people 4.0 plan supported by the National Research Council of Thailand (NRCT) found It arises from the fact that higher education institutions in Thailand provide a variety of curriculum's to attract Chinese students in both the language of instruction and subject areas. as well as increasing the flexibility of teaching and learning to facilitate Chinese students to complete their studies. And in accordance with Noda, Hou, Shibui, and Chou (2018) have studied restructuring quality assurance frameworks: A comparative study between NIAD-QE in Japan and HEEACT in Taiwan. It was found that an institution having passed the educational quality that assurance assessment criteria can build confidence among students in their choice of courses and enhance the competitiveness of the institution resulting from the accreditation of the standard assessment. All aspects of service quality affect graduate satisfaction can be used as a strategy compete appropriately. And in accordance with Martínez-Usaralde, and Fernández-García (2019) have studied comparative and international education in Western Europe", Wolhuter, CC and Wiseman, AW (Ed.) It was found that educational institution policies can create attractiveness responding to students in terms of both curriculum and service quality at the level of educational policy variables quality management process innovation and competitive advantage.

From the research result of the 2nd objective, it was found that the results of the research revealed structural equation model analysis.

The influence of administrative policy variables quality management and process innovation towards competitive advantage education management of Chinese students in Thailand that has been developed and has been adjusted (Adjust Model). It was found that there was harmony with the empirical data. at an acceptable level has a harmonious index as follows: $\chi^2 = 161.31$, $df = 91$, $p\text{-value} = .00001$, $\chi^2/df = 1.77$, $RMSEA = .049$, $RMR = .034$, $SRMR = .045$, $CFI = .98$, $GFI = .94$, $AGFI = .91$, $CN = 246.13$. It was in accordance with all the research hypotheses as follows: (1) Administrative policy (MNGPOL) had a direct influence on competitive advantage in educational management of Chinese students in Thailand (CAEMCS) at the coefficient of influence equal to .40 with a statistical significance at the .05 level (2) Administrative Policy (MNGPOL) directly influenced process innovation (PRCINV) with a coefficient of influence equal to .49 with a statistical significance at the .05 level. (3) Quality management (QLYMNG) directly influenced process innovation (PRCINV) with a coefficient of influence equal to .39 with a statistical significance at the .05 level (4) Quality management (QLYMNG) directly influenced competitive advantage in education management of Chinese students in Thailand (CAEMCS) with a coefficient of influence of .61 (5) Process innovation (PRCINV) directly influences competitive advantage in education management of Chinese students in Thailand (CAEMCS) with a coefficient of influence equal to .73 with statistical significance at the .05 level and (6) Process Innovation (PRCINV) Administrative Policy (MNGPOL) Quality Management (QLYMNG) can be predicatively shared. the competitive advantage of Chinese student education in Thailand (CAEMCS) is 83%. This may be because the ability to effectively create competitiveness of higher education institutions is trusted by stakeholders. There are professional tutors who can develop students to meet the potential goals of the market by relying on the knowledge and cooperation of the educational network to operate under the policy of providing education for international students. Making students and stakeholders trust the curriculum and educational institutions, the number of students is increasing which is consistent with the research of Mallika, and Torii (2019) who studied the impact of loyalty on the student satisfaction in higher education: A structural equation modeling analysis found the ability to compete in the education market for international students effectively because of meeting the needs of students by providing courses to choose according to the students' expectations and needs. It is one of the academic services that students decide to continue studying in that higher education institution and in accordance with the research of Arrieta, and Avolio (2020) who has studied factors of higher education quality service: the case of a Peruvian university. It was found that the quality and variety of curriculum is important to make higher education institutions more effective in accepting students more national from responding to the needs of the international market which can build confidence for students to study until they succeed and lead to a career (Makhoul, 2019). On the other hand, Hung (2021) studied higher education accreditation, quality assurance and their impact to teaching and learning enhancement. It was found that a quality

assurance has an impact on teaching and learning efficiency because accreditation of higher education and the promotion of teaching and learning in educational institutions was defined by an internationally recognized certification body. External quality audits and verification can influence higher education institutions based on effective assessment criteria for learning quality that can build confidence among students and stakeholders which is a competitive advantage in education management

From the research result of the 3rd objective, it is was found that the competitive advantage model education management of Chinese students in Thailand came out in the form of **the PQI Model** (P means a clear policy to focus on providing education for Chinese students; policy focuses on teaching Chinese students, Q means development of a quality management system; development of quality management system, I refers to the development of process innovation; development of management innovation) . This may be due to the policy of the Chinese government including studying abroad that will give Chinese students a new perspective being adapted to work in both government and business sectors in China, from the demand of Chinese students towards Thailand: A Model for creating competitive advantages in education management of Chinese students in Thailand. Therefore, it is important to pay attention to the global social context that is changing rapidly both in social dimensions economy and politics including the need to pay attention to the expectations of Chinese students towards studying in Thailand. The development of the university to create a competitive advantage must be a starting point from the policy level. The university administrators must set clear objectives to carry out such missions. This is consistent with the research of Malhotra et al. (2020). studying the effects of mediating service quality and organizational engagement on the effects of administrative process management on performance in higher education in Makassar, Indonesia with a purpose to analyze the relationship between the organization of the management process service quality commitment to the organization and works of higher education being a quantitative study. The sample consisted of 312 people. The results showed that There was a significant effect of the mediating variables of service quality (M1) and organizational engagement (M2) on the relationship between management process alignment (X) and high academic performance (Y) in Makassar city , Indonesia.

Conclusion

The study demonstrates that competitive advantage model education management of Chinese students in Thailand that will be an important mechanism for universities. To gain competitive advantages, it should pay attention to Establish a clear policy focusing on education for Chinese students, having development of quality management system and process innovation, on the other hand, Implementing state-of-the-art process innovation in universities to serve Chinese students. It can also increase the competitive advantage of

Chinese students' education in Thailand. This leads to positive word-of-mouth generation and ultimately student satisfaction.

Suggestions

From the results of the research, the researcher has the suggestions as follows:

1. The suggestions from the research

Result of the 1st objective, it was found that the key factor that directly affects the competitive advantage of Chinese students in education in Thailand is process innovation which suggests that the university stands out for process innovation. It can help create a competitive advantage for the University as well. Therefore, the researcher suggests that the government should urgently focus on the development of process innovation for universities including tax measures in the event that the university has brought technology or innovation from abroad to use in teaching and learning and measures to promote and drive the university to have developing innovations for themselves.

Result of the 2nd objective, it was found that the level of administrative policy, the mean was the smallest among all studied variables in the model which indicate that management policy on creating a competitive advantage in education management of Chinese students in Thailand of university is still lacking clarity. Therefore, the researcher suggests that according to the university administration should focus on setting a clear policy to give priority to recruitment as well as teaching and learning for Chinese students. The curriculum development policy has been set to be clear. It is a curriculum developed to support Chinese students including the policy of providing educational services aimed at Chinese students in order to the overall operation of the University for having a clear direction and getting the point as much as possible.

2. The suggestions for future research

Future research should involve the following issue:

2.1 To study loyalty of Chinese students towards higher education institutions in Thailand to find what aspects of the university's service can drive loyalty.

2.2 To study what areas of characteristics and types of teaching and learning process innovation of universities in Thailand can be able to promote and drive for Chinese students to decide to study in institutes of higher education in Thailand.

2.3 To study about style of the educational services and environment being appropriate and consistent with the social context of Chinese students in Thailand, Using such information to improve the service system of universities that manage teaching and learning for Chinese students to be most effective.

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