

**AN INQUIRY INTO INTERNATIONAL STUDENTS' MOTIVATION TO
STUDY AT BURAPHA UNIVERSITY, THAILAND**


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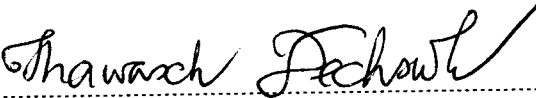
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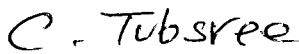

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The purposes of this study were to investigate factors influencing international students' motivation to enrol in international programs in Thailand and to examine the differences in students' motivation by nationality. 231 participants were randomly selected from five nationalities, studying at Burapha University. This study employed a mixed-method research approach. A four-point Likert scale rating questionnaire and photo-elicitation interviews were used to collect the data. The findings show that the first five factors influencing the international students' decisions were: (1) geographic proximity of host country; (2) recognition of qualifications by home country; (3) lifestyle in host country; (4) historical or economic links between host country and home country and safety; (5) climate in host country and visa cost. On the other hand, the study motivation factors discovered differences between Chinese and Cambodian; Chinese and Korean; and Cambodian and Vietnam. Moreover, the analysis from the interview found six themes: (1) culture; (2) life style; (3) environment; (4) education and working; (5) economy and technology; and (6) recommendation from friend.

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CHAPTER 1

INTRODUCTION

This chapter describes a general background, statement of the problem, research questions, scope of the study, and the significance of this study.

Background of the study

In today's world situation, internationalization and globalization of economies has brought about the commercialization of higher education around the world. As a result of this global expansion, educational institutions around the world have become a key point in the development of knowledge societies. Worldwide educational institutions have attempted to find ways to attract international students, because international students play an important role in their societies, bringing academic, cultural, and economic benefits to the learning environment and society.

Many students are thinking about studying abroad to gain higher education. Several years ago, this idea was difficult to achieve, but now, it is easily available. Previous studies have shown that studying abroad has multiple benefits for students; for example, an appreciation for other country's cultures (Kaufmann, Martin, Weaver & Weaver, 1992), learning a second language (Vera, Howard, & Lemee, 2009), international interest or "world-mindedness" (Sutton & Rubin, 2004) and personal growth (Dwyer & Norris, 2005).

In 2007, over 2.8 million students enrolled in educational institutions outside of their country of origin. This represented 123,400 more students than in 2006, an increase of 4.6%. The global number of international students has grown by 53% since 1999 (UNESCO Institute for Statistics, 2009). By 2025, the expected number of international students from Asian countries, especially China and India, will increase continuously (Bohm, Davis, Meares, & Pearce, 2002).

In Thailand, the number of international programs in 2002 has grown from 387 to 844 in 2006 (Study in Thailand, 2009). The statistics show that international higher education programs in Thailand have visibly increased. Office of Education Council (2004) reported that international programs in Thailand supply various

courses and cover almost all fields of studies, such as Business Administration, Information Technology, Medical Science, and International Business. According to the Office of the Higher Education Commission of Thailand (2011), there were 19,052 international students from 124 countries, studying in more than 100 higher education institutions. In 2010, the number of international students was about 20,155 (5.7% increase). By the end of 2011, there were approximately 20,309 international students in more than 100 Thai higher education institutions; the number of foreign students has increased by 0.74% from the year 2010.

Statement of the problem

Previous studies in the western context pointed out several factors influencing the decision of international students to study abroad. For example, Mazzarol and Soutar (2002) found that culture, immigration prospects, recommendations from family, friends and professors, the range of available programmes or courses, and perceptions of better quality of overseas higher education system were the influencing factors of international students to study abroad. Bodycott (2009) also identified several factors, consisting of cost issues, institutes' facilities, international experience, quality of life, safety, and university environment.

A large number of international students prefer to choose western countries as their study destination; therefore, many studies researched motivation of the international students in the western context. The statistics of Ministry of Education in Thailand shows an increasing number of international students choosing Thailand as their study destination. However, only a few studies in the Thai context have investigated the motivation of international students. Why do they choose Thailand as their study destination? Therefore, the question of what attracts international students to choose Thailand as their study destination warrants the need to do further research.

Theoretical rationale and frame of reference

In formulation of a theoretical rationale and frame of reference for this study, the Push-Pull factors (Mazzarolo & Soutar, 2002) provide a useful prototype. The push factor push students to go in quest of higher education in other countries,

and the pull factor is a stimulus that pulls students to study abroad (Mazzarolo & Soutar, 2002).

Mazzarolo and Soutar (2002) indicated that 15 factors must be considered: reputation of the host country, reputation of the host institution (s), safety, cost or fees, visa cost, historical or economic links between host country and home country, availability of specific teaching programs, geographic proximity of host country, lifestyle in host country, climate in host country, recognition of qualifications by home country, family and friends in host country, plans for immigration, value for money, availability of scholarship or work.

Push-Pull factors have been employed in lots of studies. Such as, Mazzarolo, Kemp and Savery (1996) employed push-pull factors to investigate with Indonesian and Taiwanese students. There are four push factors and six pull factors that influenced students' decision. Yang (2007) analyzed the push factors influencing the decisions of mainland Chinese students to study abroad, plus the pull factors influencing mainland Chinese students deciding to study in Australia. Wilkins and Huisman (2010) have also applied push-pull factors to investigate with international students (primarily Asian), the results showed that push factors were most important to their decision to study abroad, with the pull factors most important in their choice of the UK as their destination country.

Research questions

The review of literature suggests that there is a need to investigate international students' motivation to choose Thailand as their study destination. As a result, I attempted to find answers to the following research questions:

1. What factors influence international students' motivation to enrol in international programs in Thailand?
2. Are there any differences in students' motivation by nationality?

Purpose of the study

The purposes of this study were as follow:

1. To investigate factors influencing international students' decision to study at Burapha University, Thailand.
2. To explore the differences in deciding to study at Burapha University by each nationality.

Significance of the study

The findings in this study will add to the knowledge base in the field of studying program's abroad. The present study will also be beneficial for educational institutions in Thailand because an understanding of why international students choose to study in Thailand may help them make informed decisions about their policies. Additionally, the results in this study will be helpful for the Thai teachers and professors to gain a deeper understanding about their international students' expectations so that they can adjust their teaching methods tailored to the students' needs. Lastly, this study will be valuable to curriculum developers because they can use the findings to revise the curriculum so that they can better attract international students to come to Thailand.

Scope of the study

1. Population sample of this study focused on international students at Burapha University.
2. For the participants in this study I chose only five nationalities of students, notably (Chinese, Cambodian, Vietnamese, Laotian, and Korean), because they had more than 10 students. All levels of education (Bachelor's Degree- Doctoral Degree) were also included, but the degree of education was not to be used as a variable in this study.
3. For the contents of this study, it focused on the factors which influenced international students' choice.

Limitations

For this research the researcher encountered some limitations particularly the number of nationalities. If the number could have been greater, that would be more interesting. Also, this study obtained self-reported data, which may not reflect the real reasons why international students chose to study in Thailand.

Definition of terms

Motivation to study abroad refers to a decision of international students to study outside of their host countries. In this study, motivation will be evaluated by the survey and the photo elicitation interview.

International student refers to the student who does not use Thai language as their native language, and from countries other than Thailand. The international students in this study include undergraduates, graduate students and learned scholars. Six countries will be included in this study (China, Indonesia, Cambodia, Vietnam, Lao, and Korea).

International program refers to the international education program at Burapha University. The international students are receiving education in either Thai language or English language.

Photo-elicitation interview refers to the participants exploiting photographic images to discuss their personal experience and impressions.

Chapter summary

At present most students choose to study abroad, because internationalization and globalization of economies have brought about the commercialization of higher education around the world. International students play an important role in their societies; they bring many benefits to the learning environment and society.

On a macroscale most of the students decided to study in a western country, therefore, prior researchers have conducted studies about the factors influencing international students deciding to study in western countries.

However, in this study, I attempted to investigate the reasons for international students deciding to study abroad, but the destination country is

Thailand. From the statistics, it was evident the number of international students in Thailand increased year by year. Thus, in this study, I explored the underlying factors that influence international student's decision.

CHAPTER 2

LITERATURE REVIEW

This chapter consists of three main sections. The first section presents the definition of motivation and types of motivation. The second section discusses the literature on studying abroad programs and reasons for studying abroad. The last section explains theoretical frameworks used in previous studies. Each section is presented respectively.

Definition of motivation

The review of the literature suggests that there is a consensus definition of the term motivation. The word motivation is derived from the Latin word “movers”, which means “to move”. Motivation is an internal force that accelerates a response or behavior, so learners are willing to direct their energies in order to obtain their goals (Aggarwal, 1996).

Motivation originated in the field of psychology, and it involves the biological, emotional, social, and cognitive forces that activate behaviors. Nowadays, the term motivation is frequently used to describe why a person does something. Valle (2003) described the term motivation to study abroad context: “students with learning goals are interested in acquiring new skills and improving their knowledge even if they make mistakes”.

Brown (2001) defined motivation as “the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit”. Dornyei (2001) defined motivation as an internal force that cannot be seen, or it is an abstract and a hypothesis, which is used to explain human behavior. Motivation is also related directly to the human mind, which is correlated to wants or desires not human feelings.

Types of motivation

In the field of psychology, there are two theories on motivation most cited. The first one is the integrative and instrumental motivation (Gardner, 1985), and the second one is the intrinsic and extrinsic motivation (Deci & Ryan, 1985).

1. Integrative and instrumental motivation

Gardner (1985) identifies two types of motivation: integrative motivation and instrumental motivation. He defined integrative motivation as an expectation to attain proficiency in a second language in order to know the culture of the host country.

For the term instrumental motivation, it is generally indicated by the aspiration to get practical benefits from the study of a second language (Gardner, 1985; Hudson, 2000); for example, applying for a job, passing the examination, or studying it to become capable of reading technical materials in English. This motivated students and emphasized more on obtaining certain specified capabilities which they needed.

Earlier research generally compared the two types of motivation and pointed out that foreign language learners who possess integrative motivation are more likely to become successful. But later research indicated that instrumental motivation could also lead foreign language learners to achieve success. This is more obvious among foreign language learners of third world countries (Brown, 2002).

2. Intrinsic and extrinsic motivation

Deci and Ryan (1985) classified the notion of motivation into two types: intrinsic motivation and extrinsic motivation. They described it as, “intrinsic motivation is in evidence whenever students’ natural curiosity and interest energize their learning” (Deci & Ryan, 1985). In other words, the reasons for students to engage in activities in order to study new knowledge and techniques is so they can derive pleasure.

For extrinsic motivation, it means the behaviors of individuals are affected by various situations of external events. Moreover, Takase (2007) stated that intrinsic motivation involves the desire to learn, enjoyment, interest and the desire to embrace one’s environment, while extrinsic motivation is related to the external issues of

rewards that the individual wants to serve the person's needs, for example, money, gold, houses, or food.

Reasons to study abroad

In today's world, why are more and more students choosing to study abroad? What motivates them to make this decision? Previous researchers have pointed out the reasons why students selected to study abroad.

From the following contents, I can sum up those two main factors that motivated the students into choosing to study abroad: 1) To get higher quality education; 2) Enhance future career. According to Barnick (2006), Canadian students regarded the experience of studying abroad as a form of investment. They tried to become global citizens or internationally competent knowledge-workers by experiencing a new culture and learning a foreign language in the host country. American students believed that studying abroad would enhance their future careers (Carlson, Burn, Useem, & Yachimowicz, 1990).

In addition, European students identified their major motivations to study abroad as the following: learning a foreign language and gaining a deeper understanding of the host country, developing self-knowledge, talents and potential, improving career prospects, and obtaining an academic experience in another country (Maiworm & Teichler, 1995). Some scholars also find that Asian students hold similar views to Western students. Hamrick (2007), Pakistani students believed that through studying abroad, they could obtain higher educational quality. They also believed that a degree from a Western country would result in better career prospects. Moreover, Rizivi (2000) points out that Malaysian students were motivated to pursue their studies abroad in order to increase their competitiveness in the global labor markets.

Since every family in China has one-child, parents work very hard to provide good education for their children. They typically expect their children to have a better life in the future. In 2001, a survey conducted by China's National Statistics Bureau showed that more than 60% of Chinese families invest one-third of their income in their children's education (Mazzarol, Soutar, Smart, & Choo, 2001). In addition, some scholars identify three factors that motivate Chinese students to study abroad: the possibility of future migration opportunities after graduation; high-

quality of education; and competitive lower tuition fees and costs of living (Hung, Shive, Wang, & Diu, 2005).

Theoretical frameworks for studying abroad

This section presents two main theories. The first theory is Push-Pull Theory. Many researchers have used different theories to explore students' decision-making processes to study abroad. In more recent years, in the field of education, the push-pull study has been widely used. The second theory is the theory of Planned Behavior which was proposed by Ajzen (1985). Each theory will be presented below.

Push-pull theory

The development of Push-Pull Theory is credited to an English geographer, Ernst Ravenstein He created the "Law of Migration", hypothesizing that migration is governed by a 'Push-Pull' process (Rounsacille, 2011). On the one hand, the notion of "Push" factors refer to negative factors that make an individual dissatisfied with his/her old place, and which push him/her to find a new place. On the other hand, a new place has 'Pull' factors, positive factors that pull the individuals to move there (Dorigo & Tobler, 1983).

Previous studies have shown that Chinese students selecting to study abroad were influenced by the push-pull factors (Mazzarolo & Soutar, 2002). In the Push-Pull theory, the push factors push students to go in quest of higher education in other countries. The pull factor is a stimulus that pulls students to study abroad. Figure 1 shows the basic Push-Pull Theory in relation to student mobility (Rounsacille, 2011).

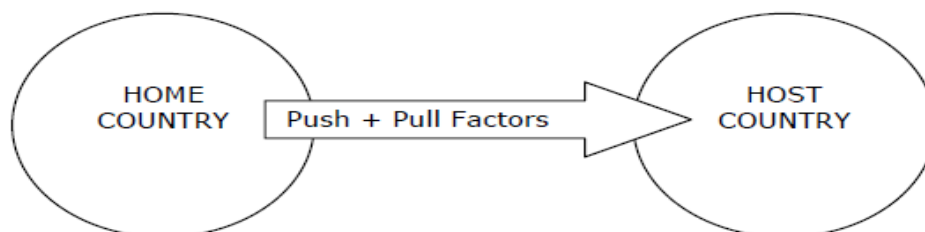


Figure 1 The push-pull model

Source: Rounsacille (2011, p. 62)

Altbach (1998) conducted a study to examine push and pull factors that make international students decide to study abroad. The results are summarized in Table 1.

Table 1 Factors affecting a decision on studying abroad

Push factors	Pull factors
Receipt of scholarships for studies abroad	Scholarships for students from abroad
Low quality of education	High standard of education
Insufficiency of research facilities	Advanced educational facilities
Lack of corresponding teaching capabilities	Presence of corresponding educational capabilities
Failure to pass examinations for school admission	Financial assistance
Advantages of foreign degrees	Experience of life abroad
Discrimination against ethnic minorities	Suitable social, political, and economic environment
Poor political atmosphere	Suitable political atmosphere

Source: Altbach (1998, p. 240)

Additionally, Mazzarol, Kemp and Savery (1996) pointed out 15 factors for student's choice of study abroad as follows:

1. Reputation of the host country

This point was contained in the "Pull" model of the host country that attracts student's choice, consisting of four sub factors as follows: a) the relative sizes of the student's home country economy as opposed to the host country; b) economic linkages between the home and host countries; c) host nation political interests in the

home country via foreign assistance or cultural links; and d) host nation support of international students via scholarships or other assistance.

2. Reputation of the host institution(s)

The reputation of the institution was found to be an important factor in motivating student destination choice (Mazzarol, 1994).

3. Safety

Safety of the host country has been accepted as a possible influencing factor for student study destination choice in the Taiwanese context (Smart & Ang, 1995) and the Australian context (ELICOS, 1995).

4. Cost or fees

The cost of study abroad has been identified as an issue for influencing international students' decision over study destination (Stewart & Felicetti, 1991). And the cost of living must be considered as well as other factors such as part-time job (Davis, 1995 cited in Mazzarol et al., 1996).

5. Visa cost

This point has been raised as a possible factor influencing international student study destination choice. In Thailand, student visas cost only 1900 Baht per year; thus, the Thailand visa cost is cheaper than western countries.

5.1 Historical or economic links between host country and home country

The historical or economic links between the host country and the home country from which the international student comes has been identified in previous research as an important factor influencing destination choice (McMahon, 1992).

6. Availability of specific teaching programs

The availability of specific teaching programs (especially in science and technology) within institutions of a particular country has been identified as a factor likely to influence international student study destination choice (Lee & Tan, 1984). In other words, when a host country has special science or technology that international students need, then that has an effect on international student study destination choice.

7. Geographic proximity of host country

In previous research, the geographic proximity between host country and home country has not been a strongly influencing issue on study destination choice, but lately there may have been a change, as table 1 shows that international students source, (China was on top), maybe has some effect nowadays.

8. Lifestyle in host country

The attractiveness of Australia's physical environment and easy relaxed lifestyle has been used as a promotional tool in international education marketing (Crean, 1994 cited in Mazzarol, Kemp, & Savery, 1996). In Thailand, relaxed lifestyle and less stress can maybe be a factor in influencing Chinese student's destination choice.

9. Climate in host country

For students taking short courses via ELICOS the issue of climate may be of importance (ELICOS, 1995). Thailand is a warm and sunny climate country.

10. Recognition of qualifications by home country

The recognition of qualifications can also be attractive to students' destination choice. For example, whenever a university has a strong reputation through the propaganda of other sources in students' home country, if this university's reputation and qualification are accepted by student s' home country, then, the students would be likely to choose it to be a destination country.

11. Family and friends in host country

This point was considered to be of more importance to international students surveyed in Australia in recent years (ELICOS, 1995).

12. Plans for immigration

For this issue, it was more obvious in the western country; however, in Thailand this factor is maybe irrelevant.

13. Value for money

Value is a personal concept. In Thailand, it might be the value for money is seen in low prices, or the value for money is the quality I get for the price I pay.

14. Availability of scholarships or work

Use of scholarships to support international students to study abroad have been identified as a factor influencing student study destination choice (McMahon,

1992). And some part time job opportunities can also attract international student's choice.

Studies employed the push-pull theory

Next, I will review previous studies on international student decision-making which used Push-Pull Theory as a theoretical framework.

Mazzarol et al. (1996) investigated 276 Indonesian and 254 Taiwanese students. Sixty four percent of these students indicated they were planning to study abroad. The push factors included the perception an overseas qualification is superior to that of the home country, difficulty gaining entry to domestic institutions, the perceived need to better understand Western culture, and the unavailability of certain courses in the home country. These push factors drive students into international education. Second, there were six pull factors that attract students to study in a specific host country: knowledge and awareness, environment, social links, cost issues, recommendations, and geographic proximity.

Finally, the researcher suggested that while the list of Push-Pull factors are generally the same for students seeking an international education, the degree of influence of these factors on students' final decision is affected by the interaction of these factors with students' educational levels, home countries, and host country preference.

Yang (2007) analyzed the push factors influencing the decisions of mainland Chinese students to study abroad, for the pull factors mainly influenced mainland Chinese students deciding on Australia as their study destination. Almost all the list of Push-Pull factors were based on the list in Mazzarol's studies listed earlier. In the first stage of her study, Yang found 200 students who were considering studying abroad and a sample of 65 respondents completed the survey, and during the second stage, she conducted in-depth one-to-one interviews with 30 mainland Chinese students who are currently studying in Australia, this number included undergraduates and postgraduates' students.

For the prospective students, the most important push factor motivating them to seeking international study was their perception an overseas course was better than their home country, and similarly with current international students who indicated the most important factor pushing them to study abroad was the desire to obtain an

internationally recognized qualification because they perceived an overseas course was better than home country. The other two most important push factors were similar as well for both groups of students: the difficulty of gaining admission to higher education in china, and the intention of future migration to the host country. By contrast, their desire to obtain a better understanding of Western culture was a less important push factor for both groups of students.

There were differences in terms of pull factors or reasons for mainland Chinese students deciding to study in Australia. For prospective students, the most important pull factor was their belief that Australian higher education was of high quality, but for current students this pull factor ranked third. Current students were most influenced by the future migration opportunities available via Australia's skilled migration policy; this pull factor was ranked as second most important for prospective students. In addition, lower tuition fees and cost of living in Australia as compared to other host countries was second in importance for current students and third for prospective students.

This study though not given as a purpose, the researcher finds valuable for its comparison of the importance of Push-Pull factors between prospective students and current international students in their decision to study abroad and choose the destination country. The finding of differences in the importance of various pull factors between the two groups implies that some change may occur in the importance of these factors during the selection process.

Wilkins and Huisman (2010) investigated 160 current international students about the factors influencing the decision of these students to study abroad and their choice of destination country. The participants included 28 undergraduates and 132 postgraduates from a range of source countries (primarily Asian), studying at the same research-intensive university in England. The researcher used the questionnaire with the Push-Pull factors.

The push factors indicated that most important to their decision to study abroad were to improve career prospects, to experience a different culture, and to improve their English language skills. The pull factors indicated that most important in their choice of the UK were quality of education, the high rankings of UK institutions, better career prospects, and best for improving English language skills.

Furthermore, for postgraduates, the short period of programs in the UK was a significant attraction.

Finally, this research finding suggested that pull factors have become more influential on students' decisions to study abroad than push factors. They attribute this to the recent improvement in the social, political, and economic conditions in many source countries which have resulted in fewer push factors driving students abroad for higher education. These improvements include the expansion of higher education capacity in these countries meaning lack of capacity is becoming less important as a push factor with fewer students mentioning this as a reason for seeking to study abroad.

Theory of planned behavior

The Theory of Planned Behavior (TPB) was proposed by Ajzen (1985), it is an extension of the Theory of Reasoned Action (TRA). TPB is a social psychological theory. This theory focuses on how students form intentions and perform behaviors while thinking about studying abroad. Therefore, it is also widely applied to explain why students decided to study abroad.

TPB is a theory relationship between beliefs, attitudes, behavioral intentions, and behaviors in various domains. It indicates that beliefs and their corresponding attitudes influence intentions, which drive actual behavior.

According to Ajzen (1991), there are three broad categories of beliefs and attitudes: a) Behavioral beliefs and attitudes; b) Normative beliefs and perceived subjective norms; c) Control beliefs and perceived behavioral control (see Figure 2).

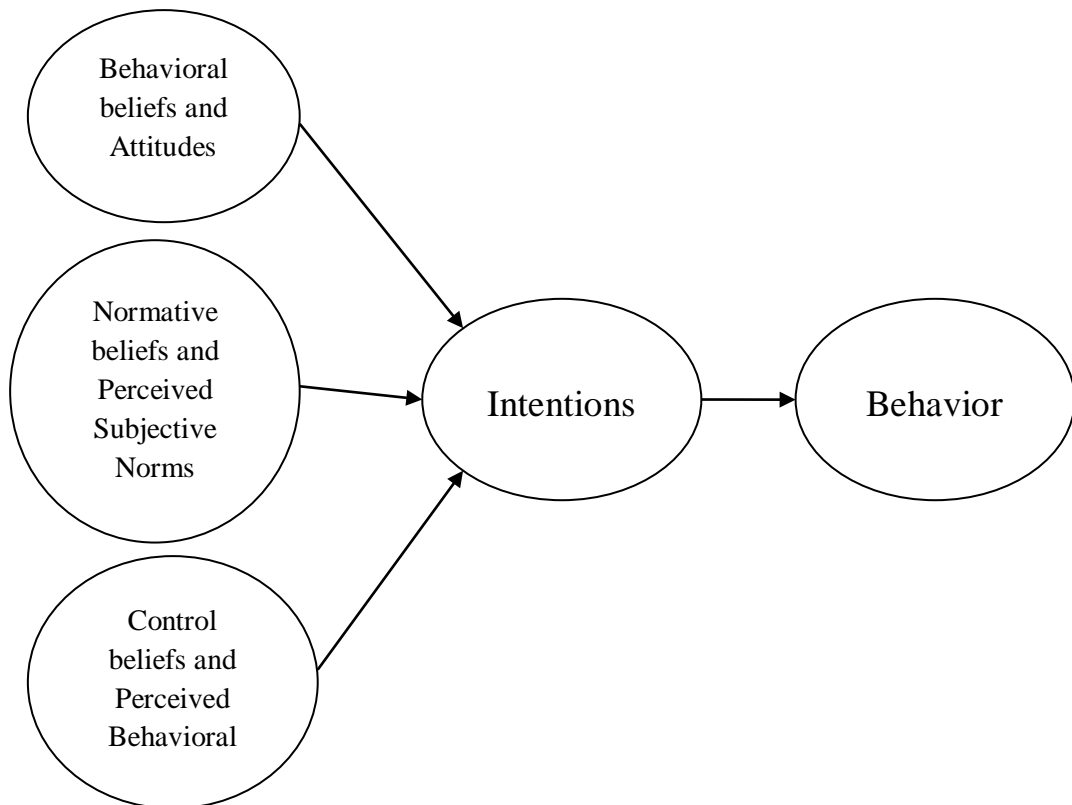


Figure 2 Model of theory of planned behavior

Source: Ajzen (1991, p. 182)

Behavioral beliefs and attitudes concerned with an individual's perception of the degree to which his or her behavior will influence a desired outcome (Ajzen, 1991). In the context of study abroad programs, the perception of how important studying abroad is to career goals, or other personal goals (Goel, Jong & Schnusenber, 2010). For example, Maringe and Carter (2007) conclude that African students chose to study in England based on the belief that they could get a truly international higher education experience. Relyea, Cocchiara and Studdard (2008) also found that a student's perceived career value increases the motivation to participate in a study abroad program. Cusick (2009) indicated that study abroad programs in support of sustainable education provide transformative learning experiences for students.

Normative beliefs and subjective norms refer to an individual's perception of a particular behavior, as influenced by the judgment of significant others (Ajzen, 1991). Like parents, teachers or friends are probably significant others. For example,

Pimpa (2005) investigated the impact of family types on Thai students' international education choices, and finds that family expectations have a strong influence on the decision of undergraduate students to study abroad.

Control beliefs and perceived behavioral control refer to the perceived ease or difficulty in performing the behavior. These could include factors that can facilitate or impede performance of the behavior (Ajzen, 1985, 1991). In the context of study abroad, factors such as cost, economic status, and scholarship opportunities and so on would fit with control factors (Goel et al, 2010). Srikatanyoo and Gnoth (2005) focus their research on the Thai students studying in New Zealand and a part of prospective international students in Thailand. Finally, their research indicates that Thai students' study abroad decision is influenced by six attributes: academic and supporting facilities, academic staff performances, environmental conditions, entry requirements, the academic reputation of a country, and the academic reputation of domestic institutions. Salisbury, Umbach, Paulsen and Pascarella (2009) also did an investigation with freshmen who decide to study abroad, and they found that students' socioeconomic status and the social and the cultural capital accumulated before and during their freshmen year strongly influenced their predisposition to participate in a study abroad program.

In conclusion, the Theory of Planned Behavior pays more attention to psychological factors, and it can be used to explain the reasons for students deciding to study abroad.

Photo-elicitation interview

Photo elicitation is a data collection method exploiting photographic images to help participants discuss their personal experience and impressions. According to Harper (2002), photo elicitation has a physical basis: the parts of the brain that process visual information are earlier than the parts that process verbal information. Therefore, images evoke deeper a small part of human consciousness than do words; exchanges based on words alone exploit less of the brain as processing images as well as words. These may be some of the reasons the photo elicitation interview seems to be not only an interview process that elicits more information, but also one that evokes a different kind of information.

Photo-elicitation was first named by researcher Collier (1957), an anthropologist who studied migration caused by technological and economic change. Collier emphasized that using photos in interviews, it can prod participant's latent memory and elicited longer and more comprehensive interviews. Recently, Photo-elicitation interview has been employed in different fields, such as education (Nancy & Sara, 2011), nursing (Riley & Manias, 2003), psychology (Salmon, 2001), social work (Weinger, 1998), etc.

Advantages of photo elicitation include evoking the memory of participants (Clark-Ibanez, 2004), making participants generate observation and awakening with environment (Taylor, 2003), exposing subjective consciousness of participants (Lury, 1998), and providing informal framework (Clark-Ibanez, 2004). Additionally, photo elicitation also provides visual information, verbal information, and thereby increases qualitative research's validity (Hurworth, 2003).

Chapter summary

To sum up, motivation is an internal force that pushes somebody to do something. Previous studies have used the Push-Pull theory to investigate the motivation of international students choosing to study abroad. Another theory is Ajzen's Theory of Planned Behavior. This theory also focuses on how students form intentions and perform behaviors while thinking about studying abroad.

However, the most destination countries which are investigated are western countries. Therefore, in this study, I will attempt to investigate the motivation of international students choosing to study in Thailand.

CHAPTER 3

RESEARCH METHODS

This chapter presents the research methods of this study, consisting of six sections as follows: research design, research instruments, data collection, validity and reliability, data analysis, and ethical considerations respectively.

Research design

This study employed a mixed-method research approach to investigate factors influencing international students' motivation to study in Thailand. According to Creswell (2012), a mixed-method research approach is a procedure for collecting and analyzing the data by combining both quantitative and qualitative methods in a study to better understand a research problem.

In this study, I used the explanatory sequential mixed-method design (Creswell, 2012). This design collects quantitative and qualitative data sequentially in two phases. The quantitative data was collected first, and the qualitative data was collected to elaborate the quantitative results (Creswell, 2012). Figure 3 illustrates the procedure of this design.

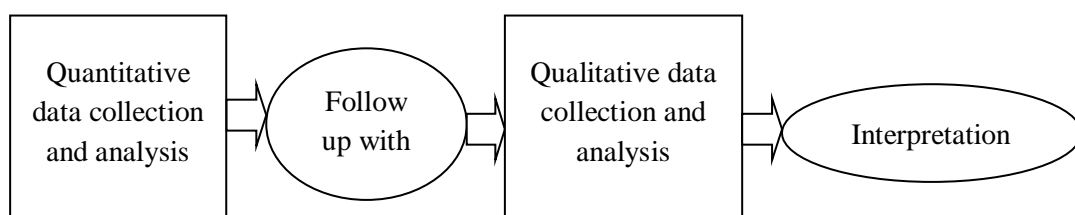


Figure 3 Model of the explanatory sequential design

Source: Creswell (2012, p. 541)

For the purpose of this study, I collected the quantitative data about factors influencing international student's motivation to study in Thailand by using a questionnaire. The quantitative data provided a general picture to answer the research

problems. After that, I collected the qualitative data to specifically refine, extend, or explain the general picture by using the photo-elicitation interview technique. This mixed-method research approach provides a better understanding of the research problem, and it is persuasive (Creswell, 2012).

Population and participants

The population in this study was all international students at Burapha University, Thailand. In this study, there were two types of participants: survey participants and photo-elicitation interview participants. The description of each type will be presented below.

Survey participants

The expected number of participants was 210 international students from different nationalities at Burapha University, Thailand (Krejcie & Morgan, 1970). This number was calculated by using the following logics.

According to the statistics of Burapha University, the total number of international students is 550. Out of this number, there are 24 nationalities. Among those nationalities, there are only six countries (China, Indonesia, Cambodia, Vietnam, Lao, and Korea) that have more than 10 students. As a result, I decided to choose those international students from those six countries as a target group.

After collecting the data, the number of participants who returned the questionnaires was 231 students, this number was more than expected, therefore, I decided to use them all. All these students included undergraduate and graduate students. There were 115 male students and 116 female students. There were five nationalities: 87 Chinese students, 15 Lao students, 84 Cambodian students, 40 Vietnamese students and 5 Korean students.

Photo-elicitation interview participants

In this study, the number of interview participants is five students from each nationality. The participants who I chose, they provided a rich understanding of the phenomenon. The participants' basic information is as below:

Table 2 Information of interview participants

Name	Nationality	Gender	Major	Faculty	Degree	Years stay in Thailand
P1	Cambodia	Male	Tourism Management	Management and Tourism	B.A	3 years+
P2	Korea	Female	Visual Arts & Design	Fine and Applied Arts	Ph.D	8 years+
P3	China	Male	Visual Arts & Design	Fine and Applied Arts	M.A	1 year
P4	Lao	Male	Health Education and Health Behavior	Public Health	B.A	3 years
P5	Vietnam	Female	Humanities and Social Sciences	-	Ph.D	-

Table 2 shows the detailed information of the interview participants. The participants were from each nationality, studying in different majors and different degrees. There were three males and two female participants. The participants had stayed in Thailand from 1-8 years. This information indicated that the participants in this study were diverse enough to gain a variety of data.

Research instruments

In this study, I used the questionnaire for my quantitative data collection and the photo elicitation interview for my qualitative data collection. The details of each research instrument were as follows:

1. Questionnaire

In this study, I developed a questionnaire to investigate motivation to study in Thailand based on the Push-Pull Theory framework (Mazzarol et al., 1996).

The framework consists of 15 aspects as follows: 1) reputation of the host country, 2) reputation of the host institution(s), 3) safety, 4) cost or fees, 5) visa cost, 6) historical or economic links between host country and home country, 7) availability of specific teaching programs, 8) geographic proximity of host country, 9) lifestyle in host country, 10) climate in host country, 11) recognition of qualifications by home country, 12) family and friends in host country, 13) plans for immigration, 14) value for money, 15) availability of scholarships or work.

I designed the questionnaire in English and later translated or asked the experts to translate the questionnaire into the native language of the participants. To avoid misunderstanding, there were no negative or reverse items. The participants' opinions were measured using a four-level scale.

The numerical representations of the scales are as follows:

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly agree

The data collection was approved by the Institutional Review Board (IRB) at Burapha University, Thailand. The data collection was completed in May, 2015.

The questionnaire items were validated by experts prior to data collection.

The expert evaluated the Item Objective Congruence (IOC) used the ratings good and not good. For the contents, which were not good, the experts provided written comments, and I revised it according to the experts' suggestions.

2. Photo-elicitation interview

The interview method that I decided to use in this study was the photo-elicitation interview technique. This technique has been employed in many fields, including visual anthropology, visual ethnography, sociology, news photography, and art history. In the education field, several scholars started using the photo elicitation technique, and it has currently become popular (Douglas, 2002).

In this study, after the participants completed the questionnaire, I chose five students (one from each nationality) to study in-depth about the reasons why the decisions were made. The criteria to select participants were as follows: willingness to participate, and volunteer to be a participant (Stake, 1995). These criteria were used because they maximize an understanding of this study.

To conduct the photo-elicitation interview, I first loaned a camera to the participants or let them use their own camera, and told them to take pictures that represented their reasons for coming to Thailand. I emphasized to them the importance of thinking about the reasons before they came to Thailand, not when they are already in Thailand. I also accompanied the participants to clarify any directions if they needed me to. Finally, after the participants finished taking pictures, we went to find a quiet place to talk about the pictures. I used guided questions to elicit the data from the participants as follows: Can you tell me about this picture? How does this picture represent your motivation to come to Thailand? Can you give me examples?

Validity and reliability of research instruments

To validate the research instruments, I asked three experts to check the validity. Firstly, I asked them to write specific comments for each questionnaire statement. After receiving the comments, I revised the research instruments and tried them out with a group of students who have similar characteristics to the participants.

Data collection

The questionnaire was distributed face to face to the participants, for the questionnaire of Vietnam students and Korean students I sought the help of a teacher in the nursing faculty and international college. I took the questionnaire to meet each student from each nationality and asked them to give to their friends to complete it also. After completing the questionnaire, I employed the photo-elicitation interview in order to get in-depth information. Before I interviewed participants, I asked them to go outside to take pictures together, but most participants had pictures about Thailand already. Therefore, I asked them to send me an email before the interview, and saved it in my Ipad, and then went to meet my participants to carry out an interview.

Data analysis

Quantitative data analysis. The quantitative data in this study was from the questionnaire. The data was analyzed by using a computer software program. Descriptive statistics (frequency, percentage, and graphs) were used to analyze and represent the data. To analyze the differences among nationalities, one-way ANOVA was employed.

Qualitative data analysis. The qualitative data analysis in this study was from the photo-elicitation interview. To analyze the data, I transcribed the interviews first. Then, I coded the data. The codes were grouped into themes. While coding, I wrote my reflections and hunches to generate themes.

Ethical considerations

Primarily, the principles and regulations of the ethical considerations at Burapha University were closely observed in this study. Secondly, the participants' information was kept confidential in order to protect their rights and privacy. Thirdly, for the photos used in this paper, I received permission from the participants to use them for research purposes. Fourthly, the purpose and procedures of the study aimed at discovering the motivation of international students deciding to study in Thailand, were thoroughly explained. When reporting the data, the participants' real names were not included. Three years after this research is completed, all the data will be deleted and shredded.

Chapter summary

In conclusion, I used a mixed-method research approach to investigate factors influencing international students' motivation to study in Thailand. For the process of the data collection, I collected the quantitative data through a questionnaire and the qualitative data through a photo-elicitation interview method. The data analysis of the quantitative data was conducted using a computer software program and the analysis of the qualitative data was conducted using a coding method.

CHAPTER 4

RESULTS

This chapter presents the findings on the factors influencing international student's motivation to enrol in international programs in Thailand. The findings reported in this chapter consist of two major parts: quantitative results from the questionnaire and qualitative results from the photo-elicitation interview. The content of this chapter is presented based on the research questions.

Before answering the research questions, the participants' demographic information is shown in Table 3.

Table 3 The number of participants and percentage reported by gender

Gender	N	Percentage
Male	115	49.8
Female	116	50.2
Total	231	100

Table 3 shows the total number of international students was 231, comprising of 115 males (49.8%) and 116 females (50.2%).

Table 4 The number of participants and percentage reported by nations

Nationality	N	Percentage
Chinese	87	37.7
Cambodian	84	36.4
Vietnamese	40	17.3
Lao	15	6.5
Korean	5	2.2
Total	231	100

Table 4 shows the total number of international students was 231, comprising of 87 Chinese students (37.7%), 84 Cambodian students (36.4%), 15 Lao students (6.5%), 40 Vietnamese students (17.3%), and 5 Korean students (2.2%).

Research question 1: What factors influence international students' motivation to enrol in international programs in Thailand?

To answer this research question, the data from the questionnaire and the photo-elicitation interview was used. Table 5 below presents average scores and standard deviations of the factors reported by the participants.

Table 5 Mean and standard deviation of the factors determining the decision to study in Thailand

Factors	\bar{X}	<i>SD</i>	Rank
1. Reputation of the host country	2.69	0.64	8
2. Reputation of the host institution(s)	2.71	0.62	7
3. Safety	2.76	0.81	4
4. Cost or fees	2.52	0.55	9
5. Visa cost	2.73	0.66	5
6. Historical or economic links between host country and home country	2.76	0.63	4
7. Availability of specific teaching programs	2.72	0.48	6
8. Geographic proximity of host country	3.10	0.69	1
9. Lifestyle in host country	2.82	0.53	3
10. Climate in host country	2.73	0.57	5
11. Recognition of qualifications by home country	3.00	0.78	2
12. Family and friends in host country	2.21	0.50	12
13. Plans for immigration	2.24	0.96	11
14. Value for money	2.38	1.07	10
15. Availability of scholarships or work	2.17	0.55	13

Table 5 presents the ranking of 15 factors influencing international students to study in Thailand. As shown in the table, the first five ranks are: geographic proximity of host country ($\bar{X} = 3.10$, $SD = 0.69$), recognition of qualifications by home country ($\bar{X} = 3.00$, $SD = 0.78$), lifestyle in host country ($\bar{X} = 2.82$, $SD = 0.53$), historical or economic links between host country and home country ($\bar{X} = 2.76$, $SD = 0.63$), safety ($\bar{X} = 2.76$, $SD = 0.81$), climate in host country ($\bar{X} = 2.73$, $SD = 0.57$), and visa cost ($\bar{X} = 2.73$, $SD = 0.66$). In order to help readers understand the results more clearly, the bar graph below is presented:

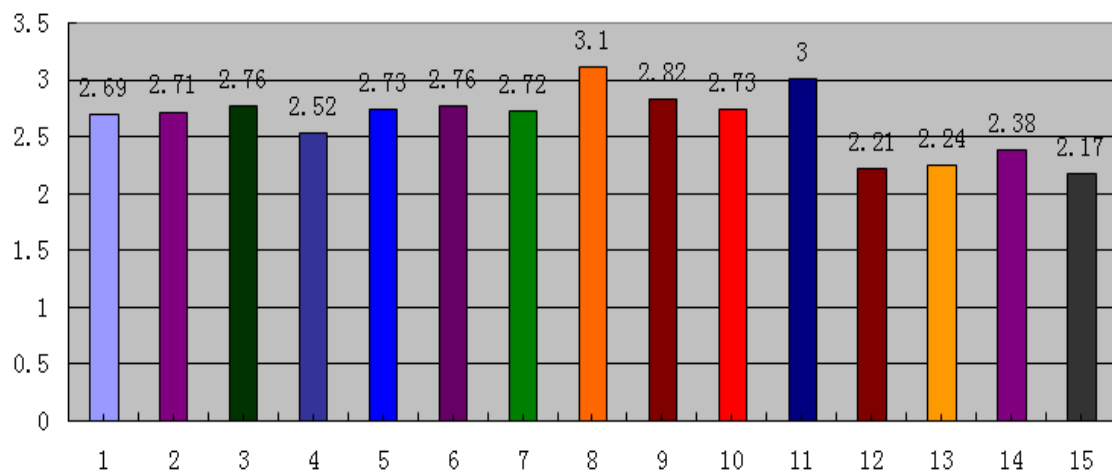


Figure 4 The mean of 15 factors for international students choosing Thailand as their study destination

This bar graph above shows the mean score of the 15 factors for international students choosing Thailand as their study destination. The mean of each factor was relatively similar.

Results of the photo-elicitation interviews

This section presents the analysis of the photo-elicitation interview. The analysis found six themes: culture, life style, environment, education and working, economy and technology, and recommendation from a friend. Each theme will be presented below:

1. Culture

All participants mentioned that culture was the reason that they decided to choose Thailand as their study destination. That is an incontrovertible fact that when international students come to stay in a second country, everyone wants to know the culture about this country even when it is not relevant to his or her major.

For example, in an interview, a participant from China chose the photo of the sculpture artwork and a temple in Chiang Mai to explain his first motivation. In this point, he mentioned about three things: traditional handcraft culture, Buddhist culture, and manifestation of Buddhist architecture. Figure 5 below illustrates the detail of point.



Figure 5 Thailand sculpture art work

P3: I came to Thailand about one year ago. I felt a strong sense of culture and heavy cultural foundation. This point affected me to choose to study in Thailand. I took this picture when I traveled in Chiangmai. It gave me deep feelings that Thai

people spend their own time to do these things. In other words, they try to keep the traditional civilian arts in memory, For me this thing is not about making money, or the value and price are very low, and the practical price of these handicrafts are embodied in decoration, so market of handicrafts is not very good. But Thai people still spend their own time to do these things, so I personally admire them. In my hometown, it is different from here. In my country, most people only follow the money or they just do the things which can make much more money and faster. In my opinion, I think most Thai people they like to do the thing that they really love. And another reason that my major is design, so I want to learn more about handicraft, or some stories, everything about handicraft I also want to know more, and I think the Thai handicraft is wonderful.



Figure 6 A temple in Chiangmai

P3: This picture is an old temple in Chiangmai, Thailand is a Buddhist country. Here there are many stories about Buddhism, and they put more attention on

the Buddhist architecture as well. For me, I'm interested in it, so this is an important reason to make me decide to study in Thailand.

The next example was from a participant from Korea. She chose the photo of a graduation ceremony of the first-year students, majoring in product design at Fine Art Faculty to explain her reason.



Figure 7 Graduation of the first students in major product design at Fine Art Faculty

P2: I think I chose here because of an important reason. When I saw the Thai students, it made me miss my school days in Korea. At that time, teachers taught you, encouraged you...the students have to be polite, in this atmosphere. You felt warm, but as the rapid development of Korea becomes more competitive for students, they didn't have so much time to take care about them by parents, most of them were focused on developing themselves, so that makes everyone feel tired. Even now, when I go back to my country to visit my study place, this traditional culture had faded away. However, Thailand still keeps this good traditional culture, students are

polite. No matter how far Thailand will develop in the future, but I hope this traditional culture could still keep and it be passed down.

The next example was from a Cambodian participant. He chose a picture, which was a similar culture between Thailand and Cambodia to share his opinion as shown in Figure 8.



Figure 8 The similar culture between Thailand and Cambodia

P1: Thailand has similar culture with my home country, so I am not worried about the problem of the culture.

The last example was from a Lao participant. He chose a picture, which was taken in a high school in Thailand and shares his opinion.



Figure 9 An activity in high school

P4: I chose to study in Thailand because I wanted to know about the culture of Thailand. Even though the culture of Thailand was similar to my country, I still want to know about it. I want to see it through my eyes. I want to know what they do, and what they think.

2. Life style

This point has strong support from all of the participants. Every participant talked about their study abroad life in Thailand. This point included cost of living, friendly people, travel, and less stress. The details are as follow:

2.1 Cost of living

The cost of living in Thailand is cheaper than western countries. The example below was from a participant. He said that if comparing with their country, the cost of living is also cheaper.



Figure 10 A shopping mall in Thailand

P3: If compared with my country, the cost of living in Thailand is cheaper, in here you can taste many kinds of foods for much less money.

2.2 Friendly people

Thai people made a friendly impression on international students. They think most Thai friends are kind and pleasant to be around. The next examples come from the participants sharing their opinions.



Figure 11 At Bangsaen

P4: In this photo, they were all my Thai friends. I chose it because even though I came here alone, but I never felt lonely. My Thai friends they're friendly and kind to me, we can chat together, and we can be good friends. I have lots of Thai friends now, and they did many kind things for me, for example, when I can't understand some knowledge points in the class, they helped me to translate it or explain it in easy words, whenever I have any questions, I can talk with them any time.

The next example also talked about the friendliness of Thai people, this participant was from Korea, and she also shares her opinion that Thai people have always been friendly with her:



Figure 12 Relax time with Thai students and teacher

P2: when I stay in my home country, I heard that Thailand is a smiling country that means Thai people are friendly. I remember when I came to Thailand, I can't speak Thai, but some Thai teachers were kind to come to help me, and they still help me a lot. I felt warm when I stayed with them.

2.3 Travel

Studying abroad also provides an opportunity to travel. This point is a convenient attraction for international students. They can study in a second country, and can also travel around in this country. They think that's a good experience as well. The example below was from a Cambodian participant.



Figure 13 Go to travel with my friends

P1: Studying in a second country has the opportunity to travel. When you travel to the place which is outside your country, you can learn more experience and widen your horizon.

2.4 Less stress

Every participant thinks that the life in Thailand is slow and relaxed, competition is not strong like in their home country, and the next example was explained by a participant who comes from China:



Figure 14 A glass of drink

P3: I think Thai people, whatever they did, most of them were like “zhaiyanyan”, they like to take their time, so, the pace of life here is slow, and less stressful here, including the low competition between people, therefore, the life here is easier and more comfortable.

The example below explained by a Korean participant, she takes two photos to share her opinion.



Figure 15 Mangrove forest at Chonburi (1)



Figure 16 Activities at the opening ceremony of 2 great artists

P2: the life here compared with my home country, I think here is more comfortable. If you work in my home country, you would feel more stress. The picture one (Figure 15) is taken at a mangrove forest in Meuang Chonburi district during my vacation, and the second one (Figure 16) is taken when I'm a participant in the opening ceremony of 2 great artists. The reason is based on the natural environment easily working two jobs which are both teaching and joining art activities.

3. Environment

Whether you chose which country to be your study abroad place, the environment is a requirement which the international students must consider. For the environment of Thailand, most of participants think here is good for study, good for work, and have a good natural environment. The example below was shared by a Korean participant.



Figure 17 Mangrove forest at Chonburi (2)

P2: Why I choose this picture? Yes, I like staying with nature. When I first came to Thailand, I stayed in Bangkok, and the environment was crowded and noisy. When I came to Bangsaen, I feel here has a comfortable environment. It gives me that sense of warmth. Another reason is this picture looks like my life, here is a mangrove forest at Chonburi, when you walk here you'll feel the fresh air, and sometime you can see clay, sometime you can see the sea, and sometime you'll feel high winds, actually I went to many places, but I like here so much, because it will remind me of my own life. In this picture you can see a wooden bridge, actually it has been repaired several times, because many people walk here, and sometimes this wooden bridge becomes broken, so staff here have restored it again. It's also like our life, for me I'm working here, and I'm also a student here, because I'm working with my thesis as well, anyway, in everyday life we have to improve our self, learning to adjust yourself.

The next example was shared by a participant who comes from China. He explained his opinion by a photo, which was taken in a coffee shop at Bangsaen:



Figure 18 Coffee shop at Bangsaen

P3: I think Thailand has a good environment for work. When you stay alone outside your home country, you have your own time to do anything you want. When I study in Thailand, I can stay at a coffee shop all afternoon, order a cup of coffee, open my laptop, I can do anything I want, I like it and enjoy this work time, because the quiet environment could help me to eliminate all distractions and it's easy to concentrate on the things that I do.

4. Education and working

Based on the answers from the participants, five sub themes were found: teaching method, academic exchange opportunity, scholarship, benefit to finding a job back home and easy to find a job in Thailand. The details are as follow:

4.1 Teaching method

Every country has different teaching methods and the focus of instruction is also different. In this research, some students reported that the teaching method of Thailand is different to their home countries. For example, some participants

mentioned that Thai teachers let the students try many methods in their own projects to explore the right way, but the teachers of his or her home country told the students directly which is the right way. Some participants said that the teaching method in Thailand was learning by doing. In other words, in the class not only learning knowledge, but also have practice. Students could use the knowledge from the class and apply it in real situations. And Thailand also has better technology. Figure 19 and Figure 20 presents examples of the teaching method that the participants reported:



Figure 19 The student was able to practice his project

P3: I think I prefer the Thai teaching method. The teaching method is different from my country. In my country, mostly the teacher will teach you how to do things the right way and how to do the right things. But in Thailand it is not like that. The teacher will allow you to try many ways, let you experience that, and let you to find the right way by yourself, in other words, Thailand considers the procedures. So the teaching method is quite different.

The next example was by a participant from Lao, through a photo he also explained his opinion.



Figure 20 Class time

P4: I prefer the teaching method of Thailand. Because the method here is learning by doing, in other words, in the class not only learning knowledge, but also you have the opportunity to practice.

4.2 Academic exchange opportunity

When I interviewed the participants, I heard an interesting point that Thailand has a better academic exchange program. Some Faculties in the University have invited professors from other countries to communicate with the students. The next examples were explained by a participant; this picture was taken in Singapore when the participants went there for academic exchange with the faculty; he shares his opinion as below:



Figure 21 A building in Singapore

P3: Before I came here, I heard Thailand has better academic exchange. This program is better than my University where I studied before. We have the opportunity to learn more in other countries and that was what I wanted. So after I arrived here, in my faculty we have a chance to go to Korea, Japan, Italy, and Singapore... this is really good news for us. In my class, we chose Singapore as this country. This country pays attention to art, there we can see many different art works.



Figure 22 A professor comes from India to Fine Art Faculty in Burapha University for experts' lecture

P3: Another situation was the faculty where I was studying invited a professor from India to our class, we can have communication with this professor face to face. I think this way has advantages for students, first we not only learn the knowledge in Thailand, but also can learn the knowledge from other countries, second it is convenient for the student who has financial difficulty to go to another country.

4.3 Scholarship

No matter in which country, scholarship undoubtedly is the best motivation for international students. In this research, the students who got the scholarship they mostly came from Lao, Cambodia, and Vietnam. The examples below were shared by a Cambodian participant.



Figure 23 The students who got the scholarship take a photo with the Thai Princess

P1: When I came to study in Thailand it has an important reason in that I got the scholarship from the Thai Princess.

4.4 Benefit to finding a job back home

In general, most people think the students who study abroad that he/ she has lots of experience. Therefore, most international students they think if they study in a second country and find some part-time job as well, these experiences will be helpful for them finding a job back in their home country.

The example below was shared by a Cambodian participant. It's a general idea in Cambodia. If you could study abroad, you must be an outstanding person.



Figure 24 Thai alphabet

P1: In my hometown, the person who graduated from outside the country, they were able to have more opportunity to find a job. Because they think that overseas returnees were equipped with rich experience and extensive knowledge.

4.5 Easy to find a part-time job in Thailand

For some international students, they think that it is easy to find a part time job in Thailand, so they decided to come to Thailand. Most jobs they do are teacher, waiter, singer at small pub, and so on.



Figure 25 Part-time job

P4: It's easy to find a part-time job in Thailand. I have been working in a restaurant at Bangsaen, and sometimes I'm a singer at a small pub. I don't want to stay at only one place, I want to know new friends, I want to study how to make Thai food, it's interesting, I think I do something is better than staying in my room.

5. Economy and technology

For the Lao and Korean students, they think Thailand has good economic links with their home country, and Lao student said that Thailand has better technology than his home country.



Figure 26 In the class

P4: Thailand has better technology than my hometown, most of my hometown's schools, they didn't have computers to support students studying. Moreover, I can learn the professional knowledge which I never learned before in my hometown. So I decided to study in Thailand.

6. Recommendation from friend

In recent years, along with the growth of a high number of foreign students, especially there are a number of students' who come from Asian countries. Therefore, some international students come to Thailand after receiving a recommendation from their friends. The next example was explained by a participant who comes from

Cambodia, he said that he remembers when his senior recommended this university to him, the senior shows this photo:



Figure 27 Burapha University

P1: I came here has a reason, it was my senior recommended here to me. At first, she told me about two universities, one is Chulalongorn, and the other one is Burapha. I considered that to get into Chulalongorn was so difficult, and another reason is Burapha has a major which I am interested in. And my senior told me this major was very famous in Burapha.

Research question 2: Are there any differences in students' motivation by nationality?

To answer this research question, the data from the questionnaire was presented in the table 6 and 7 as below; the data was also analyzed by using a computer software program. We can see the detailed data as below:

Table 6 The result of ANOVA analysis

	Sum of squares	df	Mean square	F	Sig.
Between groups	2.65	4	0.66	6.35	0.00
Within groups	23.56	226	0.10		
Total	26.21	230			

An analysis of variance showed that the effect of nationality on students' motivation was significant, $F(4,226) = 6.35$, $p = 0.00$, which is below 0.05. For the specific groups differences, we can find this out in the multiple comparisons table, which is Table 7 as below:

Table 7 Mean difference and significance of each nationalities students

(I) Nation	(J) Nation	Mean difference (I-J)	Sig.
Chinese	Cambodian	0.22*	0.00
	Lao	0.22	0.63
	Vietnam	0.034	1.00
	Korean	0.29*	0.04
Cambodian	Chinese	-0.22*	0.00
	Lao	0.01	1.00
	Vietnam	-0.19*	0.03
	Korean	0.07	0.95

Table 7 (Continued)

(I) Nation	(J) Nation	Mean difference (I-J)	Sig.
Lao	Chinese	-0.22	0.63
	Cambodian	-0.01	1.00
	Vietnam	-0.19	0.83
	Korean	0.068	1.00
Vietnam	Chinese	-0.03	1.00
	Cambodian	0.19*	0.03
	Lao	0.19	0.83
	Korean	0.26	0.08
Korean	Chinese	-0.29*	0.04
	Cambodian	-0.07	0.95
	Lao	-0.07	1.00
	Vietnam	-0.26	0.08

From the results, we know that there are significant differences between the groups as a whole. We can see from table 7 which shows that there is significant difference in time to complete the problem between the group that took the Chinese and Cambodian ($p = 0.00$), Chinese and Korean ($p = 0.15$), as well as between the Cambodian and Vietnam ($p = 0.03$). However, there were no differences between the groups which the $p > 0.05$.

Chapter summary

The analysis of quantitative data showed that there were 15 factors influencing the international student's choice to study in Thailand. The first five factors are geographic proximity of host country, recognition of qualifications by home country, lifestyle in host country, historical or economic links between host country and home country, safety, climate in host country, and visa cost. The analysis of qualitative data shows there are 6 main factors that influence the international student's choice, it includes (1) education and working (teaching method, academic exchange, scholarship, benefit to finding a job back in home country and easy to find

a job in Thai), (2) life style (cost of living, friendly, travel and less stress), (3) culture, (4) environment, (5) economy and technology, (6) recommended from friends.

These 6 themes have different points and similar points with the push-pull theory, we could see that life style, scholarship, benefit of finding a job back home, economy and technology, they are similar with the theory. But I also discovered some points are different with the theory; most participants think that the teaching method in Thailand was different to their home country, most of them like the teaching method of Thailand; academic exchange could help students to expand their vision; finally we have two points which are very important that are culture and environment, because every participant supported these two points, everyone wants to learn the culture of Thailand, especially the student who study about fine art, and everyone agreed that the environment of Thailand was suitable for study.

CHAPTER 5

DISCUSSION, CONCLUSION, AND RECOMMENDATIONS

The objectives of this study investigate into what factors influence international students' motivation to enrol in the international programs in Thailand, and are there any differences in students' motivation by nationality. This chapter discusses the findings of the qualitative and quantitative analysis, conclusion and recommendations for further study.

Discussion of the findings

This chapter shows that many factors were influencing international students' motivation to enrol in the international programs at Burapha University, Thailand and it also showed a difference in students' motivation by nationality. The underlying problem is to better understand the motivation of international students inasmuch as to why they choose to study in Thailand, even though Thailand is not an English country. The answers perhaps contribute to the English instructional program of Thailand. Therefore, this study was decided upon for the investigation.

The finding of quantitative data indicated that there were five factors most effecting the international students' decision, the detail is provided below:

1. Geographic proximity of host country, most international students chose to study in Thailand because it was close to their home country, this was also corroborated by the finding of qualitative data which also indicated that a student who came from Cambodia, he said that he chose Thailand because it was close to his home, it was convenient and saved money compared to back home. This pull factor is consistent with Mazzarol et al. (1996) study investigated that international students who choose not to study in Australia, the results of this study indicated there were six pull factors that attracted students to study in a specific host country, geographic proximity was one of them.

2. Recognition of qualifications by home country, the interview data also provided by a Cambodian student saying that if you study abroad, you can learn more experience which you were unable to learn within your home country, it could

increase your ability and expand your view. This push factor was inconsistent with other recent studies, such as Yang (2007) in Australia, Wilkins and Huisman (2010) in England.

3. Life style in host country, the results of the interviews show that most students like the life style in Thailand, especially my interview participants showed that everyone supported this point. Because the cost of living was cheaper than their home country and Thai people are very kind and friendly. This pull factor is consistent with some recent studies, such as Yang (2007) the results of study provided that lower tuition fees and cost of living in Australia as compared to other host countries was second in importance for current students and third for prospective students. Mazzarol et al. (1996) provided that of six pull factors that attracted students choosing to study in a host country, cost is an important consideration.

4. Historical or economic links between host country and home country & safety, the finding of the interview also indicated that many countries have good economic links with Thailand, such as China, Cambodia and Korea, and for the safety because they think that Thai people are friendly, therefore, Thailand was a safe country. The Economic links factor was consistent with Wilkins and Huisman (2010). Perhaps because of the cultural differences, the factor of safety is inconsistent with other recent studies.

5. Climate in host country & visa cost. Most students may like the hot weather of Thailand and its casual atmosphere. For the visa cost, if compared with western countries, the visa of Thailand was cheaper and easier to get. This factor is different with Yang (2007), the findings of this study indicated that students choosing to study in Australia were most influenced by the future migration opportunities available.

The results of photo-elicitation interviews showed that 6 themes influenced the international student's decision. The first three factors are culture, environment and life style, the theme of life style included cost of living, friendliness and travel. In the interview, every participant was very supportive of these three factors. Another three were education and working, this point included teaching method, academic exchange, scholarships, the benefit of finding a job back home, easy to find a job in Thailand; economy and technology; and recommendation from friend.

By reason of different locations and different social backgrounds, we could find some different points from the interview results.

1. Culture, this point has strong support from the participants. Most international students wanted to learn the culture of Thailand, and Thailand has extra Buddhist culture. Especially the student who studied in art or design, they wanted to explore the traditional art culture of Thailand, and it could give them inspiration in their art works. This push factor is consistent with Mazzarol et al. (1996), Wilkins and Huisman (2010), study provided that most important to international students' decision to study abroad was to experience a different culture.

2. Environment, this push factor is consistent with Mazzarol et al. (1996), it also has strong support by every participant. Most of them considered that the environment of Thailand has less stress; the university was close to the sea, and life was very slow. Therefore, they think here is suitable for study. A participant explained that the quiet and comfortable environment could help you to eliminate your distractions, and you could easily concentrate on the things you want to do.

3. Life style, this pull factor is coinciding exactly with the quantitative results, and every interview participant was strongly supportive of it. The participants perceived that cost of living in Thailand is cheaper than their home country, and most Thai people are friendly and kind, during the study, they can also travel to other countries, because Thailand is close to other Southeast Asian countries.

4. Education and working. For this pull factor it was found that some points are consistent with recent studies, such as the benefit of finding a job back home. The participants provided that in their home country, most people believe the person who studies abroad has a lot of experience and knowledge, students abroad could contribute to the nation. It is consistent with Wilkins and Huisman (2010), study which provided that international students chose to study abroad because of better career prospects. Other points were availability of scholarships and ease to find a job in Thailand, these two points were consistent with the push-pull theory of Mazzarol et al. (1996), most international students got their scholarships from the Princess of Thailand, and the participants indicated that if you could speak Thai or English, you can easily find a part-time job in Thailand to alleviate any economic burden.

Another two points were that teaching method and academic exchange was inconsistent with recent studies, the participants provided two aspects that Thailand has different teaching methods to their home country, particularly that Thai teachers were almost all focused on the study process of students, and let students try many learning methods for the right way, and observed that when students met problems, how they solved it. Another one is Thailand mostly uses learning by doing for students, in other words, the students not only learn knowledge in the classroom, but teacher also asked students to practice it in their living. For academic exchange, the participant indicated that even though they came to study abroad already, but here has the opportunity for academic exchange activity, that also benefits their study.

5. Economy and technology, perhaps because of different location, this point is inconsistent with recent studies, the participants confirmed that the economic link did have an effect on their decision, particularly for those from China and Korea, because Thailand has good economic links with their home country. On the other hand, the participant from Lao said that Thailand has better technology; he could learn more here.

6. Recommendation from friend, this pull factor is consistent with Mazzarol et al. (1996), whose study indicated that recommendations are effective for international students' decision. Some of the participants in this study stated that they come to study in Thailand because they are recommended by their friends or a senior.

Conclusion

This study was focused on the international students' motivation to study abroad. The study purpose was to investigate what factors influence international students' motivation to choose to study in Thailand. In this study, I investigated five nationalities of students; these were Chinese, Laotian, Cambodian, Vietnamese and Korean.

The first purpose of the study was to investigate what factors influence international students' motivation to enrol in the international programs in Thailand. From the results it was shown that 15 factors of push-pull theory influenced international students' motivation, the first five factors having higher ranks were geographic proximity of host country, recognition of qualifications by home country,

lifestyle in host country, economic links between host country and home country, safety, climate in host country and visa cost. Other new factors from the photo-elicitation interview were culture, environment, teaching method, academic exchange, and benefit of finding a job back home. To sum up, investigated results showed that the factors influencing international students' decision were dominated by pull factors more than the push factors. In other words, these pull factors are the advantages of studying in Thailand.

The second purpose of the study was to investigate whether there were any differences in students' motivation by nationality. The results showed that the Chinese were different to Cambodian and Korean, and also that Cambodia has a difference with Vietnam.

Recommendations

From the results of the study analysis and the conclusion, there are some recommendations for further study as follows:

1. Different nationalities of international students should be added; the finding would be more interesting.
2. For the photo-elicitation interview method, it may not be well known in Asian countries, therefore, before using it with your participant, you should explain more about this method to your participant.
3. Student numbers of each nationality in interviews should include more than one person-that would be better for your analysis.

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APPENDICES

APPENDIX A

Questionnaire (English version)

Motivation to study in Thailand

The purpose of this questionnaire is to investigate your motivation to study in Thailand. This questionnaire consists of two sections as follows: background information and the motivation section. Your cooperation is appreciated.

Part 1: Background information

The background information in this section will be used to compare groups of respondents. This information will be kept confidential; only the researcher will have access to this information.

Directions: Please provide the information about yourself by choosing the choices given (✓) or write down your answers where necessary.

EXAMPLE of how to complete this questionnaire:

Your gender?

If you are female:

Male Female

1. Gender

Male Female

2. Nationality

Chinese Indonesian
 Cambodian Vietnamese
 Laotian Korean

3. Which faculty are you studying?

Graduate School of Commerce
 Faculty of Education
 International College
 Faculty of Management and Tourism

- Faculty of Fine and Applied Arts
- Faculty of Humanities and Social Sciences
- Faculty of Science
- Faculty of Logistics
- Faculty of Engineering
- Faculty of Geoinformatics
- Faculty of Nursing

Other: _____

4. What is your major?: _____

Part 2: Motivation to study in Thailand

Directions: The statements below indicate factors influencing your motivation to study in Thailand. Do you agree with them? This is not a test, so there is no “right” or “wrong” answer. Please mark \surd according to the level that is most appropriate to you.

1 = Strongly disagree

2 = Disagree

3 = Agree

4 = Strongly agree

Statements	Level			
	1	2	3	4
I came to study in Thailand because:				
1. Thailand is famous in my home country.				
2. There is more freedom in Thailand than my home country.				
3. There are famous universities.				
4. It is perceived as a high quality education in my home country.				
5. The education programs are close to the western education.				
6. Thailand is a safe place to study.				
7. The tuition fees are low.				

Statements	Level			
	1	2	3	4
I came to study in Thailand because:				
8. The cost of living is low.				
9. The travel cost is low.				
10. There are part-time job opportunities available.				
11. The visa process is easy and quick.				
12. The visa cost is low.				
13. Thailand has strong economic ties with my home country.				
14. Thailand has a strong political tie with my home country.				
15. The information on study in Thailand is easily obtained from the internet.				
16. There are several exchange programs.				
17. I can learn the Thai language.				
18. I can learn the English language.				
19. I can access to different courses and knowledge which would be difficult to get in my home country.				
20. I can get higher social status in my home country.				
21. I can improve my academic knowledge.				
22. Thailand is close to my home country.				
23. Thailand is a coastal country.				
24. It has quiet and studious environment.				
25. It has a diverse and multicultural environment.				
26. It has a quality life and healthy environment.				
27. The pressure of life is low.				
28. It is an exciting place.				
29. The quality of the professional working environment is good.				
30. There are lots of overseas students.				
31. It has a comfortable climate.				
32. There is no racial discrimination.				
33. Most Thai people are friendly.				

Statements	Level			
	1	2	3	4
I came to study in Thailand because:				
34. The certifications are recognized in my home country.				
35. My parents recommended.				
36. My friend(s) recommended.				
37. My professor(s) recommend.				
38. Agents recommend.				
39. My parents stay in Thailand.				
40. My friend(s) have studied or are studying in Thailand.				
41. My family members have studied or are studying in Thailand.				
42. I plan to stay in Thailand for a long time after graduating.				
43. Value of the Thai money is lower than my home country.				
44. I got a scholarship from my home country.				
45. I got a scholarship from Thailand.				
46. Thailand degrees provide greater mobility for my future work.				
47. I got a scholarship from an international organization.				

Are there any other reasons, not listed above, influencing you to come to Thailand for studying?

After completing the questionnaire, would you like to participate in the interview? You will receive a little gift if you decide to participate. Please write your email address or your phone number below if you would like to be interviewed.

Thank you very much for your cooperation

APPENDIC B

Questionnaire (Chinese version)

Motivation to study in Thailand

留学泰国的学习动机问卷调查

The purpose of this questionnaire is to investigate your motivation to study in Thailand. This questionnaire consists of two sections as follows: background information and the motivation section. Your cooperation is appreciated.

此问卷的主要目的是想了解您到泰国留学的学习动机。这份问卷由两个部分组成：背景资料和动机。谢谢您填写问卷。

Part 1: Background information 背景信息

The background information in this section will be used to compare groups of respondents. This information will be kept confidential; only the researcher will have access to this information.

这部分将用于调查者的背景资料作对比。您的所有信息将会被严格保密，只有本文研究者有权使用您的信息。

Directions: Please provide the information about yourself by choosing the choices given (√) or write down your answers where necessary.

请在以下选项中选择与您信息相符的内容，并在相应的括号里打 (√)

EXAMPLE of how to complete this questionnaire:

例如：

Your gender?

您的性别？

If you are female:

如果您的性别是女：

Male 男

Female 女

1. Gender 性别

Male 男

Female 女

2. Nationality 国籍

- Chinese 中国 Indonesian 印度尼西亚
 Cambodian 柬埔寨 Vietnamese 越南
 Laotian 老挝 Korean 韩国

3. Which faculty are you studying? 您就读哪个学院?

- Graduate School of Commerce 商学院
 Faculty of Education 教育学院
 International College 国际学院
 Faculty of Management and Tourism 旅游管理学院
 Faculty of Fine and Applied Arts 艺术学院
 Faculty of Humanities and Social Sciences 人文学院
 Faculty of Science 科学学院
 Faculty of Logistics 物流学院
 Faculty of Engineering 工程学院
 Faculty of Geoinformatics 地理学院
 Faculty of Nursing 护理学院

Other: 其他: _____

4. What is your major?: 您的专业 _____

Part 2: Motivation to study in Thailand 到泰国学习的动机

Directions: The statements below indicate factors influencing your motivation to study in Thailand. Do you agree with them? This is not a test, so there is no “right” or “wrong” answer. Please mark \surd according to the level that is most appropriate to you.

以下选项描绘了影响您到泰国留学的动机因素。您是否赞同以下的观点？这不是测试，所以没有对错之分。请在每一个问题后面勾出最适合您自己的答案。

1 = Strongly disagree 完全不赞同

2 = Disagree 不赞同

3 = Agree 赞同

4 = Strongly agree 完全赞同

Statements	Level			
	1	2	3	4
I came to study in Thailand because: 我到泰国学习是因为:				
1. Thailand is famous in my home country. 泰国在我的国家很有名。				
2. There is more freedom in Thailand than my home country. 相比我的国家，泰国更为自由				
3. There are famous universities. 在泰国有著名的大学。				
4. It is perceived as a high quality education in my home country. 泰国有较高的教学质量。				
5. The education programs are close to the western education. 泰国教育课程比较接近西方教育。				
6. Thailand is a safe place to study. 泰国是一个安全的国家。				
7. The tuition fees are low. 低学费。				
8. The cost of living is low. 低生活费。				
9. The travel cost is low. 低旅游费。				
10. There are part-time job opportunities available. 可获得兼职工作的机会。				

Statements	Level			
	1	2	3	4
I came to study in Thailand because: 我到泰国学习是因为:				
11. The visa process is easy and quick. 签证申请较容易且快速。				
12. The visa cost is low. 低签证费。				
13. Thailand has strong economic ties with my home country. 泰国和我的国家有很强的经济合作关系。				
14. Thailand has a strong political tie with my home country. 泰国和我的国家有很紧密的政治关系。				
15. The information on study in Thailand is easily obtained from the Internet. 泰国的留学信息可以在网络上轻易获得。				
16. There are several exchange programs. 有些交换项目。				
17. I can learn the Thai language. 我可以学到泰语。				
18. I can learn the English language. 我可以学到英语。				
19. I can access to different courses and knowledge which would be difficult to get in my home country. 我可以学到不同的课程和知识，这些在我的国家是很难学到的。				
20. I can get higher social status in my home country. 回到我的国家后可以提升自己的社会地位。				
21. I can improve my academic knowledge. 我的学术知识能够更进一步。				

Statements	Level			
	1	2	3	4
I came to study in Thailand because: 我到泰国学习是因为:				
22. Thailand is close to my home country. 泰国距离我的国家很近。				
23. Thailand is a coastal country. 泰国是一个沿海国家。				
24. It has quiet and studious environment. 这里有安静及其适合学习的环境。				
25. It has a diverse and multicultural environment. 这里有着融合了多种文化的环境。				
26. It has a quality life and healthy environment. 这里有着较高质量的生活及健康的环境。				
27. The pressure of life is low. 生活压力低。				
28. It is an exciting place. 这里是一个激动人心的地方。				
29. The quality of the professional working environment is good. 对于专业工作的环境质量非常的好。				
30. There are lots oversea students. 这里有很多留学生。				
31. It has a comfortable climate. 这里有很舒适的气候。				
32. There is no racial discrimination. 这里没有种族歧视。				
33. Most Thai people are friendly. 大部分泰国人都很友好。				
34. The certifications are recognized in my home country. 这里的毕业证在我的国家是得到公认的。				

Statements	Level			
	1	2	3	4
I came to study in Thailand because: 我到泰国学习是因为:				
35. My parents recommended. 父母推荐。				
36. My friend(s) recommended. 朋友推荐。				
37. My professor(s) recommend. 我的老师推荐。				
38. Agents recommend. 中介推荐。				
39. My parents stay in Thailand. 我父母住在泰国。				
40. My friend(s) have studied or are studying in Thailand. 我的朋友曾经或正在泰国学习（过）。				
41. My family members have studied or are studying in Thailand. 我的家庭成员曾经或正在泰国学习（过）。				
42. I plan to stay in Thailand for a long time after graduating. 我计划毕业后将会在泰国待很长时间。				
43. Value of the Thai money is lower than my home country. 泰国的货币价值低于我的国家。				
44. I got a scholarship from my home country. 我从我的国家获得的奖学金。				
45. I got a scholarship from Thailand. 我在泰国获得的奖学金。				
46. Thailand degrees provide greater mobility for my future work. 泰国的学历在我未来的工作中能给我带来较大的机会。				
47. I got a scholarship from an international organization. 我从国际组织机构获得的奖学金。				

Are there any other reasons, not listed above, influencing you to come to Thailand for studying?

除了以上选项外，是否还有其他因素影响了您选择到泰国留学？如有，请简单阐述。

After completing the questionnaire, would you like to participate in the interview? You will receive a little gift if you decide to participate. Please write your email address or your phone number below if you would like to be interviewed.

非常感谢您填写完这份问卷，不知您是否愿意参加我们的小面试？我们将为您精心准备一份小礼物。如果您愿意参加请留下您的联系方式或邮件。

Thank you very much for your cooperation

谢谢您的参与

APPENDIX C

Questionnaire (Korean version)

설문지

Motivation to study in Thailand

태국유학에관한동기

The purpose of this questionnaire is to investigate your motivation to study in Thailand. This questionnaire consists of two sections as follows: background information and the motivation section. Your cooperation is appreciated.

이 설문지의 목적은 태국유학과 관련된 당신의 동기 부여에 관하여 조사하고자 하는 것입니다. 이 설문지는 다음과 같이 참여자의 기본적인 배경 지식과 유학 동기 부여 이 두 부분으로 구성되어 있습니다. 협조에 감사드립니다.

Part 1: Background Information 참여자의 배경 정보

The background information in this section will be used to compare groups of respondents. This information will be kept confidential; only the researcher will have access to this information.

첫 파트인 배경 정보는 작성자의 배경 정보 부분은 응답자 그룹을 비교하기 위해 사용될 것입니다. 이 정보는 기밀에 부쳐질 것이며, 연구자만이 이 정보에 접근할 수 있습니다.

Directions: Please provide the information about yourself by choosing the choices given (✓) or write down your answers where necessary.

해당되는 사항의 괄호에 (✓) 표시하거나 필요할 경우 그에 해당하는 답변을 적어 주시기 바랍니다.

EXAMPLE of how to complete this questionnaire: 예제) 설문지 답변 작성 요령

Your gender? 당신의 성별은?

If you are female: 만약 당신이 여성일 경우,

Male 남성 Female 여성

1. Gender

Male 남성 Female 여성

2. Nationality

- Chinese 중국 Indonesian 인도네시아
 Cambodian 캄보디아 Vietnamese 베트남
 Laotian 라오스 Korean 한국인

3. Which faculty are you studying? 당신은어느학부에서공부하고있나요?

- Graduate School of Commerce 상경대학원
 Faculty of Education 교육학부
 International College 국제학부
 Faculty of Management and Tourism 경영관광학부
 Faculty of Fine and Applied Arts 예술학부
 Faculty of Humanities and Social Sciences 인문사회과학학부
 Faculty of Science 과학학부
 Faculty of Logistics 물류학부
 Faculty of Engineering 공학부
 Faculty of Geoinformatics 지리정보학부
 Faculty of Nursing 간호학부

Other: 기타: _____

4. What is your major?: 당신의전공은무엇입니까?_____

Part 2: Motivation to study in Thailand 태국유학에관한동기

Directions: The statements below indicate factors influencing your motivation to study in Thailand. Do you agree with them? This is not a test, so there is no “right” or “wrong” answer. Please mark √ according to the level that is most appropriate to you.

아래의서술내용들은당신의태국유학에관한동기에영향을끼친요인들을나타내고있습니다. 다음의서술내용에동의하십니까? 이설문지는시험이아닙니다.따라서 ‘맞다’또는 ‘틀리다’의답이존재하지않습니다. 당신의생각에가

장적합하다고 생각하는 단계에 √ 표시를 해주시기 바랍니다.

1 = Strongly disagree 강한부정

2 = Disagree 부정

3 = Agree 긍정

4 = Strongly agree 강한긍정

Statements 서술내용	Level 단계			
	1	2	3	4
I came to study in Thailand because: 나는태국유학을오게되었다. 왜냐하면:				
1. Thailand is famous in my home country. 태국은내조국에서매우유명하기때문이다.				
2. There is more freedom in Thailand than my home country. 내조국보다태국이더자유로운국가이기때문이다.				
3. There are famous universities. 유명한대학들이있기때문이다.				
4. It is perceived as a high quality education in my home country. 내조국에서수준높은교육으로알려져있기때문이다.				
5. The education programs are close to the western education. 서양식교육방식과관련된교육프로그램이기때문이다.				
6. Thailand is a safe place to study. 태국은유학하기에안전한곳이기때문이다.				
7. The tuition fees are low. 수업료가저렴하기때문이다.				
8. The cost of living is low. 생활비가저렴하기때문이다.				
9. The travel cost is low. 여행경비가저렴하기때문이다.				

Statements 서술내용	Level 단계			
	1	2	3	4
I came to study in Thailand because: 나는태국유학을오게되었다. 왜냐하면:				
10. There are part-time job opportunities available. 아르바이트기회를 얻을 수 있습니다.				
11. The visa process is easy and quick. 비자진행과정이쉽고빠르기때문이다.				
12. The visa cost is low. 비자관련비용이저렴하기때문이다.				
13. Thailand has strong economic ties with my home country. 태국은내조국과강력한경제적유대관계를가지고있기때문이다.				
14. Thailand has a strong political tie with my home country. 태국은내조국과강력한정치적유대관계를가지고있기때문이다.				
15. The information on study in Thailand is easily obtained from the Internet. 태국유학에관한정보가인터넷에서쉽게얻을수있기때문이다.				
16. There are several exchange programs. 몇몇의교환프로그램이있기때문이다.				
17. I can learn the Thai language. 태국어를배울수있기때문이다.				
18. I can learn the English language. 영어를배울수있기때문이다.				
19. I can access to different courses and knowledge which would be difficult to get in my home country. 내조국에서얻기힘든차별화된과정과지식을접할수있기때문이다.				

Statements 서술내용	Level 단계			
	1	2	3	4
I came to study in Thailand because: 나는태국유학을오게되었다. 왜냐하면:				
20. I can get higher social status in my home country. 내조국에서높은사회적지위를가질수있기때문이다.				
21. I can improve my academic knowledge. 나의학업적지식을향상시킬수있기때문이다.				
22. Thailand is close to my home country. 태국은내조국과가깝기때문이다.				
23. Thailand is a coastal country. 태국은해안(연안) 국가이기때문이다.				
24. It has a quiet and studious environment. 조용하고학구적인환경때문이다.				
25. It has a diverse and multicultural environment. 다양하고다문화적인환경때문이다.				
26. It has a qualified life and healthy environment. 질적인 삶과 건강한 주변환경 때문이다.				
27. The pressure of life is low. 삶의압박감이낮기때문이다.				
28. It is an exciting place. 흥미진진한곳이기때문이다.				
29. The quality of the professional working environment is good. 전문적인업무환경의질이좋기때문이다.				
30. There are lots of overseas students. 수많은해외유학생들이있기때문이다.				
31. It has a comfortable climate. 쾌적한환경기후를가지고있기때문이다.				
32. There is no racial discrimination. 어떠한인종차별도없기때문이다.				

Statements 서술내용	Level 단계			
	1	2	3	4
I came to study in Thailand because: 나는태국유학을오게되었다. 왜냐하면:				
33. Most Thai people are friendly. 대부분의태국사람들이친절하기때문이다.				
34. The certifications are recognized in my home country. 학위증명서가내조국에서인정받기때문이다.				
35. My parents recommended. 부모님들께서권하셨기때문이다.				
36. My friend(s) recommended. 친구가권하였기때문이다.				
37. My professor(s) recommend. 지도교수님께서추천하셨기때문이다.				
38. Agents recommend. 에이전트에서추천했기때문이다.				
39. My parents stay in Thailand. 부모님께서태국에거주하시기때문이다.				
40. My friend(s) have studied or are studying in Thailand. 친구(들)이태국에서유학했거나유학중이기때문이다.				
41. My family members have studied or are studying in Thailand. 가족구성원들이태국에서유학했거나유학중이기때문이다.				
42. I plan to stay in Thailand for a long time after graduating. 졸업후태국에서오랫동안머무를계획이기때문이다.				
43. Value of the Thai money is lower than my home country. 태국화폐가치가내조국보다낮기때문이다.				
44. I got a scholarship from my home country. 내조국으로부터장학금을받았기때문이다.				
45. I got a scholarship from Thailand. 태국으로부터장학금을받았기때문이다.				

Statements 서술내용	Level 단계			
	1	2	3	4
I came to study in Thailand because: 나는태국유학을오게되었다. 왜냐하면:				
46. Thailand degrees provide greater mobility for my future work. 태국학위는내미래직업의보다큰유동성을제공하기때문이다.				
47. I got a scholarship from an international organization. 국제기관으로부터장학금을받았기때문이다.				

Are there any other reasons, not listed above, influencing you to come to Thailand for studying?

위의항목이아닌, 당신이학업을위해태국유학을오게된영향에대한다
른사유가있나요?

After completing the questionnaire, would you like to participate in the interview? You will receive a little gift if you decide to participate. Please write your email address or your phone number below if you would like to be interviewed.

설문지작성을마친후인터뷰에참여하시겠습니까?참여하시기로결정하
신다면당신은조그마한선물을받게될것입니다. 인터뷰를받고자신청하신다면,
당신의이메일주소혹은전화번호를아래에남겨주시기바랍니다.

Thank you very much for your cooperation

설문에참여해주셔서진심으로감사합니다.

APPENDIX D

Questionnaire (Cambodian version)

កម្រងសំណួរ

Motivation to study in Thailand

ការលើកទឹកចិត្តដើម្បីសិក្សានៅប្រទេសថៃ

The purpose of this questionnaire is to investigate your motivation to study in Thailand. This questionnaire consists of two sections as follows: background information and the motivation section. Your cooperation is appreciated.

គោលបំណងរបស់កម្រងសំណួរនេះគឺដើម្បីសង្កេតមើលពីការលើកទឹកចិត្តរបស់អ្នក ដើម្បីឲ្យទៅសិក្សានៅប្រទេសថៃ។ កម្រងសំណួរនេះមានពីរផ្នែក ដែលមានដូចតទៅ: គឺប្រវត្តិរូបសង្ខេប និងការលើកទឹកចិត្ត។ ការសហការណ៍របស់អ្នកពិតជាមានតម្លៃ។

Part 1: Background information ប្រវត្តិរូបសង្ខេប

The background information in this section will be used to compare groups of respondents. This information will be kept confidential; only the researcher will have access to this information.

ប្រវត្តិរូបសង្ខេបនៅក្នុងនេះ នឹងត្រូវបានប្រើប្រាស់ដើម្បីប្រៀបធៀបជាមួយក្រុមនៃអ្នកឆ្លើយសំណួរដទៃទៀត។ ព័ត៌មាននេះនឹងត្រូវរក្សាជាសំងាត់ មានតែអ្នកស្រាវជ្រាវប៉ុណ្ណោះ នឹងអាចប្រើប្រាស់ព័ត៌មាននេះបាន។

Directions: Please provide the information about yourself by choosing the choices given (✓) or write down your answers where necessary.

សេចក្តីណែនាំ: សូមផ្តល់នូវព័ត៌មានអំពីខ្លួនអ្នកផ្ទាល់ ដោយគ្រាន់តែជ្រើសរើសនូវជម្រើសដែលបានផ្តល់ជូន ដោយគូសសញ្ញា (✓) ឬក៏សរសេរនូវចម្លើយរបស់អ្នកនៅកន្លែងដែលចាំបាច់។

EXAMPLE of how to complete this questionnaire:

គំរូពីរបៀបបំពេញកម្រងសំណួរ

Your gender? តើភេទរបស់អ្នក?

If you are female: ប្រសិនបើអ្នកជាមនុស្សស្រី

Male ប្រុស

Female ស្រី

1. Gender ភេទ

Male ប្រុស

Female ស្រី

2. Nationality សញ្ជាតិ

Chinese ជនជាតិចិន

Indonesian ជនជាតិឥណ្ឌូនេស៊ី

Cambodian ជនជាតិកម្ពុជា

Vietnamese ជនជាតិវៀតណាម

Laotian ជនជាតិឡាវ

Korean ជនជាតិកូរ៉េ

3. Which faculty are you studying? តើអ្នកកំពុងសិក្សានៅមហាវិទ្យាល័យមួយណា?

Graduate School of Commerce មហាវិទ្យាល័យ ពាណិជ្ជកម្ម

Faculty of Education មហាវិទ្យាល័យ អប់រំ

International College មហាវិទ្យាល័យ អន្តរជាតិ

Faculty of Management and Tourism

មហាវិទ្យាល័យ គ្រប់គ្រង និងទេសចរណ៍

Faculty of Fine and Applied Arts

មហាវិទ្យាល័យ វិចិត្រសិល្បៈ និងសិល្បៈអនុវត្តន៍

Faculty of Humanities and Social Sciences

មហាវិទ្យាល័យ មនុស្សសាស្ត្រ និងវិទ្យាសាស្ត្រសង្គម

Faculty of Science មហាវិទ្យាល័យ វិទ្យាសាស្ត្រ

Faculty of Logistics មហាវិទ្យាល័យ ឡូជីស្ទិកស

Faculty of Engineering មហាវិទ្យាល័យ វិស្វកម្ម

Faculty of Geoinformatics មហាវិទ្យាល័យ ព័ត៌មានភូមិសាស្ត្រ

□ Faculty of Nursing មហាវិទ្យាល័យ សុខាភិបាល

Other មហាវិទ្យាល័យផ្សេងទៀត _____

4. What is your major? តើអ្នករៀនជំនាញអ្វី? _____

Part 2: Motivation to study in Thailand ការលើកទឹកចិត្តដើម្បីសិក្សានៅប្រទេសថៃ

Directions: The statements below indicate factors influencing your motivation to study in Thailand. Do you agree with them? This is not a test, so there is no “right” or “wrong” answer. Please mark √ according to the level that most appropriate to you.

សេចក្តីណែនាំ: ការលើកឡើងនៅខាងក្រោមនេះ ចង់បង្ហាញពីកត្តាទាំងឡាយដែលជំរុញទឹកចិត្តរបស់អ្នកឲ្យចង់ទៅសិក្សានៅប្រទេសថៃ។ តើអ្នកយល់ស្របជាមួយនឹងគំនិតទាំងនេះដែរឬទេ? នេះមិនមែនជាការប្រឡងនោះទេ ដូច្នោះមិនមានចម្លើយ ត្រូវ ឬ ខុសទេ។ សូមគូសសញ្ញា√ទៅតាមកម្រិតដែលសមស្របតាមគំនិតរបស់អ្នកបំផុត។

- 1 = Strongly disagree មិនយល់ស្របខ្លាំង
- 2 = Disagree មិនយល់ស្រប
- 3 = Agree យល់ស្រប
- 4 = Strongly agree យល់ស្របខ្លាំង

Statements មតិលើកឡើង	Level			
	1	2	3	4
I came to study in Thailand because: ខ្ញុំបានមកសិក្សានៅប្រទេសថៃ ពីព្រោះ:				
1. Thailand is famous in my home country. ប្រទេសថៃមានកេរ្តិ៍ឈ្មោះល្បីល្បាញនៅក្នុងប្រទេសរបស់ខ្ញុំ។				
2. There is more freedom in Thailand than my home country. មានសិទ្ធិសេរីភាពច្រើននៅក្នុងប្រទេសថៃជាងប្រទេសរបស់ខ្ញុំ។				
3. There are famous universities. មានសាកលវិទ្យាល័យល្បីៗ។				

Statements មតិលើកឡើង	Level			
	1	2	3	4
I came to study in Thailand because: ខ្ញុំបានមកសិក្សានៅប្រទេសថៃ ពីព្រោះ:				
4. It is perceived as a high quality education in my home country. ប្រទេសថៃត្រូវបានទទួលស្គាល់ថាមានការអប់រំមានគុណភាពខ្ពស់នៅក្នុងប្រទេសរបស់ខ្ញុំ។				
5. The education programs are close to the western education. កម្មវិធីអប់រំដូចនឹងកម្មវិធីអប់រំរបស់ប្រទេសលោកខាងលិច។				
6. Thailand is a safe place to study. ប្រទេសថៃជាកន្លែងដែលសុវត្ថិភាពដើម្បីសិក្សា។				
7. The travel cost is low. ការចំណាយលើការធ្វើដំណើរ មានកម្រិតទាប។				
8. The cost of living is low. ការចំណាយលើការរស់នៅ មានកម្រិតទាប។				
9. The travel cost is low. ការចំណាយលើការធ្វើដំណើរ មានកម្រិតទាប។				
10. There are part-time job opportunities available. មានឱកាសស្វែងរកការងារក្រៅម៉ោងធ្វើច្រើន។				
11. The visa process is easy and quick. ដំណើរការធ្វើទិដ្ឋាការមានភាពស្រួល និង ឆាប់រហ័ស។				
12. The visa cost is low. ការចំណាយទៅលើការធ្វើទិដ្ឋាការ មានកម្រិតទាប។				
13. Thailand has strong economic ties with my home country. ប្រទេសថៃមានចំណាយសេដ្ឋកិច្ចរឹងមាំ ជាមួយប្រទេសរបស់ខ្ញុំ។				
14. Thailand has a strong political tie with my home country. ប្រទេសថៃមានទំនាក់ទំនងនយោបាយរឹងមាំជាមួយប្រទេសរបស់ខ្ញុំ។				
15. The information on study in Thailand is easily obtained from the Internet. ព័ត៌មានស្តីអំពីការសិក្សានៅក្នុងប្រទេសថៃមានភាពងាយស្រួលស្វែងរកពីអ៊ីនធឺណិត។				

Statements មតិលើកឡើង	Level			
	1	2	3	4
I came to study in Thailand because: ខ្ញុំបានមកសិក្សានៅប្រទេសថៃ ពីព្រោះ:				
16. There are several exchange programs. មានកម្មវិធីផ្លាស់ប្តូរជាច្រើន។				
17. I can learn the Thai language. ខ្ញុំអាចរៀនភាសាថៃបាន។				
18. I can access to different courses and knowledge which would be difficult to get in my home country. ខ្ញុំអាចទទួលបានវគ្គសិក្សា និង ចំណេះដឹងផ្សេងៗបានដែលពួកវាប្រហែលជាលំបាកទទួលបាននៅប្រទេសរបស់ខ្ញុំ។				
19. I can get higher social status in my home country. ខ្ញុំអាចទទួលបានឋានៈក្នុងសង្គមខ្ពស់នៅក្នុងប្រទេសរបស់ខ្ញុំ។				
20. I can improve my academic knowledge. ខ្ញុំអាចអភិវឌ្ឍចំណេះដឹងនៃការសិក្សារបស់ខ្ញុំ។				
21. Thailand is close to my home country. ប្រទេសថៃនៅជិតប្រទេសរបស់ខ្ញុំ។				
22. Thailand is a coastal country. ប្រទេសថៃជាប្រទេសដែលមានឆ្នេរសមុទ្រ។				
23. It has a quiet and studious environment. ប្រទេសថៃ មានបរិយាកាសស្ងប់ស្ងាត់ និងអំណោយផលដល់ការរៀនសូត្រ។				
24. It has a diverse and multicultural environment. ប្រទេសថៃមានបរិយាកាសចម្រុះ និងពហុវប្បធម៌។				
25. The pressure of life is low. ជីវិតមានសម្ពាធនាប។				
26. It is an exciting place. វាជាទីកន្លែងដែលគួរឱ្យចង់រស់នៅ។				
27. The quality of the professional working environment is good. គុណភាពនៃបរិយាកាសប្រកបមុខរបរល្អ។				

Statements មតិលើកឡើង	Level			
	1	2	3	4
I came to study in Thailand because: ខ្ញុំបានមកសិក្សានៅប្រទេសថៃ ពីព្រោះ:				
28. There are lots of overseas students. មាននិស្សិតបរទេសមកសិក្សាច្រើន។				
29. It has a comfortable climate. ប្រទេសថៃ មានអាកាសធាតុល្អ។				
30. There is no racial discrimination. មិនមានការរើសអើងជាតិសាសន៍។				
31. Most Thai people are friendly. ប្រជាជនថៃភាគច្រើនរួសរាយរាក់ទាក់។				
32. The certifications are recognized in my home country. សញ្ញាប័ត្រត្រូវបានគេទទួលស្គាល់នៅក្នុងប្រទេសរបស់ខ្ញុំ។				
33. My parents recommended. ឪពុកម្តាយរបស់ខ្ញុំបានផ្តល់អនុសាសន៍។				
34. My friend(s) recommended. មិត្តភក្តិរបស់ខ្ញុំបានផ្តល់អនុសាសន៍។				
35. My professor(s) recommend. គ្រូរបស់ខ្ញុំបានផ្តល់អនុសាសន៍។				
36. Agents recommend. ទីភ្នាក់ងារផ្សេងៗបានផ្តល់អនុសាសន៍។				
37. My parents stay in Thailand. ឪពុកម្តាយរបស់ខ្ញុំស្នាក់នៅក្នុងប្រទេសថៃ។				
38. My friend(s) have studied or are studying in Thailand. មិត្តភក្តិរបស់ខ្ញុំបានសិក្សា ឬ កំពុងសិក្សានៅក្នុងប្រទេសថៃ។				
39. My family members have studied or are studying in Thailand. សមាជិកគ្រួសាររបស់ខ្ញុំបានសិក្សា ឬ កំពុងសិក្សានៅក្នុងប្រទេសថៃ។				
40. I plan to stay in Thailand for a long time after graduating. ខ្ញុំមានគម្រោងស្នាក់នៅក្នុងប្រទេសថៃរយៈពេលយូរ ក្រោយពីបញ្ចប់ការសិក្សា។				

Statements មតិលើកឡើង	Level			
	1	2	3	4
I came to study in Thailand because: ខ្ញុំបានមកសិក្សានៅប្រទេសថៃ ពីព្រោះ:				
41. Value of the Thai money is lower than my home country. តម្លៃរូបិយប័ណ្ណថៃទាបជាងតម្លៃរូបិយប័ណ្ណប្រទេសរបស់ខ្ញុំ។				
42. I got a scholarship from my home country. ខ្ញុំបានទទួលអាហារូបករណ៍ពីប្រទេសរបស់ខ្ញុំ។				
43. I got a scholarship from Thailand. ខ្ញុំបានទទួលអាហារូបករណ៍ពីប្រទេសថៃ។				
44. Thailand degrees provide greater mobility for my future work. ប្រទេសថៃ ផ្តល់នូវកម្រិតចល័តកាន់តែប្រសើរសម្រាប់ការងារក្នុង ពេលអនាគតរបស់ខ្ញុំ។				
45. I got a scholarship from an international organization. ខ្ញុំបានទទួលអាហារូបករណ៍ពីអង្គការអន្តរជាតិ។				
46. Thailand degrees provide greater mobility for my future work. ប្រទេសថៃ ផ្តល់នូវកម្រិតចល័តកាន់តែប្រសើរសម្រាប់ការងារក្នុង ពេលអនាគតរបស់ខ្ញុំ។				
47. I got a scholarship from international organization. ខ្ញុំបានទទួលអាហារូបករណ៍ពីអង្គការអន្តរជាតិ។				

Are there any other reasons, not listed above, influencing you to come to Thailand for studying?

តើមានហេតុផលផ្សេងទៀត មិនត្រូវបានលើកឡើងខាងលើ ដែលជំរុញឱ្យ
អ្នកដើម្បីមកកាន់ប្រទេសថៃសម្រាប់ការសិក្សារបស់អ្នកដែរឬទេ?

After completing the questionnaire, would you like to participate in the interview? You will receive a little gift if you decide to participate. Please write your email address or your phone number below if you would like to be interviewed.

បន្ទាប់ពីបំពេញនូវកម្រងសំណួរនេះ តើអ្នកចង់ចូលរួមនៅក្នុងការធ្វើបទសម្ភាសដែរឬទេ? អ្នកនឹងទទួលបាននូវអំណោយបន្តិចបន្តួច ប្រសិនបើអ្នកសម្រេចចិត្តចូលរួម។ សូមសរសេរ អាស័យដ្ឋាន អ៊ីម៉ែល ឬ លេខទូរស័ព្ទរបស់អ្នកនៅខាងក្រោមប្រសិនបើអ្នកចង់ឲ្យគេសម្ភាស។

Thank you very much for your cooperation
សូមអរគុណច្រើន សម្រាប់កិច្ចសហការរបស់អ្នក

APPENDIX E

The expert suggestion

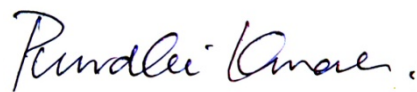
The expert suggestion

Date December 6, 2014

This is to certify that I, Dr. Punwalai KEWARA, have read and understood the data collection procedure and purpose of the research intended to be conducted by Zhang Jie fan. As a result,

I agree that the proposed procedure and quantitative/ qualitative instrument(s) are appropriate and relevant to the objectives.

I have the following suggestions: There are some aspects to be specified since that can cause some misunderstanding for respondents. Some sentences should be grammatically reviews.



(Signature)

Lecturer, the Faculty of Education, Burapha University (Position)

Evaluation form of questionnaire (for expert)

Instruction

1. This evaluation form aims to check each items of questionnaire in order to test its validity.

2. The expert evaluates the Item Objective Congruence (IOC) by using the following ratings.

Good: For the item that is in congruence with appropriate each topic of items.

Not good: For the item that is not in congruence with appropriate each topic of items.

Comments If not good, please write the reason, your specific comments in order to test its validity.

Questionnaire

Motivation to study abroad

Items	Expert's opinion		Comments
	Good	Not good	
Reputation of the host country			
1. I came to study in Thailand because Thailand is famous in my home country.			You can mark somewhere in the survey that each question is based on the sentence "I came to study in Thailand because:___) I see it in every criteria and this makes me lost sometimes. Personally, the shortened form "Thailand is famous in my home country" still makes sense. Of course there are some sentences you have to reformulate,
2. I came to study in Thailand because there is more freedom in Thailand.			Please identify freedom. I have no idea if there is more freedom in Thailand than other neighbor countries for foreign students or even tourist.
Reputation of the host institution(s)			
3. I came to study in Thailand because there are famous universities.	×		It could be said as well-ranked universities

Items	Expert's opinion		Comments
	Good	Not good	
4. I came to study in Thailand because it is perceived as a high quality education in my home country.	×		
5. I came to study in Thailand because the education programs are close to western education.			Western can be considered differently. Please be specific to the Western educational program. Western can be American, European, etc. which are probably different.
Safety			
6. I came to study in Thailand because Thailand is a safe place to study.	×		
Cost or fees:			
7. I came to study in Thailand because the tuition fees are low.	×		
8. I came to study in Thailand because of the lower cost of living (accommodation, food etc).	×		
9. I came to study in Thailand because of the low travel costs.	×		
10. I came to study in Thailand because there are part-time job opportunities available.	×		

Items	Expert's opinion		Comments
	Good	Not good	
Visa cost			
11. I came to study in Thailand because the visa process is easy and quick.			Just a question, do all six target countries need Visa?
12. I came to study in Thailand because of the low visa cost.	×		
Historical or economic relationship between host country and home country			
13. I came to study in Thailand because Thailand has strong economic ties with my home country.	×		
14. I came to study in Thailand because Thailand has a strong political tie with my home country.	×		
Availability of specific teaching programs			
15. I came to study in Thailand because the information on study in Thailand is easily obtained from the internet.	×		
16. I came to study in Thailand because there are several exchange programs.	×		
17. I came to study in Thailand because I can learn the Thai language.	×		
18. I came to study in Thailand because I can learn English language.	×		

Items	Expert's opinion		Comments
	Good	Not good	
19. I came to study in Thailand because I can access to different course and knowledge which would be difficult to get in my home country.	×		
20. I came to study in Thailand because I can get higher social status in my home country after graduation.	×		
21. I came to study in Thailand because I can get a certain prestige in my country.	×		Question 20-21 are quite similar for me; prestige and high status.
22. I came to study in Thailand because I can improve my academic knowledge.	×		
23. I came to study in Thailand because I can get deeper expert knowledge.			Deeper expert knowledge in your field of study?
Geographic proximity of host country			
24. I came to study in Thailand because Thailand is close to my home country.	×		
25. I came to study in Thailand because Thailand is a coastal state.	×		

Items	Expert's opinion		Comments
	Good	Not good	
Lifestyle in host country			
26. I came to study in Thailand because it has a quiet and studious environment.	×		
27. I came to study in Thailand because it has a diverse and multicultural environment.	×		
28. I came to study in Thailand because it has a qualified of life and healthy environment.	×		
29. I came to study in Thailand because of the low pressure life.	×		
30. I came to study in Thailand because it is an exciting place.	×		
31. I came to study in Thailand because of the good quality of the professional working environment.	×		
32. I came to study in Thailand because there are lots of overseas students.	×		
Climate in host country			
33. I came to study in Thailand because it has comfortable climate.	×		
34. I came to study in Thailand because there is no racial discrimination.	×		

Items	Expert's opinion		Comments
	Good	Not good	
35. I came to study in Thailand because most Thai people are friendly.	×		
Recognition of qualifications by home country			
36. I came to study in Thailand because the certifications are recognized in my home country.	×		
Family and friends in host country			
37. I came to study in Thailand because my parents recommended.	×		
38. I came to study in Thailand because my friend(s) recommended.	×		
39. I came to study in Thailand because my professor recommends.	×		
40. I came to study in Thailand because agents recommend.	×		
41. I came to study in Thailand because my parents stay in Thailand.	×		
42. I came to study in Thailand because my friend(s) have studied or are studying in Thailand.	×		

Items	Expert's opinion		Comments
	Good	Not good	
43. I came to study in Thailand because my family members have studied or are studying in Thailand	×		
Plans for immigration			
44. I came to study in Thailand because have plan to stay in Thailand for a long time after graduating.			Reformulate this sentence: because I plan or I have planned???
Value for money			
45. I came to study in Thailand because value of the money is low price.	××		
Availability of scholarship or work			
46. I came to study in Thailand because I got a scholarship from my home country.			
47. I came to study in Thailand because I got a scholarship from Thailand.			
48. I came to study in Thailand because Thailand degrees provide greater mobility for my future work.			
Except these 15 factors, if you have more idea about it, please add more as follow.			

The expert suggestion

Date November 3, 2014

This is to certify that I, Mr. Kimcheang Hong, have read and understood the data collection procedure and purpose of the research intended to be conducted by_____. As a result,

I agree that the proposed procedure and quantitative/ qualitative instrument(s) are appropriate and relevant to the objectives.

I have the following suggestions: All the items are responsive to the research objectives. However, some items should be modified (language).

Kimcheang Hong (Signature)

_____ (Position)

Evaluation form of questionnaire (for expert)

Instruction

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2. The expert evaluates the Item Objective Congruence (IOC) by using the following ratings.

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Not good: For the item that is not in congruence with appropriate each topic of items.

Comments If not good, please write the reason, your specific comments in order to test its validity.

Questionnaire

Motivation to study abroad

Items	Expert's opinion		Comments
	Good	Not good	
Reputation of the host country			
1. I came to study in Thailand because Thailand is famous in my home country.	×		
2. I came to study in Thailand because there is more freedom in Thailand.	×		
Reputation of the host institution(s)			
3. I came to study in Thailand because there are famous universities.	×		
4. I came to study in Thailand because it is perceived as a high quality education in my home country.	×		Should modify this sentence.
5. I came to study in Thailand because the education programs are close to western education.	×		
Safety			
6. I came to study in Thailand because Thailand is a safe place to study.	×		

Items	Expert's opinion		Comments
	Good	Not good	
Cost or fees:			
7. I came to study in Thailand because the tuition fees are low.	×		Fees are reasonable?
8. I came to study in Thailand because of the lower cost of living (accommodation, food etc).	×		
9. I came to study in Thailand because of the low travel costs.	×		
10. I came to study in Thailand because there are part-time job opportunities available.	×		Because of the availability of part-time job opportunity
Visa cost			
11. I came to study in Thailand because the visa process is easy and quick.	×		Easy?
12. I came to study in Thailand because of the low visa cost.	×		
Historical or economic relationship between host country and home country			
13. I came to study in Thailand because Thailand has strong economic ties with my home country.	×		
14. I came to study in Thailand because Thailand has a strong political tie with my home country.	×		

Items	Expert's opinion		Comments
	Good	Not good	
Availability of specific teaching programs			
15. I came to study in Thailand because the information on study in Thailand is easily obtained from the internet.	×		
16. I came to study in Thailand because there are several exchange programs.	×		
17. I came to study in Thailand because I can learn the Thai language.	×		
18. I came to study in Thailand because I can learn English language.	×		Not sure if Thailand is a good place to study English.
19. I came to study in Thailand because I can access to different course and knowledge which would be difficult to get in my home country.	×		
20. I came to study in Thailand because I can get higher social status in my home country after graduation.	×		
21. I came to study in Thailand because I can get a certain prestige in my country.	×		

Items	Expert's opinion		Comments
	Good	Not good	
22. I came to study in Thailand because I can improve my academic knowledge.	×		
23. I came to study in Thailand because I can get deeper expert knowledge.	×		Broaden expertise?
Geographic proximity of host country			
24. I came to study in Thailand because Thailand is close to my home country.	×		
25. I came to study in Thailand because Thailand is a coastal state.	×		
Lifestyle in host country			
26. I came to study in Thailand because it has a quiet and studious environment.	×		
27. I came to study in Thailand because it has a diverse and multicultural environment.	×		It has or it is?
28. I came to study in Thailand because it has a qualified of life and healthy environment.	×		
29. I came to study in Thailand because of the low pressure life.	×		
30. I came to study in Thailand because it is an exciting place.	×		

Items	Expert's opinion		Comments
	Good	Not good	
31. I came to study in Thailand because of the good quality of the professional working environment.	×		
32. I came to study in Thailand because there are lots of overseas students.	×		
Climate in host country			
33. I came to study in Thailand because it has comfortable climate.	×		
34. I came to study in Thailand because there is no racial discrimination.	×		
35. I came to study in Thailand because most Thai people are friendly.	×		
Recognition of qualifications by home country			
36. I came to study in Thailand because the certifications are recognized in my home country.	×		The degree is recognized?
Family and friends in host country			
37. I came to study in Thailand because my parents recommended.	×		
38. I came to study in Thailand because my friend(s) recommended.	×		

Items	Expert's opinion		Comments
	Good	Not good	
39. I came to study in Thailand because my professor recommends.	×		
40. I came to study in Thailand because agents recommend.	×		
41. I came to study in Thailand because my parents stay in Thailand.	×		
42. I came to study in Thailand because my friend(s) have studied or are studying in Thailand.	×		
43. I came to study in Thailand because my family members have studied or are studying in Thailand	×		
Plans for immigration			
44. I came to study in Thailand because have plan to stay in Thailand for a long time after graduating.	×		Because I plan to stay in Thailand after my graduation.
Value for money			
45. I came to study in Thailand because value of the money is low price.	×		The sentence is not clear, please modify it.
Availability of scholarship or work			
46. I came to study in Thailand because I got a scholarship from my home country.	×		

Items	Expert's opinion		Comments
	Good	Not good	
47. I came to study in Thailand because I got a scholarship from Thailand.	×		
48. I came to study in Thailand because Thailand degrees provide greater mobility for my future work.	×		
Except these 15 factors, if you have more idea about it, please add more as follow.			
49. I came to study in Thailand because I got a scholarship from international organization.			

Evaluation form of questionnaire (for expert)

Instruction

1. This evaluation form aims to check each items of questionnaire in order to test its validity.

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Not good: For the item that is not in congruence with appropriate each topic of items.

Comments If not good, please write the reason, your specific comments in order to test its validity.

Questionnaire

Motivation to study abroad

Items	Expert's opinion		Comments
	Good	Not good	
Reputation of the host country			
1. I came to study in Thailand because Thailand is famous in my home country.	×		
2. I came to study in Thailand because there is more freedom in Thailand.	×		
Reputation of the host institution(s)			
3. I came to study in Thailand because there are famous universities.	×		
4. I came to study in Thailand because it is perceived as a high quality education in my home country.	×		
5. I came to study in Thailand because the education programs are close to western education.	×		
Safety			
6. I came to study in Thailand because Thailand is a safe place to study.	×		

Items	Expert's opinion		Comments
	Good	Not good	
Cost or fees:			
7. I came to study in Thailand because the tuition fees are low.	×		
8. I came to study in Thailand because of the lower cost of living (accommodation, food etc).	×		
9. I came to study in Thailand because of the low travel costs.	×		
10. I came to study in Thailand because there are part-time job opportunities available.	×		
Visa cost			
11. I came to study in Thailand because the visa process is easy and quick.	×		
12. I came to study in Thailand because of the low visa cost.	×		
Historical or economic relationship between host country and home country			
13. I came to study in Thailand because Thailand has strong economic ties with my home country.	×		
14. I came to study in Thailand because Thailand has a strong political tie with my home country.	×		

Items	Expert's opinion		Comments
	Good	Not good	
Availability of specific teaching programs			
15. I came to study in Thailand because the information on study in Thailand is easily obtained from the internet.	×		
16. I came to study in Thailand because there are several exchange programs.	×		
17. I came to study in Thailand because I can learn the Thai language.	×		
18. I came to study in Thailand because I can learn English language.	×		
19. I came to study in Thailand because I can access to different course and knowledge which would be difficult to get in my home country.	×		
20. I came to study in Thailand because I can get higher social status in my home country after graduation.	×		
21. I came to study in Thailand because I can get a certain prestige in my country.	×		

Items	Expert's opinion		Comments
	Good	Not good	
22. I came to study in Thailand because I can improve my academic knowledge.	×		
23. I came to study in Thailand because I can get deeper expert knowledge.	×		
Geographic proximity of host country			
24. I came to study in Thailand because Thailand is close to my home country.	×		
25. I came to study in Thailand because Thailand is a coastal state.	×		
Lifestyle in host country			
26. I came to study in Thailand because it has a quiet and studious environment.	×		
27. I came to study in Thailand because it has a diverse and multicultural environment.	×		
28. I came to study in Thailand because it has a qualified of life and healthy environment.		×	
29. I came to study in Thailand because of the low pressure life.	×		
30. I came to study in Thailand because it is an exciting place.	×		

Items	Expert's opinion		Comments
	Good	Not good	
31. I came to study in Thailand because of the good quality of the professional working environment.	×		
32. I came to study in Thailand because there are lots of overseas students.	×		
Climate in host country			
33. I came to study in Thailand because it has comfortable climate.	×		
34. I came to study in Thailand because there is no racial discrimination.	×		
35. I came to study in Thailand because most Thai people are friendly.	×		
Recognition of qualifications by home country			
36. I came to study in Thailand because the certifications are recognized in my home country.		×	
Family and friends in host country			
37. I came to study in Thailand because my parents recommended.	×		
38. I came to study in Thailand because my friend(s) recommended.	×		

Items	Expert's opinion		Comments
	Good	Not good	
39. I came to study in Thailand because my professor recommends.	×		
40. I came to study in Thailand because agents recommend.	×		
41. I came to study in Thailand because my parents stay in Thailand.	×		
42. I came to study in Thailand because my friend(s) have studied or are studying in Thailand.	×		
43. I came to study in Thailand because my family members have studied or are studying in Thailand	×		
Plans for immigration			
44. I came to study in Thailand because have plan to stay in Thailand for a long time after graduating.	×		
Value for money			
45. I came to study in Thailand because value of the money is low price.	×		
Availability of scholarship or work			
46. I came to study in Thailand because I got a scholarship from my home country.	×		

Items	Expert's opinion		Comments
	Good	Not good	
47. I came to study in Thailand because I got a scholarship from Thailand.	×		
48. I came to study in Thailand because Thailand degrees provide greater mobility for my future work.	×		
Except these 15 factors, if you have more idea about it, please add more as follow.			