



A COMPARATIVE STUDY OF THE PERCEPTIONS OF LEARNING GAINS OF
CHINESE MBA STUDENTS IN THE ENGLISH AND CHINESE PROGRAMS AT
AN INTERNATIONAL UNIVERSITY IN THAILAND

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I.D. No. 6219513

A Thesis Submitted in Partial Fulfillment of the
Requirements for the Degree of
MASTER OF EDUCATION
in Curriculum and Instruction
Graduate School of Human Sciences
ASSUMPTION UNIVERSITY OF THAILAND

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ABSTRACT

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The purpose of this quantitative study was to investigate whether there was a significant difference in the perceptions of learning gains held by Chinese MBA students, according to their semester and program, at an international university in Thailand. The sample of this study was comprised of 163 Chinese MBA students from the English Program and 128 Chinese MBA students from the Chinese Program, at different stages of their MBA program experience, for a total of 291 participants. As research instruments, the Questionnaire on Students' Perceptions of Learning Gains (QSPLG) was used to measure the perceptions of learning gains of the Chinese MBA students enrolled in the English and Chinese Programs at the target international university, at the end of their first, second and third semesters in their MBA Program. After data collection was performed, descriptive statistics (means and standard deviations), one-way ANOVAs and independent samples *t*-tests were carried out to address the research objectives and hypotheses of this study. The research findings indicated that there was no significant difference in the perception of learning gains of the Chinese

MBA students in the English Program between Semesters 1, 2 and 3 at the target international university in Thailand. However, there was a significant difference in the perception of learning gains of the Chinese MBA students in the Chinese Program between Semester 1 and Semester 2, with the former having a significantly more positive perception of the learning gains in the Chinese Program than the latter. Moreover, the results also indicated that the students in the Chinese Program had a significantly more positive perception of learning gains in the MBA Program than the students in the English Program, for the case of Semester 1 and Semester 3. Based on the research findings obtained, recommendations for students, professors, administrators and future researchers are provided.



Field of Study: Curriculum and Instruction

Student's signature.....

Graduate School of Human Sciences

Advisor's signature

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CONTENTS

	Page
COPYRIGHT.....	ii
APPROVAL	iii
ABSTRACT.....	iv
ACKNOWLEDGEMENTS	v
CONTENTS.....	vi
LIST OF TABLES.....	xi
LIST OF FIGURES	xv
CHAPTER I INTRODUCTION	
Background of the Study	1
Statement of the Problem.....	4
Research Questions.....	4
Research Objectives.....	6
Research Hypotheses	7
Theoretical Framework.....	8
Conceptual Framework.....	9
Scope of the Study	10
Definitions of Terms	10
Significance of the Study	12
CHAPTER II REVIEW OF RELATED LITERATURE	
Cross-Border Education Framework.....	14
Learning Gains Framework.....	23

	Page
Theory of Perceptual Learning.....	29
Previous Study of Peception of Learning Gains	34
Background of an International University in Thailand	35
 CHAPTER III RESEARCH METHODOLOGY	
Research Design.....	38
Population	39
Sample.....	39
Research Instrument.....	40
Collection of Data	44
Data Analysis	45
Summary of the Research Process	46
 CHAPTER IV RESEARCH FINDINGS	
Findings From Research Objective 1	49
Findings From Research Objective 2.....	64
Findings From Research Objective 3.....	82
Findings From Research Objective 4.....	85
 CHAPTER V CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS	
Summary of the Study	89
Summary of the Findings.....	91
Conclusions.....	95

	Page
Discussion	103
Recommendations	113
REFERENCES	115
APPENDICES	120
Appendix A: Questionnaire on Students' Perceptions of Learning Gains (English Version)	121
Appendix B: Questionnaire on Students' Perceptions of Learning Gains (Chinese Version)	127
BIOGRAPHY	133

LIST OF TABLES

TABLE		Page
1	Sample Characteristics for This Study	40
2	Interpretation Scale of Questionnaire Results	42
3	Cronbach's Alphas Associated to the Research Instrument	43
4	Research Timeline for This Study	45
5	Statistical Methods of Data Analysis Related to Each Research Objective	45
6	Summary of the Research Process	46
7	Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the English Program at an International University in Thailand	49
8	Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the English Program Semester 1 at an International University in Thailand	50
9	Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the English Program Semester 2 at an International University in Thailand	55
10	Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the English Program Semester 3 at an International University in Thailand	60
11	Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the Chinese Program at an International University in Thailand	65

TABLE		Page
12	Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the Chinese Program Semester 1 at an International University in Thailand	65
13	Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the Chinese Program Semester 2 at an International University in Thailand	71
14	Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the Chinese Program Semester 3 at an International University in Thailand	76
15	One-Way ANOVA Analysis of the Perception of Learning Gains in Chinese MBA Students in the English Program, According to Their Semester, at an International University in Thailand.....	82
16	One-Way ANOVA Analysis of the Perception of Learning Gains in Chinese MBA Students in the Chinese Program, According to Their Semester, at an International University in Thailand.....	83
17	Results of Scheffe's Post Hoc Analysis to Determine Significant Differences in the Perception of Learning Gains of Chinese MBA Students in the Chinese Program, According to Their Semester at an International University in Thailand.....	84
18	Results of the Independent Samples <i>t</i> -Test Comparing the Perception of Learning Gains of Chinese MBA Students in the English Program and Chinese Program, Semester 1, at an International University in Thailand.....	85

TABLE**Page**

19	Results of the Independent Samples <i>t</i> -Test Comparing the Perception of Learning Gains of Chinese MBA Students in the English Program and Chinese Program, Semester 2, at an International University in Thailand.....	86
20	Results of the Independent Samples <i>t</i> -Test Comparing the Perception of Learning Gains of Chinese MBA Students in the English Program and Chinese Program, Semester 3, at an International University in Thailand.....	87
21	Results of the Independent Samples <i>t</i> -Test Comparing the Perception of Learning Gains of Chinese MBA Students in the Chinese Program and English Program, Semesters 1-3, at an International University in Thailand.....	88

LIST OF FIGURES

FIGURE		Page
1	The conceptual framework of the research	9



CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses the background of the study, statement of the program, research questions, research objectives, research hypotheses, theoretical framework, conceptual framework, scope and limitations of the study, definitions of terms, and the significance of the study.

Background of the Study

Thailand and China have maintained a long and friendly relationship during many centuries. In the 13th century, a large number of Chinese went to Thailand to work, study or even settle down there, and Thailand gradually became one of the countries with the largest Chinese immigrant population in the world (Wuttiaphan, 2013). Chinese education in Thailand has a long history. From the 13th century to the present, more and more local Thai people began to learn Chinese and gradually studied Chinese culture. This phenomenon has led to a surge in learning Chinese in Thailand, many primary and secondary schools offer Chinese courses for students, and many universities offer Chinese Programs for undergraduate and graduate students (Wuttiaphan, 2013). Moreover, the number of Chinese students enrolling each year in Thai universities has doubled since 2012, according to Thai government figures (Thai Universities Tap into Rising Chinese Demand [TUTRCD], 2019).

Since 1996, Thailand has implemented education reforms in four areas: schools, curriculum, teachers and administration. It did not complete all the reforms until 2007. Under that novel reform plan, English became a compulsory course for Thai primary school students. In addition, as English becomes increasingly popular around the world and becomes the main

language for communication with other countries, more and more universities offer English majors and more international schools appear in Thailand (Wiriyaichitra, 2002).

According to TUTRCD (2019), Thai universities now charge Chinese students twice as much as locals. Moreover, not only private and public universities want to attract Chinese students, but also Buddhist monks are providing Chinese courses for Chinese students. Because of economic reason, adding Chinese courses and programs are rising Chinese students' demand for Thai education, which will attract Chinese investment in this sector.

According to Hu (2019), Thai university fees are more affordable for Chinese students compared with popular overseas study destinations, such as Australia, the US and the UK. Chinese students, many from rural southern provinces, want to escape the country's competitive-but-backward education system and find high-paying jobs in southeast Asia's second-largest economy. Chinese students say Thailand offers better prospects because tuition is lower and visa rules are friendlier than in the West.

An undergraduate business degree in Thailand can cost up to 120,000 baht a year (\$3,700 a month), compared with \$8,000 in Singapore and more than \$60,000 at some US universities. Thai universities admitted 8,455 Chinese students in 2017, twice as many as in 2012. The total number of Chinese students studying in Thailand is as high as 30,000, according to the Asian migration research center at Chulalongkorn university.

In 2001, there were 56 international schools around Thailand, there were three foreign colleges and universities in Thailand (Wiriyaichitra, 2002). According to the Office of the Private Education Commission (OPEC, 2016), there are 166 international schools in Thailand and more and more English Program have been opened in universities in Thailand.

The demand for higher education exchange has been growing steadily for recent years, and programs mobility between countries has been a main trend of higher education for decade (Knight, 2006). Cross border education is not a new thing, and which is popular in

some advanced the development country, compare with the traditional education, cross border education is more suit for modern education systems (UNESCO-APQN, 2006).

According to the UNESCO-APQN (2006), since 1967, the Commission of Higher Education in Thailand started the first international project. This project mainly aims at offering some international and diversified higher education courses for local universities in Thailand, such as English courses, Chinese courses, and business courses. The Thai government is mainly committed to cooperation with Indo-China and Southeast Asian countries, they believe that cooperation can quickly open the international market. Since 2009, the MBA program has become one of the most popular programs for international business training in Thailand (Pimpa, 2009). Therefore, many Chinese students choose to study business administration in Thailand in order to develop and increase their theoretical understandings, knowledge, core capabilities, outcome, values, skills, graduate profiles, employability and attitudes related to business and admonition.

To sum up, more and more English and Chinese MBA Programs are being offered in Thailand, and international schools or universities in Thailand are cheaper than those in western countries. Therefore, it is expected to see an increase in the number of Chinese students choosing to study in Thailand in the future. This could imply that Chinese students' perceptions of the positive change they can achieve regarding student engagement in learning, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy (i.e., their learning gains; Vermunt, Ilie, & Vignole, 2018), seem to be a positive one. Then, by examining the perception of learning gains held by Chinese students about studying an MBA program in Thailand, it will be possible to recognize their assessment and viewpoints regarding different aspects of the program (Goldstone, 1998).

Statement of the Problem

According to Vermunt et al. (2018), learning gains are defined as changes in students' theoretical understandings, knowledge, core capabilities, outcome, values, skills, graduate profiles, employability and attitudes between two different time periods during their higher education. Among of all these aspects, student engagement learning, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy are five necessary elements of measure students learning gains (Anderson, 2006; Lim, Hosack, & Vogt, 2012).

From the researcher's observation, the MBA Chinese graduate students who study in the Chinese Program at an international university seem to be good at classroom participation and content knowledge, but seem to have a poor performance at personal development and practical ability. In the case of the MBA Chinese graduate students who study in the English Program they seem to be the opposite: they seem to be not as good as the Chinese Program students at classroom participation and content knowledge, but seem to have a better performance at personal development and practical ability. These observations are in line with the findings reported by Hu (2002).

Moreover, this MBA Chinese students' perception of their own attitudes, skills, content knowledge learning and personal development between two periods (beginning and end of the semester), might have an influence on their learning gains (McGrath, Guerin, Harte, Frearson, & Manville, 2015).

For these reasons, the researcher decided to carry out a quantitative study with the purpose of measuring and comparing the perceptions of learning gains of Chinese MBA students in English program and Chinese program at an international university in Thailand.

Research Questions

The following were the research questions guiding this study.

1. What is the level of perception of learning gains of Chinese MBA students in the English Program at an international university in Thailand?
 - 1.1. What is the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand?
 - 1.2. What is the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand?
 - 1.3. What is the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand?
2. What is the level of perception of learning gains of Chinese MBA students in the Chinese Program at an international university in Thailand?
 - 2.1. What is the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand?
 - 2.2. What is the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand?
 - 2.3. What is the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand?
3. Is there a significant difference in the perception of learning gains between Chinese MBA students in the English Program and Chinese Program, according to their semester, at an international university in Thailand?

4. Is there a significant difference in the perception of learning gains of Chinese MBA students, according to their semester and program, at an international university in Thailand?

Research Objectives

In order to achieve the purpose of the study, the following research objectives were addressed.

1. To determine the level of perception of learning gains of the Chinese MBA students in the English Program at an international university in Thailand.
 - 1.1. To determine the level of perception of learning gains of the Chinese MBA students in the English Program Semester 1 at an international university in Thailand.
 - 1.2. To determine the level of perception of learning gains of the Chinese MBA students in the English Program Semester 2 at an international university in Thailand.
 - 1.3. To determine the level of perception of learning gains of the Chinese MBA students in the English Program Semester 3 at an international university in Thailand.
2. To determine the level of perception of learning gains of the Chinese MBA students in the Chinese Program at an international university in Thailand.
 - 2.1. To determine the level of perception of learning gains of the Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand.

- 2.2. To determine the level of perception of learning gains of the Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand.
- 2.3. To determine the level of perception of learning gains of the Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand.
3. To determine if there is a significant difference in the perception of learning gains between the Chinese MBA students in the English Program and Chinese Program, according to their program, at an international university in Thailand.
4. To determine if there is a significant difference in the perception of learning gains of the Chinese MBA students, according to their semester and program, at an international university in Thailand.

Research Hypotheses

The following hypotheses were tested in this study.

1. There is a significant difference in the perception of learning gains between Chinese MBA students in the English Program and Chinese Program, according to their semester, at an international university in Thailand, at a significance level of .05.
2. There is a significant difference in the perception of learning gains of Chinese MBA students, according to their semester and program, at an international university in Thailand, at a significance level of .05.

Theoretical Framework

This study was conducted based on the following supporting theories: the cross-border education framework, the learning gains framework and the theory of perceptual learning.

Cross-Border Education Framework (Knight, 2006)

Cross-border education refers to the movement of people (students, professors /scholars, researchers/experts/consultants), programs (course, program, sub-degree, degree, post-graduate), providers (institutions, organizations, companies), knowledge, ideas, projects (academic projects, services) across national boundaries. Cross-border education is a subset of “internationalization of higher education” and can be a part of development partnerships, academic exchange programs and business initiatives (Knight, 2006).

Learning Gains Framework (McGrath et al., 2015)

McGrath et al. (2015) defined learning gains as a kind of “value added” between two stage of students’ study, which is always used in school or university performance’s scoring criteria. They give another precise definition of learning gain as “distance travelled” in two different periods, let seem which students have a change of skills, competencies (achievement ability and participation in the whole study process), content knowledge and personal development.

Theory of Perceptual Learning (Goldstone, 1998)

Perceptual learning is an experience induced change in which the perceiver acquires information or knowledge from environment and which is a significant role in complex cognitive tasks (e.g., abstraction and symbols domains; Kellman & Massey, 2013).

Perceptual learning involves the relatively long-term change of the organism's perceptual system in order to increase long-term change in response to the environment, and

perceptual learning sometimes benefits the organism's use of information by adjusting the process of information collection. If these changes are not due to environmental differences, perceptual learning can sometimes lead to poorer performance on perceptual tasks, so perceptual learning will change by strengthening and weakening associate with the environmental stimulus (Goldstone, 1998).

Conceptual Framework

The Figure 1 shows the conceptual framework of the current study.

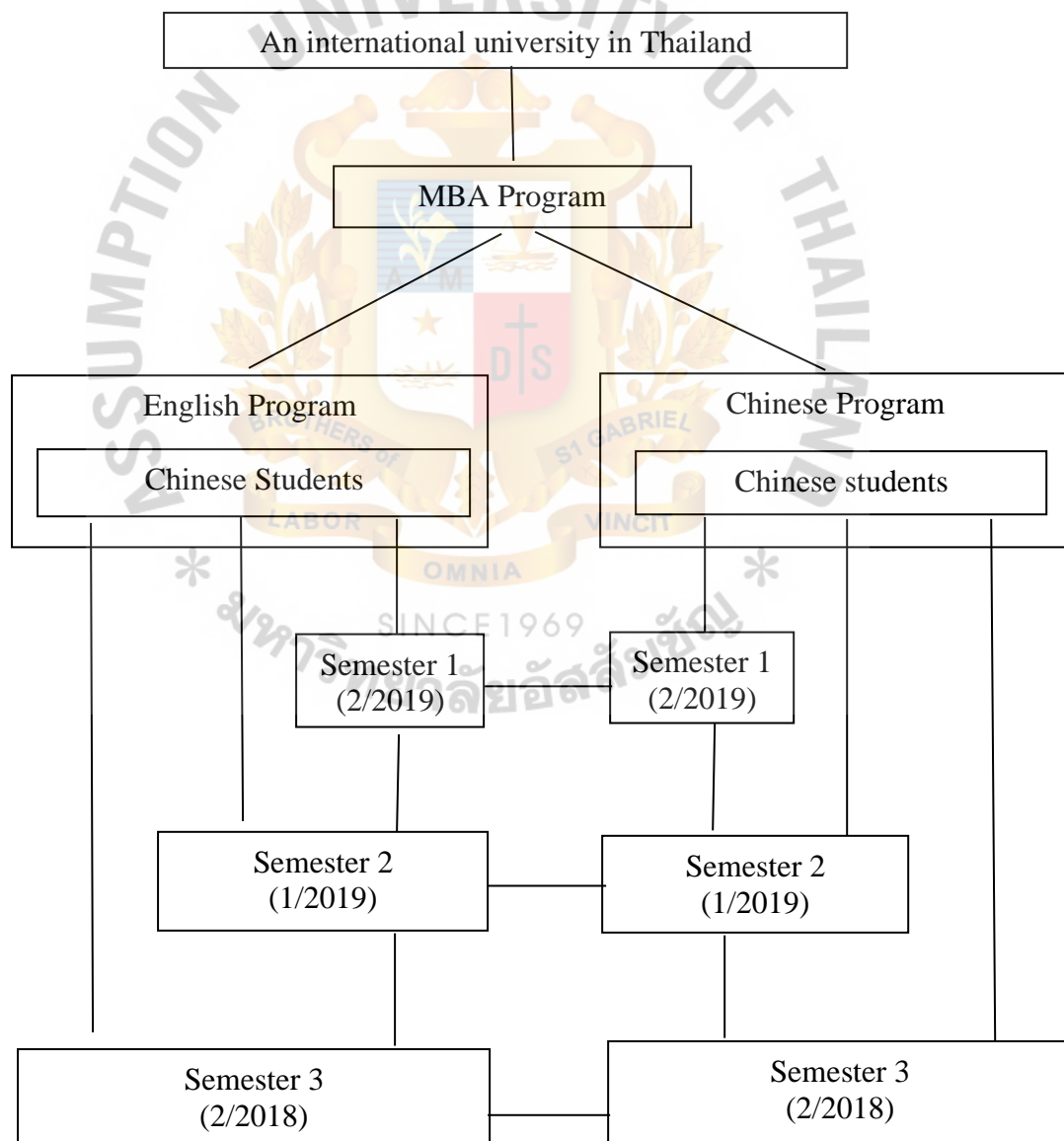


Figure 1. The conceptual framework of the research.

Scope of the Study

This study was limited to an international university situated in Bangkok, Thailand and may not be generalized to other educational settings. The study was based upon the members collected from 128 Chinese MBA students from the Chinese Program and 176 Chinese MBA students from the English Program, totaling 304 students in 2018-2019.

This study targeted Chinese master students enrolled in the MBA English Program and Chinese Program in their first (2/2019), second (1/2019) and third (2/2018) semesters at an international university in Thailand.

The researcher administered the study Questionnaire on Students' Perceptions of Learning Gains (English version and Chinese version), which is based on the Student Assessment of Learning Gains (Anderson, 2006; Lim et al., 2012; Wisconsin Center for Educational Research [WCER], 2001) to those master students at the end of each semester, in order to analyze the perceptions of learning gains.

The theories used in this study were the cross-border education framework (Knight, 2006), the learning gains framework (McGrath et al., 2015), and the theory of perceptual learning (Goldstone, 1998).

The purpose of this study was limited to identify and compare Chinese MBA students' perceptions of learning gains by program and semester at an international university in Thailand.

Definitions of Terms

In order to assist the readers in getting a clear understanding of this study, the following terms are defined to convey the sense in which they are used in this study.

An International University in Thailand

This refers to a private Catholic university with four campuses in different locations in Thailand. The university has been active in education in Thailand since 1901 and the instruction language most of the programs is English.

Learning Gains

Learning gains is a kind of “value added” between two stages or different periods of students’ study, which indicate students’ change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in an educational program.

MBA

Master of Business Administration (MBA) is a degree designed to cultivate practical, compound and applied high-level management talents who are competent for the high-level management work of business enterprises and economic management departments (Whitlow, 2017). In an international university in Thailand, the MBA Program is offered in Chinese and English. Each of these programs aims at developing trained professionals in young leadership, music business, hospitality and tourism management, information technology and management, investment analysis and management, organization development and management.

Chinese Program. The Chinese Program means, in the target international university, that students use Chinese to learn MBA program, they can use Chinese reading, speaking, talking and listening in the classroom. The Chinese MBA Program was established in June 2018, and which is a one and half year program and only Chinese students can study this program in the target international university.

English Program. The English Program means, in the target international university, that students use English to learn MBA Program. The English MBA Program was established

in 1990, and which have one and half year or two years program. The English program has Chinese students and students from other countries. They can use English reading, speaking, talking and listening in the classroom.

Perceptions of Learning Gains

Perceptions of leaning gains are defined as subjective beliefs and judgments that individuals have about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spend in an educational program. Perceptions are evaluations of an overall experience, and might be positive, negative or neutral. A positive perception indicates satisfaction, a negative perception indicates dissatisfaction, while a neutral perception indicates neither satisfaction nor dissatisfaction. In this study, perceptions of learning gains will be measured use the Questionnaire on Students' Perceptions of Learning Gains (QSPLG).

Significance of the Study

The finding of this study will benefit the students, professor, administrators and future researchers.

Firstly, through this study, current and prospective MBA students can learn more about the English Program and Chinese Program information in an international university, which will be good for students to choose their major in the future. Moreover, this study will enable students to have a deep understanding of the English Program and Chinese Program and deepen their motivation and enthusiasm for learning. In addition, let students understand the different views of students who choose different programs in the same MBA Program environment. Finally, this study let students realized what are the perceptions of the learning gains in the English Program and Chinese Program.

Secondly, this study will provide the professors who work in the MBA Program to have a deep understanding of the MBA students' perceptions of the learning gains in the English Program and Chinese Program. Moreover, through the research of this study, the professors can change his/her teaching methods and teaching strategies, so that the professors can conclude a teaching plan more suitable for students. In addition, this study can stimulate professors to improve their professional level.

Thirdly, this study will rise general awareness about how different programs impact on MBA students' perceptions of their learning gains. Moreover, this study enables administrators to understand the importance of students' choice of programs and the different impacts of different programs on students. Furthermore, this article makes administrators realize the advantages and disadvantages of the English Program and Chinese Program in an international university, and they can make appropriate adjustments to two programs in time according to these strengths and weakness, so as to make the learning environment better for students.

Finally, this study will lay the foundation for future research on MBA students' perceptions of their learning gains in the English Program and Chinese Program other universities as well as in other educational settings. Meanwhile, this thesis provides materials for future research on this area.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter is a review of the related literature and the following components was explained in this chapter, Knight's cross-border education framework, McGrath et al.'s learning gains framework, Goldstone's theory of perceptual learning, previous study of perception of learning gains and background of an international university in Thailand.

Cross-Border Education Framework

Demand for higher education exchange has been growing steadily for recent years, and programs mobility between countries has been a main trend of higher education for decade (Knight, 2006). Cross-border education is not a new thing, and which is popular in some advanced the development country, compare with the traditional education, cross-border education is more suit for modern education systems. In another words, exchange education from one country to another some people called education "exporting", because countries can promote their economic development through cross-border education (UNESCO-APQN, 2006).

Cross-border education has been helped by the development of new and widely used technologies, with the development of science and technology, cross-border education is not only limited to studying abroad, some students can get in touch with other foreign schools or universities through the internet and learn online courses, which is also one of type of cross-border education, which not only saves education costs but also enables them to learn foreign

knowledge at home, some people called this phenomenon “study abroad at home” (UNESCO-APQN, 2006).

Moreover, changes in cross-border education are now rapid and ongoing, many people think cross-border education is a cheaper international travel, people can experience the culture of another country while studying in that country, learn the local language, visit the local scenic spots, and even some students make cross-border education as a bridge, after studying they can work or even settle in a foreign country directly (UNESCO-APQN, 2006).

What is Cross-Border Education?

Cross-border education refers to the movement of people (students, professors /scholars, researchers/experts/consultants), programs (course, program, sub-degree, degree, post-graduate), providers (institutions, organizations, companies), knowledge, ideas, projects (academic projects, services) across national boundaries. Cross-border education is a subset of “internationalization of higher education” and can be a part of development partnerships, academic exchange programs and business initiatives (Knight, 2006).

Cross-border education includes the following activities (Knight, 2004, 2006):

- Program mobility: The international movement of students, professors, scholars, researchers, experts, and consultants between countries;
- Program and project: International links between nation states through open learning courses, sub-degree, degree, and post-graduate programs;
- Providers: The international movement activities provide by study institutions, organization, companies and government.
- Export education and commercial trade: This refers to the provision of educational services or academic projects on a commercial basis between countries. The

purpose of this kind of education is to bring economic development through people's exchange and study in other countries.

1. People Mobility

Cross-border movement of individuals can take many forms, including attracting foreign students as sponsors or at their own expense, attracting academic and research workers, sending students abroad for undergraduate or graduate studies, and staff exchanges and visits. In many countries, governments are interested in the movement of students and workers. The government wants to send local employees and students abroad for exchange and study. (International Network for Quality Assurance Agencies in Higher Education [INQAAHE], 2008). Usually, the government will provide some financial support for these people, such as paying part of the tuition fee, accommodation fee or paying the salary to these people every month. When these people finish their studies, they will be asked to go back to their own countries to help the development of the country or teach their own people some advanced knowledge of foreign countries. Especially, many developing countries have various multilateral programs to help students or governments go abroad for university courses or professional training while in office (Varghese, 2011).

Mobility of students and scholars has become a traditional aspect of university life. In the late middle ages, scholars migrated from one place to another for study, some students go to special study centers in other countries to communicate and learn, in order to learn advanced culture and technology (INQAAHE, 2008).

Student mobility is a student program for obtaining a full degree abroad or for a short term, semester or year abroad. Nowadays, it also includes students enrolled in collaborative degrees such as double or joint degrees (especially master degree students), franchises, twin or sandwich programs (especially for masters and Ph.d students). In a strict sense, student mobility may not be required in these collaborative projects, even though it is strongly

encouraged by government and country. However, student mobility is not only for course assignments or project assignments, as it can include research or field trips as part of a project, especially graduate and internship students (Knight, 2012). Because of the importance of realizing other countries language and cultures, students cannot spend all time in the universities or school, sometime they need more space to travel around the whole counties to realized local culture, so that, many students choose evening class or weekend class. Moreover, time limit also a problem of influence cross-border education, many students do not have the time to stay in other countries for long periods of time, so they always choose shot-term or summer training (Knight, 2006, 2012; Varghese, 2011)

For some scholars and professors, the purpose of cross-border education is in order to get a higher position in the university, in order to get a raise, and in order to improve their academic ability. They are usually organized by universities to study abroad in the same country, and few people choose to go to a country alone for investigation and research. In addition, these cross-border educations usually short-term exchange, these scholars and professors spend only two months a year study abroad because they have limit of time cost. (Knight, 2012; Varghese, 2011). For the researchers and experts, the purpose of communication abroad may be in order to complete a certain subject, also is to the study of some aspects of the special area and published papers. They are usually organized by the government or institutions, the government or institutions will give them financial support to go to different country to do the research (Knight, 2006, 2012).

2. Program and Project

The internationalization of higher education is reflected in the provision of educational funding programs or projects to promote opportunities for institutions and

individuals to participate in international activities, for example, study abroad, do research in another country and join other country's online course (Knight, 2004).

National programs and projects that facilitate or improve the internationalization of higher education, it can be provided by different organizations such as government or non-governmental department. Sometimes the program can be offered by any level of government, public or private organizations (Knight, 2004). Cross-border education programs and projects include many areas, such as academic project and service, course training programs, sub-degree or degree program, international research programs post-graduate or graduate programs, student exchange program and worker or staff recruitment programs (Knight, 2006).

The cross-border movement of program and project can be described as the "mobility" of training courses program and individual education across national boundaries through a combination of some ways, such as face-to-face, long-distance or online (Knight, 2012). A credit to a qualifying certificate may be provided by a sending country supplier or an attached domestic partner (Knight, 2006, 2012). There are some popular methods of cross border program mobility which are twinning, franchised, articulated or validated, joint or double award, online or distance (Knight, 2006).

Cross-border education programs or projects have different ways of implementation, there are kinds of partnerships between different foreign higher education institutions or company and local private or public universities and colleges (INQAAHE, 2008). The following is different types of collaboration between cross border education:

2.1 Twinning. Twinning program is students study in their home country to finish the first one or two or three years course and then students go to another country to complete the rest course, some universities called "1+3, 2+2, 3+1" programs (Knight, 2006).

Twinning program requires that schools or university in two different countries have similar curriculum offerings, and that the credits between the two schools or universities can be mutually accredited, the school or university have to ensure that students can moved to another country and continue to take the rest courses smoothly (INQAAHE, 2008).

However, when students finish the twinning program, they only can get one qualification or graduation certificate from their home country school or university. For example, undergraduate students who choose business twinning program between China and Thailand, so they study in Chinese university two years and after two years they go to Thailand, when they complete the whole courses, they can get a graduation certificate form the Chinese university (Knight, 2006).

2.2 Franchising. A franchise course is a unit of study in one institution of higher education, adopted by another institution and taught in another institution, but the student is officially certified by the original institution (Knight, 2006).

According to the franchise agreements, local institutions teach foreign partners some curriculum and instruction course. In many cases, this includes obtaining detailed courses and learning materials and training employees in the institutions. In some cases, staff from foreign institutions may help the local institutions to teach or training staff. This phenomenon exists in the same country between different institutions and universities and can also occur in different countries' institutions and universities (INQAAHE, 2008).

For example, the Thai international university signed a franchise agreement with a Chinese university, Thai international send some staff to China and help Chinese university training their staff, meanwhile, Thai university allowed that Chinese university use their materials, as well as provide some relevant exercises and quizzes. Students will receive a

diploma from the University of Thailand upon completion of their studies at a Chinese university (Knight, 2006).

2.3 Joint or Double Degree. Double degree program or joint degree program is an arrangement in which suppliers from different countries collaborate to provide services to a student from each provider or jointly present an award by a partner. The criteria by which the project provides arrangements for granting eligibility are customized for each collaboration (Knight, 2006).

With the development of the cross-border education, double degree, joint degree and combination degree programs will be more and more popular in the next generation (Knight, 2012). They are different from Twinning and franchising program, these two projects make extensive use of curricula and instruction from other countries, the home country universities or institutions only participate a few programs in the whole process. However, joint and double degree programs developed by schools or institutions of two different countries at the same time. University and institutions of this country have half of the right to participate, which means that foreign courses are not imported, but jointly developed, which is conducive to cultural exchanges and mutual assistance between countries (Knight, 2012).

In addition, When students complete all the courses of the joint or double degree programs, they can get two diplomas from two university, which leads to a lot of students choose this program to improve their education background, they think that they use the same time to study but they can get two certificates, in the future they will have more advantages than others in their work or education filed (Knight, 2012). Joint M.B.A. and Ph.D. programs have become more common in recent years, even partner institutions offer joint or double degree programs in the same country, joint or double degree programs offered by top institutions in different countries and regions are often more attractive. Their main attraction

is that they combine the expertise of both institutions, and professional degrees such as MAB joint program provide by China and Thailand, student will have positive learning experiences relevant to different parts of those two countries (INQAAHE, 2008).

3. Provider

The worldwide increase in demand for higher education has led to educational diversity, cross-border education is one of the most popular forms. There are two types of provider of cross-border education: University/school, institution, government and organization or company (Knight, 2006).

3.1 University/school, institution, government. Education institution is a place people can learn knowledge, some of the organizations are profitable and some are not non-profit, non-profit institution are usually organized by the government. Moreover, public universities/schools are non-profit organizations, because public universities/schools are generally organized by the government, while private universities/schools generally aim to make money through education, so the tuition fees of private universities/schools are relatively higher than public universities/schools (Knight, 2006).

In cross-border education, the legitimacy of the approval/registration to ensure that colleges and universities and the qualifications provided vital, only for international students to apply for legal institutions legally it's visa and residency, at the same time, only a legal institution can offer high quality education, the faculty of legal institutions and education resources is by the national certification (Knight, 2006 ; INQAAHE, 2008). Most traditional universities are legal and accredited institutions that comply with domestic and foreign regulations and provide students with a fair and high-quality cross border education (Knight, 2006).

However, with the development of transnational education, the number of low-quality institutions or unlicensed online schools/ universities are also increasing, and these providers are not recognized by genuine certification/licensing institutions in the providing or receiving countries. These institutions often create a certificate for self-recognition, then use the "fake certificate" to attract students and send students to other countries for exchange (Knight, 2006, INQAAHE, 2008)

The biggest problem is that unqualified institutions operate in countries around the world, enrolling students from all over the world with fake certificates and providing them with a low-quality education, even some student in receiving countries do “illegal learning” without a visa (Knight, 2006).

3.2 Company and Organization. The company and organization are not like traditional institutions or universities, the aim of most of them do cross-border education is profit, compared to conducting research and academic activities they focus more on providing education and training programs (Knight, 2006).

For example, many companies send their employees to other countries for short-term overseas training, so that they can work better after they return home country. Moreover, some organizations will send students to go abroad for short-term language training and the organization can get some profit by charging service fee (Knight, 2006).

The goal of this cross-border education is to make students learn language in a native speaker environment, make their pronunciation more standard, At the same time to speed up the students' learning progress, make sure students can have greatly improved in a short time. The students or the customer of those company or organization are not just young people, but also some middle-aged people who require short-term training after work (INQAAHE, 2008).

4. Export Education and Commercial Trade

Withing the development of widely used new technologies, and cheaper international travel, Cross-border education are now rapid and ongoing, more and more export education moves from one country to another, and which is emphasis the commercial potential of Education exchange (UNESCO-APQN, 2006).

Export education the most important is whether the receiving country has the necessary policies to effectively administer the registration and certification of overseas education. If receive country political limit or visa restrictions, the export education plan cannot be implemented. Therefor the general agreements (GATS) is very important, this is a necessary condition for carrying out the export education and commercia trade (Knight, 2006).

Export education usually boosts economic trade between the two countries, as well as potential consumption (Knight, 2006). As long as the political conditions permit, students from the two countries can exchange studies through different programs. Students' transportation costs, accommodation costs, tuition fees and meals cost can all promote the economic development of the two countries. Moreover, when some students go to study in other countries, they will travel with their friends in their holiday, which can promote the development of local economy. In addition, some students may choose to stay in this country after graduation, and work in this country, or do some business between the two countries, all of commercia trade are the economic development brought by export education (Knight, 2006; INQAAHE, 2008).

Learning Gains Framework

The higher education sector has a different understanding of "learning gain". In general, learning gain is understood as what a student learns in school or university, or how a

student's grades/score or performance change between two time periods, but this definition is too vague to be used as a measure of student learning gain (McGrath et al., 2015).

McGrath et al. (2015) defined learning gains as a kind of “value added” between two stage of students’ study, which always used in school or university performance’s scoring criteria. They defined learning gain as “distance travelled”, in two different periods, let seem which students have a change of skills, competencies (achievement ability and participation in the whole study process), content knowledge and personal development.

Vermunt et al. (2018) said that gains are the simple changes discovered through a series of observations, not limited to higher education, and can be used to measure achievement and outcome in other industries. And the “gain” in higher education field can be described as the actual attained outcomes from the students’ performance in the school or university, which is basis of student characteristics.

Then, Vermunt et al. (2018) gave a new definition of learning by organizing and studying McGrath et al. (2015)’s learning gains framework, which is the development of subject-specific content knowledge or disciplines, this is a different change of students’ theoretical understandings, knowledge, core capabilities, outcome, values, skills, graduate profiles, employability and attitudes between two different time period during the high education. Among of all aspects, knowledge, values, skills, and attitudes are four necessary elements of measure students learning gains.

1. Skills

Skill is the most important part of the learning gains, students always want to improve their skills and abilities during higher education. Skills are often defined as the ability or proficiency to use practical and professional knowledge to complete their task and solve problems in higher education areas (McGrath et al., 2015).

For example, skill is giving students resources, energy, and guidance through a period of hard work and training to complete an assigned task or determined results and achieve a certain level of achievement (McGrath et al., 2015).

The skills usually are divided into two domains (Cappelli, 2014).

General skills (used for general job)

- Management skill (time, personal).
- Leadership and teamwork skills.
- Communication skill (listening, speaking, reading, writing).
- Analytical and problem-solving skills.
- IT skills (Word, Excel, PowerPoint).
- Self-motivation skill.

Specific skills (used only for a certain job):

- Mathematics and numeric analysis skills (e.g., accounting.)
- Collecting and organizing information skills (e.g., book store).
- Video production skills.
- Banking operations skills.
- Translation skills.
- Manufacturing technology skills.

In higher education field the skill is the cognitive component of the students learning gains, which include critical thinking, analyzing thinking and cognitive abilities (Vermunt et al., 2018).

Critical thinking and analyzing thinking refer to thinking about things in a particular way in order to arrive at the best possible solution, which is an ability to understand the connections clearly and rationally, determine the most important part of process, and solve the problem in a systematic way. Based on Vermunt et al.'s (2018) theory of student learning

gains skills, critical thinking and analyzing thinking is a deep thinking of assumptions, deduction, interpretation, evaluation of an arguments.

Cognitive abilities, also called cognitive function, refer to a human brain-based skill to acquire knowledge, operational information, engage in a variety of intellectual activities which include perception, memory, decision making, problem solving, and language abilities (Bailin, 1993). Based on Vermunt et al.'s (2018) theory of student learning gains skills, cognitive abilities, also called reasoning abilities, are defined as a way to synthesize, analyze, evaluate and solve problems that occur in the higher education studying process.

2. Content Knowledge

Content knowledge also a necessary elements of student learning gains in higher education. Traditionally, content knowledge is information or details students acquire from a school or university classroom, this knowledge also called curriculum-based knowledge. For example, a student studying in a university, when he graduated, what he learned in class is called content knowledge. Generally, the content knowledge is people acquire the information or details through different ways, which is not limited to classrooms or institutions, also can acquire from daily life (McGrath et al., 2015).

In higher education field the content knowledge is the metacognitive component of the students learning gains, which include self-regulation, life-long learning attitude, learning to learn, and need for cognition (information-seeking; Vermunt et al., 2018).

Self-regulation and life-long learning attitude is a behavior to pursuit of knowledge continuously, this is a self-motivated behavior, whether for personal or professional reasons (McGrath et al., 2015). No matter for what reason, people will unconsciously keep learning. When lifelong learning becomes a habit, people will be realized how to learn in daily life, this is a process of learning to learn (Vermunt et al., 2018). Life-long learning attitude and self-

regulation is people acquire the content knowledge form daily life and this behavior will become a habit (McGrath et al., 2015).

Need for cognition (Information seeking) behaviors, always have the following process: reflecting, planning, self-awareness in relation to learning needs and goals, monitoring, adjusting and evaluating. This whole process explains how students discover, accept, become aware of, and absorb content knowledge (Vermunt et al., 2018).

3. Attitude

The definition of attitude in higher education is the participation in the whole study process, which is the student's motivation to apply knowledge, skills and psychological activities in the face of work and study, which will influence students professional and personal development (McGrath et al., 2015). Attitudes affect students' critical thinking, analytical reasoning, problem solving and communication ability (Vermunt et al., 2018). According to McGrath et al.'s (2015) research, positive attitudes will make students have a better performance in the two period, and negative attitudes will have a negative influence of student learning gains.

In higher education field the attitudes is the affective component of the students learning gains, which include discipline and toward learning, motivation to learn, engagement, and professional and academic interest (Vermunt et al., 2018).

Engagement is the percentage of students' participation in the learning process, which will directly influence students learning gains. For example, in the same subject, Student A only has 50% engagement in the class, and Student B has 90% engagement in the class, after the whole semester, Student A gets a higher performance and exam score than Student B (Vermunt et al., 2018).

Motivation to learn and professional/academic interest both positive attitudes of student learning. Motivation will stimulate students, make them interested in learning, improve their participation in class, and make students spontaneously learn after class. In general, motivation to learn and professional/academic interest will make student students learn in daily life and become lifelong learning (Vermunt et al., 2018).

4. Personal Development

Personal development refers to the application of students after learning. After a period of learning, students learn skills and acquire content knowledge, and then the process of apply these content knowledges and skills to the society and life is personal development (McGrath et al., 2015). Moreover, Personal development is not only limited to the physical perspective, but also includes the development of psychological perspective, especially affected by learning attitude, motivation, interest. Positive learning attitude, motivation and interest will have a positive impact on the personal development of students (McGrath et al., 2015; Vermunt et al., 2018).

In higher education field the personal development is the socio-communicative component of the students learning gains which seem like a personal value of the society. It includes belonging in social network, social embeddedness and communication skills (Vermunt et al., 2018).

Belonging in social network, social embeddedness is a human emotional need to be accepted form society. Which means people can be an important role to constituent a part of society such as father or mother in a family, students in the school or university, citizens of a country (McGrath et al., 2015). Personal development has a significant influence of people social belonging and social embeddedness (Vermunt et al., 2018).

Theory of Perceptual Learning

From the initial observation, perception was not a static process. Then after many years of hibernations, perceptual learning became a research hotspot in the field of cognition and neuroscience (Kellman & Massey, 2013). Until Gibson's 1969 book, detailed principles of perceptual learning and development opened a new field of inquiry and give complete definition of perceptual learning (Adolph & Kretch, 2015).

Perceptual learning is an experience induced change in which the perceiver acquires information or knowledge from environment and which is a significant role in complex cognitive tasks (abstraction and symbols domains; Kellman & Massey, 2013).

Perceptual learning involves the relatively long-term change of the organism's perceptual system in order to increase long-term change in response to the environment, and perceptual learning sometimes benefits the organism's use of information by adjusting the process of information collection. If these changes are not due to environmental differences, perceptual learning can sometimes lead to poorer performance on perceptual tasks, so perceptual learning will change by strengthening and weakening associate with the environmental stimulus (Goldstone, 1998).

For example, pure noise or noise mixed with speech will be influenced by the experience of spoken language prevented participants, and the experience of working with words might also enhance people's ability to interpret noisy speech. If the perception of the environment changes in the early stages of information processing, then the perception of later collation will also be affected such as subjective experience not only changes the color perception of familiar objects but also affects color perception in the future. The above examples indicated that environment will directly influence perceptual learning ability,

meanwhile, it also has an impact on the perception learning ability in the future (Goldstone, 1998).

Perceptual learning is not achieved through a single process. Here are four ways that perception can adapt to an environment (Goldstone, 1998).

1. Attentional Weighting

Increasing the attention is the one way to make perception becomes adapted to tasks and environments. At the same time, people only focus on the factor that will have the major influence on student perceptual learning and pay less attention to irrelevant factors in the environment (Goldstone, 1998).

Haider and Frensch (1996) found that the improvement in perceptual learning performance is often due to a reduction in the processing of irrelevant factors. For example, A and B have the same gender, age and educational background. They study technology online with the same teacher, but A's home environment is noisy and suffers from more external interference in online class, which results A cannot fully pay attention to the class, after a long time, these irrelevant factors will influence A's perceptual learning performance (Goldstone, 1998; Haider & Frensch 1996).

There is evidence show that some perceptual learning effects are not learned but innate in human. For example, children learn their mother tongue faster before the age of 3, while adults learn a second language more slowly than the first language, because the first language learning is more dependent on the innate ability of children, while the acquisition of a second language depends on human acquired learning (Goldstone, 1998).

2. Stimulus Imprinting

Directly imprinting form other factors is another way to make perception can adapt to an environment, this method mainly emphasizes the repeated stimulation of a certain factor in

the process of perception, so that people subconsciously remember this factor and then change the process of learning perception and this stimulus needs accumulates over time can become imprinting (Goldstone, 1998).

It is a simple truth that everyone knows, clear principle of perceptual categorization, that is people tend to remember the performance of frequently presented objects more deeply than rarely presented objects, people often remember the behavior of things that appear frequently (Allen & Brooks, 1991). Highly similar items, strong and rapidly developing memories help subsequent perceptual learning tasks go smoothly (Goldstone, 1998).

Stimulus imprinting divide into to two types: feature imprinting and topological imprinting (Goldstone, 1998).

2.1 Feature Imprinting. Feature imprinting is more inclined to entity memory method. For example, it will repeatedly repeat an image to people. After a period of stimulus, this image will become an imprinting on people's perceptual learning process, when people are shown a lot of pictures, they immediately notice the imprinted picture. Similarly, just like a child learning a language, the child will always learn how to call father and mother first, because these two words are always repeated in their perceptual learning process, thus forming the imprinting (Goldstone, 1998).

2.2 Topological Imprinting. Compare with specific stimuli or regular environmental changes topological imprinting occurs at a more abstract level, which is a network of detectors for spatial organization be created. The simplest form of topological imprinting is to create a set of eigenvalues arranged along one dimension (Goldstone, 1998). For example, when a group of people were exposed to red for a long period of time in their work environment, they were asked to change their work environment suddenly and choose white

from a pile of color cards. However, in the end, most of them chose not pure white but greenish white, this is topological imprinting (Goldstone, 1998; Howells, 1944).

3. Differentiation

Differentiation of complex stimuli is perceptual learning features can be associated with categories that are different from what was previously learned, and then we compare those differences to reinforce the impression (Goldstone, 1998). For example, in the process of simple and difficult test, teacher A gives a simple exam to a group of students, and teacher B gives a difficult exam to the same group of students. After the students finish the exam, the differentiation of two exam paper will be compared, and these students are more inclined to take the course given by the teacher with a simple exam. This is differentiation of complex stimuli in perceptual learning process (Goldstone, 1998; Mackintosh, 1974).

Hierarchy of differentiation is a fundamental process of differentiation of complex stimuli in perceptual learning which is also called differentiation categories. People often perceive stimuli from a holistic, holistic perspective, turning to the analytical approach of breaking objects down into different dimensions. The differentiation categories are used to categorize and sort out the more subtle inaccuracies so that people can quickly remember the differences and deepen the perceived stimulus (Goldstone, 1998). For example, people will classify dogs into large dogs, medium-sized dogs and small dogs, which is a general classification, people can't distinguish the slightest differentiation, and then people will classify sled dogs into huskies, Alaskans and Samoyees, which are compared differentiation in detail (Goldstone, 1998; Tanaka & Taylor, 1991).

Moreover, Smith (1989) found that adults are more easily to distinguish the difference and gap of things. In the process of perception learning, adults are more likely to make systematic classification, so as to deepen the stimulation of different things and make people

have a deeper impression on that things. However, children are less sensitive to differentiation in stimuli than adults because they don't have a sense of systematization in their mind (Goldstone, 1998).

4. Unitization

Unitization is a perceptual learning mechanism, and which can be viewed as the opposite study of differentiation of complex stimuli, which is a process of finding common points, people put different things or research result together, find out the common ground of these things, and use these common ground to form a new system to deepen the stimulus of perceptual learning, which makes people have a deep impression on these common ground. In the perceptual learning process differentiation divides wholes into cleanly separated parts, but unitization is integrating separated parts into the wholes (Goldstone, 1998).

When there are unexpected stimuli, people respond better to words than to non-words, this is a subconscious, unthinking response. This phenomenon is due to the unitization of words is a systematic, people after a long period of using words, subconsciously to make classification and combination of words, such as, when people see a word that they can quickly analyze its part of speech (nouns, verbs, adjectives, adverbs), because words belong to the unitary system, and this process of continuous combination deepens the stimulus of perceptual learning and causes people to have a subconscious response to the words (Goldstone, 1998; Smith & Haviland, 1972).

Moreover, adults have a better ability to unit things than kids. In the process of perception learning, adults are more likely to find common ground in discrete things, and they are better at analyzing and evaluating these common grounds, so as to deepen the stimulation of unit things and make people have a deeper impression on that unitization process (Goldstone, 1998). However, children do not have strong ability of unitization,

especially small kids, such as, during perceptual learning, children under three years old tend to break objects down into simple, spatially independent parts for memory. Then, with the children grow up, their brains gradually begin to develop with summary and concrete thinking ability, when children are over five years old, they can begin to use spatial relationships to take discrete, simple parts, and turn them into a unitized thing (Goldstone, 1998; Stiles & Tada, 1996).

Previous Studies on Perception of Learning Gains

Anderson carried out a study to assess the perception of learning gains of freshmen students in an introductory course in nutrition and food science in 2006. The participants were 74 freshmen students from semester one to semester four in an introductory course in nutrition and food science. The result provides that students were able to determine which areas of the course materials enhanced their learning experiences and those that were not meaningful to them by measuring the perceptions of learning gains (Anderson, 2006).

Bonney carried out a case study for teaching method improves student performance and perceptions of learning gains in Kingsborough Community College located in Brooklyn, New York in 2015. The participants were 112 undergraduate students in Kingsborough Community College. The result provides that student perceptions of learning gains are positively correlated to both perception and actual values of increased performance on examinations, but independent of case study author (Bonney, 2015).

Cobb, Heaney, Corcoran and Begg carried out study of the learning gains and student perceptions of a second life virtual lab in Commercial Biotechnology module in 2009. The participants were 85 final year undergraduate and master's students registered for the Commercial Biotechnology module for the academic session 2008 and 2009. The result

provides that students increased their knowledge equally and learning gains were unaffected by whether the students used the Virtual Lab in Second Life or saw a demonstration before the physical life practical (Cobb, Heaney, Corcoran & Begg, 2009).

Süzük, Çorlu and Gürel carried out study of the students' perceptions of learning efficiency of introductory physics course in 2011. The participants were 92 first year undergraduates at Marmara University Technical Education Faculty. The result provides that the perception of learning efficiencies was positive for the areas in which students were interested in everyday life. Moreover, the perception of learning efficiency was more positive for topics students had learned before, in comparison to new ones (Süzük et al., 2011).

Winger, Wasileski, Peterson, Mathews, Lanou, and Clarke carried out study of the enhancing integrative experiences: Evidence of student perceptions of learning gains from cross-course interactions in 2011. The participants were 186 students completed the entrance survey and 153 students completed the exit survey over 3 semesters (fall 2008, spring 2009, spring 2010) at the University of North Carolina Asheville. The result provides that offer opportunity for students to integrate learning from diverse fields and to develop as holistic thinkers, in contrast with learning communities, are more loosely and flexibly structured and created less of a close-knit bond typical of learning communities. Moreover, this strategy had more positive effects on students' perception of their learning (Winger, Wasileski, Peterson, Mathews, Lanou, & Clarke, 2011).

Background of an International University in Thailand

This university is the first International University in Thailand to teach in English. It is located in Bangkok and which is the largest and most prestigious private university in Thailand. The university has a strong management system and the teachers are from all over the world with higher education background, and the university environment is beautiful, the

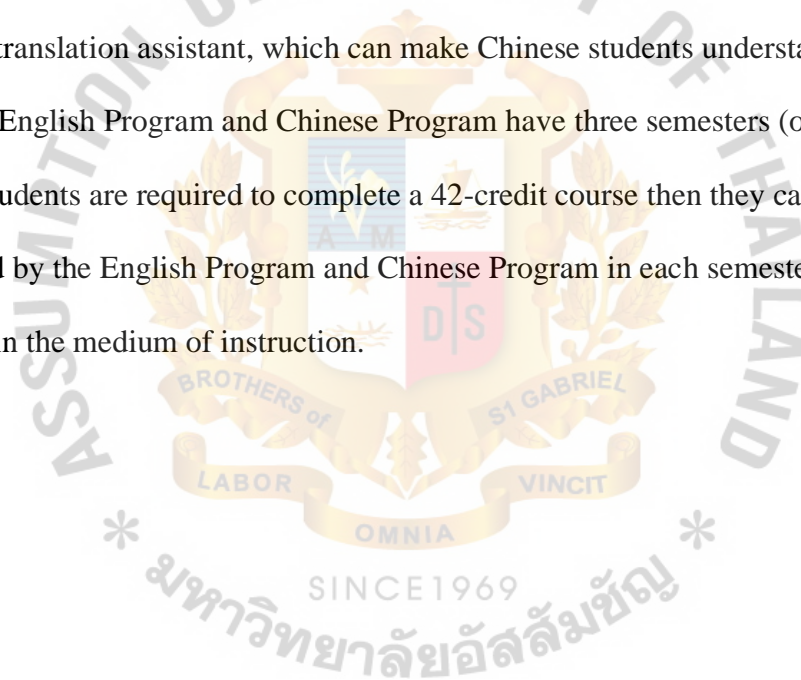
teaching equipment used by the university is the latest equipment. The whole English education is adopted in the school. Students can master English more quickly by providing an environment similar to native English environment. The school's business administration and computer science are very famous, and they are in a leading position in Asia. Moreover, the courses are in line with international standards, and the teaching materials used by students are from well-known international schools in the United Kingdom and the United States.

The university has twelve faculties and thirty-seven disciplines, especially business administration and computer science, which have great influence in Asia. This is the major of the university, market management, general management, finance and banking, accounting, business, computers, advertising management, hotel management, international business management, property assessment, courses, property and casualty insurance, life insurance, industrial management, real estate, business English, business, business Chinese, business Japanese, business French, music, nursing science, computer science, information technology, telecommunications, management science, applied statistics, technology, electronic engineering, electrical engineering, computer engineering, telecommunications engineering, advertising communication arts, visual communication art, law, agriculture, food technology Industry, Architecture (duration: 5 years), Interior Architecture (duration: 5 years).

From these major, we can see that the key faculty of this university is business administration. With the passage of time, the university of business administration has become more and more famous, many people came to this university choice business administration faculty.

At the same time, the university also offers business administration courses for master students. At the beginning, the school only offered business courses with English teaching. With the development of this major, MBA has attracted many students from other countries.

In 2018, the university has also opened a Chinese MBA program for Chinese students. The MBA Program is offered in Chinese and English, which include fast/digital/creative communication track, young leadership, music business, hospitality and tourism management, information technology and management, investment analysis and management, organization development and management. In the English Program, students use English reading, speaking, talking and listening in the classroom and in this program not only Chinese students but also students from other countries. However, in the Chinese Program, only Chinese students enrolled in this program. Because students can use Chinese reading, speaking, talking and listening in the classroom. And in this program, the professors will provide a translation assistant, which can make Chinese students understand easier. Moreover, the English Program and Chinese Program have three semesters (one and half year) and all students are required to complete a 42-credit course then they can graduate. The courses offered by the English Program and Chinese Program in each semester are the same, only differing in the medium of instruction.



CHAPTER III

RESEARCH METHODOLOGY

In the previous chapter, the researcher presented the theories and literature related to the study. This chapter was discuss the research methodology, research design, population, sample, research instrument, instrument's validity and reliability, collection of data and summary of the research process.

Research Design

The purpose of this research was to determine whether there was a significant difference in the perception of learning gains between Chinese MBA students in English Program and Chinese Program, according to their program or semester and program, at an international university in Thailand. For this purpose, a quantitative comparative research design was used to measure students' perception of learning gains Chinese MBA students in English Program and Chinese Program at an international university in Thailand.

A quantitative research instrument, the Questionnaire on Students' Perceptions of Learning Gains (QSPLG), was used in this study to measure the perceptions of learning gains of Chinese MBA students in the English Program and Chinese Program at an international university in Thailand. This instrument was developed based on the Student Assessment of Learning Gains Questionnaire (SALG; Anderson, 2006; Lim et al., 2012; WCER, 2001).

At the end of the research, descriptive statistics (means and standard deviations) and statistical hypothesis testing techniques (one-way ANOVAs and independent samples *t*-tests) were used to address the research objectives and hypotheses of this study.

Population

At the moment of conducting this study, there were 128 Chinese MBA students enrolled in the Chinese Program and 176 MBA Chinese students study English Program, for a total of 304 MBA students in an international university in Thailand.

The target population of this study was comprised of 36 MBA Chinese students enrolled in the Chinese Program and 52 MBA Chinese students enrolled in the English Program in their first semester (2/2019), for a total of 88 MBA Chinese students.

Moreover, there were 44 MBA Chinese students enrolled in the Chinese Program and 60 Chinese MBA students enrolled in the English Program in their second semester (1/2019), for a total of 104 MBA Chinese students.

In addition, there were 48 MBA Chinese students enrolled in the Chinese Program and 64 MBA Chinese students enrolled in the English Program in their third semester (2/2018), for a total of 112 MBA Chinese students.

Sample

In this study, a population sample comprised of all the 128 MBA Chinese students enrolled in Chinese program and 176 MBA students enrolled in the English program in an international university in Thailand, for a total of 304 MBA Chinese students were taken as the sample groups. These students have a similar academic background before enrolling in this MBA programs, because all of them come from the same department at the same university in China. This information is shown in Table 1.

Table 1

Sample Characteristics for This Study

Programs	Sample
English	176
Semester 1	52
Semester 2	60
Semester 3	64
Chinese	128
Semester 1	36
Semester 2	44
Semester 3	48
Total	304

Research Instrument

This study was conducted using the following research instrument: the Questionnaire on Students' Perceptions of Learning Gains (QSPLG), based on the Student Assessment of Learning Gains Questionnaire (Anderson, 2006; Lim et al., 2012; WCER, 2001).

Questionnaire on Students' Perceptions of Learning Gains (QSPLG)

The QSPLG is a research instrument limited to measure the perceptions of learning gains of Chinese MBA students in the English program and Chinese program at an international university in Thailand. There are 35 items in this questionnaire, divided into five aspects: the student engagement learning (Items 1-9); understanding concepts (Items 10-15); skills (Items 16-22); content knowledge (Items 23-31); and learning attitudes and self-efficacy (Items 32-35). and 5 questions in each part. Each of these aspects is linked to a particular guiding question (see Appendices A).

The QSPLG is based on the Student Assessment of Learning Gains Questionnaire (SALG), which is an assessment tool to measure about the differences between students pre- and post-learning. At first, this questionnaire was only used to evaluate the differences

between students before and after learning chemistry course, but after years of expansion, the questionnaire can be applied to various fields (Lim et al., 2012).

Moreover, the SALG has been improved by the Wisconsin Center for Educational Research (WCER), and gradually has become a measure of students' perception of learning gains in a certain course or field (Anderson, 2006). The main purpose of the SALG is to evaluate the differences of students before and after learning, and to summarize the achievements of students. This questionnaire is not only aimed at the results of teachers' classroom teaching methods, but also the results of students' psychological perception changes in the process of class (Seymour & Hunter, 2000).

Lim et al.'s (2012) Student Assessment of Learning Gains (SALG) focused on an introductory computer course. Therefore, the researcher adapted the SALG into the QSPLG. Then, the QSPLG's student engagement in learning part was adapted from the SALG's post: student engagement in learning part; the QSPLG's understanding concepts part was adapted from the SALG's post: understanding concepts part; the QSPLG's skills part was adapted from the SALG's post: programming skills part; the QSPLG's content knowledge part was adapted from the SALG's post: content knowledge part; and the QSPLG's learning attitudes and self-efficacy part was adapted from the SALG's post: learning attitudes and self-efficacy part.

The questionnaire of this study is comprised of 35 items, all positively worded, designed to measure the perceptions of learning gains of Chinese MBA students in English program and Chinese program at an international university in Thailand. Students were asked to express their opinions on each item statement using a 5-point Likert-type scale (1 = *not at all*, 2 = *just a little*, 3 = *somewhat*, 4 = *a lot*, 5 = *a great deal*). A summary of the interpretation of students' perceptions of learning gains is shown in Table 2.

Table 2

Interpretation Scale of QSPLG Results

Response anchor	Score	Mean score scale	Perceptual interpretation
A great deal	5	4.51-5.00	Very positive
A lot	4	3.51-4.50	Positive
Somewhat	3	2.51-3.50	Neutral
Just a little	2	1.51-2.50	Negative
Not at all	1	1.00-1.50	Very negative

Validity of the research instrument. In this section, details on the validity of the research instrument to be used in this study are presented.

In order to better measure Chinese MBA students' perceptions of learning gains, the researcher administered the QSPLG, which is based on the SALG, an assessment questionnaire about the differences between students pre- and post-learning. After years of improvement, the SALG can be used to measure most students' learning gains and teachers can adapt the original version of the SALG questionnaire to summarize a new questionnaire for specific subjects (Lim et al., 2012).

Moreover, Seymour and Hunter (2000) adjusted the SALG questionnaire and she summarized a new questionnaire about students' perception of learning gains, and provided a systematic scoring standard. Students were required to score questions from 1 to 5, of which 1 was the lowest and 5 was the highest. This scoring standard can be more intuitive, rapid assessment of students' perception of learning gains. Many experts believe that the SALG questionnaire is particularly important for judging students' learning gains, and it provide a convenient way to evaluate it (e.g., Anderson, 2006; Seymour & Hunter, 2000). This questionnaire covers the assessment of pre-students' attitude, pre-knowledge acquisition, post-personal development, post-skill acquisition and post-knowledge acquisition and the purpose of these items is to measure students' learning gains in the classroom or specific

learning field, and help students and teachers understand students' learning achievements (Anderson, 2006).

So, the researcher adapted the SALG into her own questionnaire, using the recommendations for adaptation given by previous studies (e.g., Anderson, 2006; Lim et al., 2012; Seymour & Hunter, 2000).

The research instrument for the current study was first developed in English and then back translation was used to ensure the accuracy of the Chinese version of the questionnaire. The questionnaire will be translated into Chinese by two Chinese doctor degree holders who major in English linguistics, to make sure of the translation validity.

Reliability of the research instrument. In this section, details on the reliability of the research instrument to be used in this study are presented.

The QSPLG is based on the SALG, which has repeatedly been tested for reliability, and then been reported to have a high level of internal consistency in previous studies such as Lim et al. (2012)'s research, which measured student learning gains and engagement in an introductory computing course. The Cronbach's alphas reported in previous and current studies are provided in Table 3.

Table 3

Cronbach's Alphas Associated to the Research Instrument

Scale	Cronbach's alpha			
	Lim et al. (2012)	Internal consistency	Current study	Internal consistency
Post: Student engagement in learning	.69	Questionable	.90	Excellent
Post: Understanding concepts	.88	Good	.87	Good
Post: Skills	.86	Good	.88	Good
Post: Content knowledge	.68	Questionable	.92	Excellent
Post: Learning attitudes and self-efficacy	.92	Excellent	.82	Good
Overall	Not reported	—	.97	Excellent

Note. Lim et al. (2012) was conducted for an introductory computing course.

Collection of Data

On 17 August 2019, the researcher informally asked the target university manager for permission to collect data at an international university in Bangkok, Thailand, to conduct research on Chinese MBA students. The second step was to write Chapter I to Chapter III of the Master's thesis, which was achieved on 20 June 2020. Next, the researcher distributed the questionnaires to Chinese MBA students in August 2020. During the data collection process, 163 out of 176 (92.6%) of the Chinese students enrolled in the MBA English Program, and 128 out of 128 (100%) of the Chinese students enrolled in the MBA Chinese Program, fully filled in and returned the questionnaire to the researcher.

In this study, there were 128 Chinese MBA students enrolled in the Chinese Program and 176 MBA Chinese students study English Program, for a total of 304 MBA students in an international university in Thailand. However, not all the students have completed the questionnaire, the students who did not complete the questionnaires were excluded from the analysis (13 students from the English Program; 4 from Semester 1, 5 from Semester 2, 4 from Semester 3). Therefore, the data comprised of 163 MBA Chinese students enrolled in the English Program, and all the 128 MBA Chinese students enrolled in the Chinese Program in an international university in Thailand, for a total of 291 MBA Chinese students, was taken as the data for this study.

After that, the researcher analyzed the data by using a statistical software package. After analyzing the data, the researcher wrote Chapter IV and Chapter V during August 2020 to December 2020. Finally, the researcher completed her final thesis and defense in December 2020 (see Table 4).

Table 4

Research Timeline for This Study

Date	Task
01 August 2019	To get the permission from the target international university in Thailand
01 August 2019 – 28 June 2020	To write the first three chapters of the master thesis
3 August 2020	To do the thesis proposal examination
3 August 2020 – 30 September 2020	To distribute the questionnaires to the Chinese Program students
3 August 2020 – 30 September 2020	To distribute the questionnaires to the English Program students
30 September 2020 – 01 December 2020	To finish Chapters IV and V
29 December 2020	To do the final thesis and defense

Data Analysis

The research analyzed the data using a statistical software. The present study used descriptive statistics (means and standard deviations), one-way ANOVAs (Scheffe post-hoc multiple comparison tests were also performed when needed) and independent samples *t*-tests to analyze the collected quantitative data. The objectives and analysis methods are summarized below.

Table 5

Statistical Methods of Data Analysis Related to Each Research Objective

Research objectives	Methods of analysis
Research Objectives 1-2	Descriptive statistics (means and standard deviations)
Research Objective 3	One-way ANOVA (Scheffe post-hoc multiple comparison test was performed when needed)
Research Objective 4	Independent samples <i>t</i> -test

Summary of the Research Process

The relationship between research objectives, sources of data sample, data collection method and data analysis is summarized in Table 6.

Table 6

Summary of the Research Process

Research objective	Source of data or sample	Research instrument	Method of data analysis
1. To determine the level of perception of learning gains of Chinese MBA students in the English Program at an international university in Thailand	163 Chinese MBA students of the English Program at an international university in Thailand	Questionnaire on Students' Perceptions of Learning Gains (English version)	Descriptive statistics (means and standard deviations)
1.1 To determine the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand	48 Chinese MBA students of the English Program in second semester at an international university in Thailand		
1.2 To determine the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand	55 Chinese MBA students of the English Program in second semester at an international university in Thailand		

(continued)

(continued)

Research objective	Source of data or sample	Research instrument	Method of data analysis
1.3 To determine the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand	60 Chinese MBA students of the English Program in second semester at an international university in Thailand	Questionnaire on Students' Perceptions of Learning Gains (English version)	Descriptive statistics (means and standard deviations)
2. To determine the level of perception of learning gains of Chinese MBA students in the Chinese Program at an international university in Thailand	128 Chinese MBA students of the Chinese Program at an international university in Thailand	Questionnaire on Students' Perceptions of Learning Gains (Chinese version)	Descriptive statistics (means and standard deviations)
2.1 To determine the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand	36 Chinese MBA students of the Chinese Program in first semester at an international university in Thailand		
2.2 To determine the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand	44 Chinese MBA students of the Chinese Program in second semester at an international university in Thailand		

(continued)

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Research objective	Source of data or sample	Research instrument	Method of data analysis
2.3 To determine the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand	48 Chinese MBA students of the Chinese Program in third semester at an international university in Thailand	Questionnaire on Students' Perceptions of Learning Gains (Chinese version)	Descriptive statistics (means and standard deviations)
3. To determine a significant difference in the perception of learning gains between Chinese MBA students in the English program and Chinese program, according to their semester, at an international university in Thailand	163 Chinese MBA students of the English Program and 128 Chinese MBA students of the Chinese Program at an international university in Thailand	Questionnaire on Students' Perceptions of Learning Gains (Chinese and English version)	One-way ANOVA (Scheffe post-hoc multiple comparison test)
4. To determine a significant difference in the perception of learning gains of Chinese MBA students, according to their semester and program, at an international university in Thailand	Chinese MBA students of the English Program (48, 55, 60) and Chinese Program (36, 44, 48) in Semesters 1,2,3 at an international university in Thailand	Questionnaire on Students' Perceptions of Learning Gains (Chinese and English version)	Independent samples <i>t</i> -test

CHAPTER IV

RESEARCH FINDINGS

This chapter illustrates the findings obtained from the data collection administered in an international university in Bangkok, Thailand, on 163 Chinese MBA students of the English Program and 128 Chinese MBA students in the Chinese Program. The findings are displayed in tables, presented in detail, and organized by research objective.

Findings From Research Objective 1

Research Objective 1 was to determine the levels of perception of learning gains of Chinese MBA students in the English Program at an international university in Thailand. As presented in Chapter III, the researcher used the Questionnaire on Students' Perceptions of Learning Gains (QSPLG) to measure this variable (see Appendix A). The QSPLG is comprised of 35 items, in which students were asked to rate their level of perception of learning gains on a 5-point Likert-type scale from 1 (*not at all*) to 5 (*a great deal*).

Table 7 displays the overall mean scores, standard deviations and interpretation of the levels of perception of learning gains of Chinese MBA students in the English Program at an international university in Thailand.

Table 7

Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the English Program at an International University in Thailand

MBA Program/Semester	<i>M</i>	<i>SD</i>	Interpretation
English	3.13	1.12	Neutral
Semester 1	3.19	1.14	Neutral
Semester 2	3.07	1.15	Neutral
Semester 3	3.15	1.09	Neutral

Findings in regard to Research Objective 1 are presented in detail, by semester, in the following sections.

Findings From Research Objective 1.1. Research Objective 1.1 was to determine the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand. The data were collected from administering the QSPLG (see Appendix A).

Table 8 displays the overall mean scores, standard deviations and interpretation of the levels of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand.

Table 8

Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the English Program Semester 1 at an International University in Thailand

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
1. How much did each of the following aspects of the program's classes help your learning?				
1	The way in which the material was approached	2.88	1.02	Neutral
2	How the class activities, internship, reading and assignments fit together	3.02	1.10	Neutral
3	The pace at which you worked	3.02	1.16	Neutral
4	The class activities	3.21	1.17	Neutral
5	Tests, graded activities, and assignments	3.33	1.08	Neutral
6	Resources	3.13	1.21	Neutral
7	The information you were given about	3.27	1.23	Neutral
8	Individual support as a learner	3.29	1.13	Neutral
9	The way the classes were taught overall	3.04	1.07	Neutral
Overall (Aspects of Question 1)		3.13	1.13	Neutral
2. As a result of your work in this program's classes, how well do you think that you now understand each of the following?				

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
10	Concepts in management	3.08	1.20	Neutral
11	Concepts in marketing	3.15	1.07	Neutral
12	Relationship between entrepreneurship and international business	3.10	1.08	Neutral
13	The importance of business administration	3.10	1.26	Neutral
14	The importance of management and marketing	2.98	1.14	Neutral
15	Global issues in business administration	2.85	1.03	Neutral
Overall (Aspects of Question 2)		3.05	1.13	Neutral

3. How much have this program's classes added to your skills in each of the following?

16	Writing communications	3.02	1.12	Neutral
17	Speaking communications	3.27	0.89	Neutral
18	Answering questions in simple English	3.33	1.14	Neutral
19	Taking class notes	3.33	1.10	Neutral
20	Critically reviewing articles	3.48	1.17	Neutral
21	Participating in class discussions	3.21	1.15	Neutral
22	Comprehending basic concepts of business administration	3.15	1.07	Neutral
Overall (Aspects of Question 3)		3.26	1.09	Neutral

4. To what extent did you make gains in any of the following as a result of what you did in this program's classes?

23	Understanding the main concepts of business administration	3.06	1.10	Neutral
24	Understanding the relationship between concepts of business administration	3.19	1.10	Neutral
25	Understanding how ideas in this program's classes relate to those in other fields	3.31	1.15	Neutral
26	Understanding the relevance of this field to real world issues	3.44	1.20	Neutral
27	Appreciating this field	3.17	1.19	Neutral
28	Ability to think through a problem or argument in business administration	3.38	1.28	Neutral
29	Confidence in your ability to work in this field	3.27	1.14	Neutral

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
30	Feeling comfortable with complex ideas in business administration	3.15	1.15	Neutral
31	Enthusiasm for subjects in business administration	3.15	1.15	Neutral
Overall (Aspects of Question 4)		3.23	1.16	Neutral
5. How much of the following do you think you will remember and carry with you into other classes or aspects of your life?				
32	Understanding concepts in business administration	3.21	1.20	Neutral
33	Understanding concepts in management and marketing	3.35	1.21	Neutral
34	The relationship between entrepreneurship and international business	3.40	1.07	Neutral
35	Global issues in business administration	3.23	1.21	Neutral
Overall (Aspects of Question 5)		3.30	1.17	Neutral
Overall		3.19	1.14	Neutral

Based on the results shown in Table 8, all items regarding Question 1 “How much did each of the following aspects of the program’s classes help your learning?” indicated that MBA Chinese students in the English Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “The way in which the material was approached” [Item 1]; “How the class activities, internship, reading and assignments fit together” [Item 2]). As the overall mean score (Aspects of Question 1) was 3.13 ($SD = 1.13$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand was neutral in Question 1.

All items regarding Question 2 “As a result of your work in this program’s classes, how well do you think that you now understand each of the following?” indicated that MBA Chinese students in the English Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Relationship between entrepreneurship and international business” [Item 12]; “The importance of management and marketing” [Item 14]). As the overall mean score (Aspects of Question 2) was 3.05 ($SD = 1.13$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand was neutral in Question 2.

All items regarding Question 3 “How much have this program’s classes added to your skills in each of the following?” indicated that MBA Chinese students in the English Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Answering questions in simple English” [Item 18]; “Comprehending basic concepts of business administration” [Item 22]). As the overall mean score (Aspects of Question 3) was 3.26 ($SD = 1.09$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand was neutral in Question 3.

All items regarding Question 4 “To what extent did you make gains in any of the following as a result of what you did in this program’s classes?” indicated that MBA Chinese students in the English Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international

university in Thailand (e.g., “Ability to think through a problem or argument in business administration” [Item 28]; “Feeling comfortable with complex ideas in business administration” [Item 30]). As the overall mean score (Aspects of Question 4) was 3.23 ($SD = 1.16$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand was neutral in Question 4.

Finally, all items regarding Question 5 “How much of the following do you think you will remember and carry with you into other classes or aspects of your life?” indicated that MBA Chinese students in the English Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Understanding concepts in business administration” [Item 32]; “The relationship between entrepreneurship and international business” [Item 34]). As the overall mean score (Aspects of Question 5) was 3.30 ($SD = 1.17$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand was neutral in Question 5.

As the overall mean score was 3.19 ($SD = 1.14$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 1 at an international university in Thailand was neutral.

Findings From Research Objective 1.2. Research Objective 1.2 was to determine the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand. The data were collected from administering the QSPLG (see Appendix A).

Table 9 displays the overall mean scores, standard deviations and interpretation of the levels of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand.

Table 9

Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the English Program Semester 2 at an International University in Thailand

Item	Statement	M	SD	Interpretation
1. How much did each of the following aspects of the program's classes help your learning?				
1	The way in which the material was approached	2.73	0.97	Neutral
2	How the class activities, internship, reading and assignments fit together	3.15	0.91	Neutral
3	The pace at which you worked	3.18	1.07	Neutral
4	The class activities	3.22	1.07	Neutral
5	Tests, graded activities, and assignments	3.16	1.20	Neutral
6	Resources	3.09	1.09	Neutral
7	The information you were given about	3.09	1.20	Neutral
8	Individual support as a learner	2.08	1.08	Neutral
9	The way the classes were taught overall	2.93	1.18	Neutral
Overall (Aspects of Question 1)		3.06	1.09	Neutral
2. As a result of your work in this program's classes, how well do you think that you now understand each of the following?				
10	Concepts in management	3.11	1.17	Neutral
11	Concepts in marketing	3.11	1.18	Neutral
12	Relationship between entrepreneurship and international business	3.16	1.17	Neutral
13	The importance of business administration	2.98	1.18	Neutral
14	The importance of management and marketing	3.02	1.11	Neutral
15	Global issues in business administration	2.87	1.19	Neutral

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
Overall (Aspects of Question 2)		3.04	1.17	Neutral
3. How much have this program's classes added to your skills in each of the following?				
16	Writing communications	2.93	1.23	Neutral
17	Speaking communications	3.27	1.16	Neutral
18	Answering questions in simple English	3.13	1.14	Neutral
19	Taking class notes	3.15	1.11	Neutral
20	Critically reviewing articles	3.13	1.16	Neutral
21	Participating in class discussions	3.22	1.30	Neutral
22	Comprehending basic concepts of business administration	3.11	1.10	Neutral
Overall (Aspects of Question 3)		3.13	1.17	Neutral
4. To what extent did you make gains in any of the following as a result of what you did in this program's classes?				
23	Understanding the main concepts of business administration	2.85	1.16	Neutral
24	Understanding the relationship between concepts of business administration	2.91	1.13	Neutral
25	Understanding how ideas in this program's classes relate to those in other fields	2.96	1.20	Neutral
26	Understanding the relevance of this field to real world issues	3.24	1.11	Neutral
27	Appreciating this field	3.05	1.11	Neutral
28	Ability to think through a problem or argument in business administration	3.31	1.10	Neutral
29	Confidence in your ability to work in this field	3.00	1.30	Neutral
30	Feeling comfortable with complex ideas in business administration	3.11	1.20	Neutral
31	Enthusiasm for subjects in business administration	2.89	1.10	Neutral
Overall (Aspects of Question 4)		3.04	1.16	Neutral
5. How much of the following do you think you will remember and carry with you into other classes or aspects of your life?				

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
32	Understanding concepts in business administration	3.05	1.15	Neutral
33	Understanding concepts in management and marketing	3.13	1.11	Neutral
34	The relationship between entrepreneurship and international business	2.95	1.11	Neutral
35	Global issues in business administration	3.15	1.33	Neutral
Overall (Aspects of Question 5)		3.07	1.18	Neutral
Overall		3.07	1.15	Neutral

Based on the results shown in Table 9, all items regarding Question 1 “How much did each of the following aspects of the program’s classes help your learning?” indicated that MBA Chinese students in the English Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “The way in which the material was approached” [Item 1]; “How the class activities, internship, reading and assignments fit together” [Item 2]). As the overall mean score (Aspects of Question 1) was 3.06 ($SD = 1.09$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand was neutral in Question 1.

All items regarding Question 2 “As a result of your work in this program’s classes, how well do you think that you now understand each of the following?” indicated that MBA Chinese students in the English Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Relationship between entrepreneurship and international

business” [Item 12]; “The importance of management and marketing” [Item 14]). As the overall mean score (Aspects of Question 2) was 3.04 ($SD = 1.17$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand was neutral in Question 2.

All items regarding Question 3 “How much have this program’s classes added to your skills in each of the following?” indicated that MBA Chinese students in the English Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Answering questions in simple English” [Item 18]; “Comprehending basic concepts of business administration” [Item 22]). As the overall mean score (Aspects of Question 3) was 3.13 ($SD = 1.17$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand was neutral in Question 3.

All items regarding Question 4 “To what extent did you make gains in any of the following as a result of what you did in this program’s classes?” indicated that MBA Chinese students in the English Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Ability to think through a problem or argument in business administration” [Item 28]; “Feeling comfortable with complex ideas in business administration” [Item 30]). As the overall mean score (Aspects of Question 4) was 3.04 ($SD = 1.16$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand was neutral in Question 4.

Finally, all items regarding Question 5 “How much of the following do you think you will remember and carry with you into other classes or aspects of your life?” indicated that MBA Chinese students in the English Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Understanding concepts in business administration” [Item 32]; “The relationship between entrepreneurship and international business” [Item 34]). As the overall mean score (Aspects of Question 5) was 3.07 ($SD = 1.13$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand was neutral in Question 5.

As the overall mean score was 3.07 ($SD = 1.15$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 2 at an international university in Thailand was neutral.

Findings From Research Objective 1.3. Research Objective 1.3 was to determine the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand. The data were collected from administering of the QSPLG (see Appendix A).

Table 10 displays the overall mean scores, standard deviations and interpretation of the levels of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand.

Table 10

Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the English Program Semester 3 at an International University in Thailand

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
1. How much did each of the following aspects of the program's classes help your learning?				
1	The way in which the material was approached	2.75	1.07	Neutral
2	How the class activities, internship, reading and assignments fit together	3.10	1.00	Neutral
3	The pace at which you worked	3.18	1.11	Neutral
4	The class activities	3.10	0.90	Neutral
5	Tests, graded activities, and assignments	3.27	1.09	Neutral
6	Resources	3.27	0.97	Neutral
7	The information you were given about	3.38	1.03	Neutral
8	Individual support as a learner	3.28	1.09	Neutral
9	The way the classes were taught overall	3.20	1.13	Neutral
Overall (Aspects of Question 1)		3.17	1.05	Neutral
2. As a result of your work in this program's classes, how well do you think that you now understand each of the following?				
10	Concepts in management	2.95	1.13	Neutral
11	Concepts in marketing	3.02	1.03	Neutral
12	Relationship between entrepreneurship and international business	3.28	1.08	Neutral
13	The importance of business administration	3.17	1.08	Neutral
14	The importance of management and marketing	3.10	1.09	Neutral
15	Global issues in business administration	3.17	1.17	Neutral
Overall (Aspects of Question 2)		3.11	1.09	Neutral
3. How much have this program's classes added to your skills in each of the following?				
16	Writing communications	2.82	1.08	Neutral
17	Speaking communications	3.15	1.16	Neutral
18	Answering questions in simple English	3.25	1.10	Neutral
19	Taking class notes	3.00	1.15	Neutral

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
20	Critically reviewing articles	3.00	1.18	Neutral
21	Participating in class discussions	3.20	1.19	Neutral
22	Comprehending basic concepts of business administration	3.13	1.13	Neutral
Overall (Aspects of Question 3)		3.08	1.14	Neutral
4. To what extent did you make gains in any of the following as a result of what you did in this program's classes?				
23	Understanding the main concepts of business administration	2.93	1.22	Neutral
24	Understanding the relationship between concepts of business administration	3.28	1.04	Neutral
25	Understanding how ideas in this program's classes relate to those in other fields	3.22	1.08	Neutral
26	Understanding the relevance of this field to real world issues	3.25	1.22	Neutral
27	Appreciating this field	3.23	1.10	Neutral
28	Ability to think through a problem or argument in business administration	3.17	1.14	Neutral
29	Confidence in your ability to work in this field	3.23	1.08	Neutral
30	Feeling comfortable with complex ideas in business administration	3.23	1.05	Neutral
31	Enthusiasm for subjects in business administration	3.27	1.15	Neutral
Overall (Aspects of Question 4)		3.20	1.12	Neutral
5. How much of the following do you think you will remember and carry with you into other classes or aspects of your life?				
32	Understanding concepts in business administration	3.10	1.04	Neutral
33	Understanding concepts in management and marketing	3.17	1.11	Neutral
34	The relationship between entrepreneurship and international business	3.27	0.92	Neutral
35	Global issues in business administration	3.07	1.09	Neutral

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
	Overall (Aspects of Question 5)	3.15	1.04	Neutral
	Overall	3.15	1.09	Neutral

Based on the results shown in Table 10, all items regarding Question 1 “How much did each of the following aspects of the program’s classes help your learning?” indicated that MBA Chinese students in the English Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “The way in which the material was approached” [Item 1]; “How the class activities, internship, reading and assignments fit together” [Item 2]). As the overall mean score (Aspects of Question 1) was 3.17 ($SD = 1.05$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand was neutral in Question 1.

All items regarding Question 2 “As a result of your work in this program’s classes, how well do you think that you now understand each of the following?” indicated that MBA Chinese students in the English Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Relationship between entrepreneurship and international business” [Item 12]; “The importance of management and marketing” [Item 14]). As the overall mean score (Aspects of Question 2) was 3.11 ($SD = 1.09$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand was neutral in Question 2.

All items regarding Question 3 “How much have this program’s classes added to your skills in each of the following?” indicated that MBA Chinese students in the English Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Answering questions in simple English” [Item 18]; “Comprehending basic concepts of business administration” [Item 22]). As the overall mean score (Aspects of Question 3) was 3.08 ($SD = 1.14$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand was neutral in Question 3.

All items regarding Question 4 “To what extent did you make gains in any of the following as a result of what you did in this program’s classes?” indicated that MBA Chinese students in the English Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Ability to think through a problem or argument in business administration” [Item 28]; “Feeling comfortable with complex ideas in business administration” [Item 30]). As the overall mean score (Aspects of Question 4) was 3.20 ($SD = 1.12$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand was neutral in Question 4.

Finally, all items regarding Question 5 “How much of the following do you think you will remember and carry with you into other classes or aspects of your life?” indicated that MBA Chinese students in the English Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-

readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Understanding concepts in business administration” [Item 32]; “The relationship between entrepreneurship and international business” [Item 34]). As the overall mean score (Aspects of Question 5) was 3.15 ($SD = 1.04$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand was neutral in Question 5.

As the overall mean score was 3.15 ($SD = 1.09$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the English Program Semester 3 at an international university in Thailand was neutral.

Findings From Research Objective 2

Research Objective 2 was to determine the levels of perception of learning gains of Chinese MBA students in the Chinese Program at an international university in Thailand. As presented in Chapter III, the researcher used the Questionnaire on Students’ Perceptions of Learning Gains (QSPLG) to measure this variable (see Appendix B). The QSPLG is comprised of 35 items, in which students were asked to rate their level of perception of learning gains on a 5-point Likert-type scale from 1 (完全没有: *not at all*) to 5 (非常多: *a great deal*). For the Chinese MBA students enrolled in the Chinese program: the QSPLG was administered in Mandarin Chinese (see Appendix B). In this section, the original English version of the items is presented.

Table 11 displays the overall mean scores, standard deviations and interpretation of the levels of perception of learning gains of Chinese MBA students in the Chinese Program at an international university in Thailand.

Table 11

Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the Chinese Program at an International University in Thailand

MBA Program/Semester	<i>M</i>	<i>SD</i>	Interpretation
Chinese	3.43	1.08	Neutral
Semester 1	3.64	0.94	Positive
Semester 2	3.15	1.13	Neutral
Semester 3	3.53	1.19	Positive

Findings in regard to Research Objective 2 are presented in detail, by semester, in the following sections.

Findings From Research Objective 2.1. Research Objective 2.1 was to determine the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand. The data were collected from administering the QSPLG (see Appendix B).

Table 12 displays the overall mean scores, standard deviations and interpretation of the levels of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand.

Table 12

Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the Chinese Program Semester 1 at an International University in Thailand

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
1.	How much did each of the following aspects of the program's classes help your learning?			
1	The way in which the material was approached	3.14	0.96	Neutral

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
2	How the class activities, internship, reading and assignments fit together	3.67	1.07	Positive
3	The pace at which you worked	3.67	1.01	Positive
4	The class activities	3.39	0.96	Neutral
5	Tests, graded activities, and assignments	3.56	0.94	Positive
6	Resources	3.31	1.06	Neutral
7	The information you were given about	3.64	0.96	Positive
8	Individual support as a learner	3.75	0.91	Positive
9	The way the classes were taught overall	3.75	0.91	Positive
Overall (Aspects of Question 1)		3.54	0.98	Positive
2. As a result of your work in this program's classes, how well do you think that you now understand each of the following?				
10	Concepts in management	3.61	1.02	Positive
11	Concepts in marketing	3.58	0.97	Positive
12	Relationship between entrepreneurship and international business	3.67	0.89	Positive
13	The importance of business administration	3.72	0.91	Positive
14	The importance of management and marketing	3.89	0.75	Positive
15	Global issues in business administration	3.81	0.79	Positive
Overall (Aspects of Question 2)		3.71	0.89	Positive
3. How much have this program's classes added to your skills in each of the following?				
16	Writing communications	3.75	0.84	Positive
17	Speaking communications	3.72	0.85	Positive
18	Answering questions in simple English	3.53	1.03	Positive
19	Taking class notes	3.67	1.04	Positive
20	Critically reviewing articles	3.44	1.03	Neutral
21	Participating in class discussions	3.58	1.05	Positive
22	Comprehending basic concepts of business administration	3.50	1.00	Neutral
Overall (Aspects of Question 3)		3.60	0.98	Positive

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
4. To what extent did you make gains in any of the following as a result of what you did in this program's classes?				
23	Understanding the main concepts of business administration	3.47	1.06	Neutral
24	Understanding the relationship between concepts of business administration	3.72	0.78	Positive
25	Understanding how ideas in this program's classes relate to those in other fields	3.67	0.86	Positive
26	Understanding the relevance of this field to real world issues	3.92	0.73	Positive
27	Appreciating this field	3.64	0.99	Positive
28	Ability to think through a problem or argument in business administration	3.83	0.88	Positive
29	Confidence in your ability to work in this field	3.61	0.99	Positive
30	Feeling comfortable with complex ideas in business administration	3.67	0.99	Positive
31	Enthusiasm for subjects in business administration	3.69	0.82	Positive
Overall (Aspects of Question 4)		3.69	0.91	Positive
5. How much of the following do you think you will remember and carry with you into other classes or aspects of your life?				
32	Understanding concepts in business administration	3.42	1.11	Neutral
33	Understanding concepts in management and marketing	3.94	0.86	Positive
34	The relationship between entrepreneurship and international business	3.69	0.82	Positive
35	Global issues in business administration	3.61	0.90	Positive
Overall (Aspects of Question 5)		3.67	0.93	Positive
Overall		3.64	0.94	Positive

Based on the results shown in Table 12, Items 1, 4 and 6 regarding Question 1 "How much did each of the following aspects of the program's classes help your learning?"

indicated that MBA Chinese students in the Chinese Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “The way in which the material was approached” [Item 1]; “The class activities” [Item 4]). Then, the result of the other rest items regarding Question 1 “How much did each of the following aspects of the program’s classes help your learning?” indicated that MBA Chinese students in the Chinese Program Semester 1 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “How the class activities, internship, reading and assignments fit together” [Item 2]; “Tests, graded activities, and assignments” [Item 5]). As the overall mean score (Aspects of Question 1) was 3.54 ($SD = 0.98$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand was positive in Question 1.

All items regarding Question 2 “As a result of your work in this program’s classes, how well do you think that you now understand each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 1 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Relationship between entrepreneurship and international business” [Item 12]; “The importance of management and marketing” [Item 14]). As the overall mean score (Aspects of Question 2) was 3.71 ($SD = 1.89$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand was positive in Question 2.

Items 20 and 22 regarding Question 3 “How much have this program’s classes added to your skills in each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (i.e., “Critically reviewing articles” [Item 20]; “Comprehending basic concepts of business administration” [Item 22]). Then, the result of the other rest items regarding Question 3 “How much have this program’s classes added to your skills in each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 1 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Answering questions in simple English” [Item 18]; “Participating in class discussions” [Item 21]). As the overall mean score (Aspects of Question 3) was 3.60 ($SD = 0.98$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand was positive in Question 3.

Item 23 regarding Question 4 “To what extent did you make gains in any of the following as a result of what you did in this program’s classes?” indicated that MBA Chinese students in the Chinese Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (i.e., “Understanding the main concepts of business administration [Item 23]”). Then, the result of the other rest items regarding Question 4 “To what extent did you make gains in any of the following as a result of what you did in this program’s classes?” indicated that MBA Chinese students in the Chinese Program Semester 1 held positive

perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Ability to think through a problem or argument in business administration” [Item 28]; “Feeling comfortable with complex ideas in business administration” [Item 30]). As the overall mean score (Aspects of Question 4) was 3.69 ($SD = 0.91$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand was positive in Question 4.

Finally, Item 32 regarding Question 5 “How much of the following do you think you will remember and carry with you into other classes or aspects of your life?” indicated that MBA Chinese students in the Chinese Program Semester 1 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (i.e., “Understanding concepts in business administration” [Item 32]). Then, the result of the other rest items regarding Question 5 “How much of the following do you think you will remember and carry with you into other classes or aspects of your life?” indicated that MBA Chinese students in the Chinese Program Semester 1 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “The relationship between entrepreneurship and international business” [Item 34]; “Global issues in business administration” [Item 35]). As the overall mean score (Aspects of Question 5) was 3.67 ($SD = 0.93$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand was positive in Question 5.

As the overall mean score was 3.64 ($SD = 0.94$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand was positive.

Findings From Research Objective 2.2. Research Objective 2.2 was to determine the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand. The data were collected from administering the QSPLG (see Appendix B).

Table 13 displays the overall mean scores, standard deviations and interpretation of the levels of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand.

Table 13

Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the Chinese Program Semester 2 at an International University in Thailand

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
1. How much did each of the following aspects of the program's classes help your learning?				
1	The way in which the material was approached	2.77	1.08	Neutral
2	How the class activities, internship, reading and assignments fit together	3.00	1.03	Neutral
3	The pace at which you worked	3.23	1.10	Neutral
4	The class activities	3.05	1.26	Neutral
5	Tests, graded activities, and assignments	3.16	1.14	Neutral
6	Resources	3.25	1.04	Neutral
7	The information you were given about	3.00	1.16	Neutral
8	Individual support as a learner	3.14	1.17	Neutral
9	The way the classes were taught overall	3.20	1.11	Neutral

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
Overall (Aspects of Question 1)		3.09	1.12	Neutral
2. As a result of your work in this program's classes, how well do you think that you now understand each of the following?				
10	Concepts in management	2.95	1.22	Neutral
11	Concepts in marketing	3.20	1.21	Neutral
12	Relationship between entrepreneurship and international business	2.98	1.17	Neutral
13	The importance of business administration	3.20	1.11	Neutral
14	The importance of management and marketing	3.18	1.11	Neutral
15	Global issues in business administration	3.20	0.98	Neutral
Overall (Aspects of Question 2)		3.12	1.14	Neutral
3. How much have this program's classes added to your skills in each of the following?				
16	Writing communications	2.95	1.16	Neutral
17	Speaking communications	3.18	1.13	Neutral
18	Answering questions in simple English	3.14	1.27	Neutral
19	Taking class notes	3.11	1.21	Neutral
20	Critically reviewing articles	3.11	1.13	Neutral
21	Participating in class discussions	3.16	1.14	Neutral
22	Comprehending basic concepts of business administration	3.27	1.07	Neutral
Overall (Aspects of Question 3)		3.13	1.16	Neutral
4. To what extent did you make gains in any of the following as a result of what you did in this program's classes?				
23	Understanding the main concepts of business administration	3.00	1.03	Neutral
24	Understanding the relationship between concepts of business administration	3.11	1.02	Neutral
25	Understanding how ideas in this program's classes relate to those in other fields	3.16	1.14	Neutral
26	Understanding the relevance of this field to real world issues	3.30	1.11	Neutral
27	Appreciating this field	3.23	1.14	Neutral

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
28	Ability to think through a problem or argument in business administration	3.32	1.18	Neutral
29	Confidence in your ability to work in this field	3.30	1.17	Neutral
30	Feeling comfortable with complex ideas in business administration	3.16	1.14	Neutral
31	Enthusiasm for subjects in business administration	3.25	1.04	Neutral
Overall (Aspects of Question 4)		3.20	1.11	Neutral
5. How much of the following do you think you will remember and carry with you into other classes or aspects of your life?				
32	Understanding concepts in business administration	2.98	1.09	Neutral
33	Understanding concepts in management and marketing	3.32	1.14	Neutral
34	The relationship between entrepreneurship and international business	3.32	1.20	Neutral
35	Global issues in business administration	3.23	1.20	Neutral
Overall (Aspects of Question 5)		3.21	1.07	Neutral
Overall		3.15	1.13	Neutral

Based on the results shown in Table 13, all items regarding Question 1 “How much did each of the following aspects of the program’s classes help your learning?” indicated that MBA Chinese students in the Chinese Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “The way in which the material was approached” [Item 1]; “How the class activities, internship, reading and assignments fit together” [Item 2]). As the overall mean score (Aspects of Question 1) was 3.09 ($SD = 1.12$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the

Chinese Program Semester 2 at an international university in Thailand was neutral in Question 1.

All items regarding Question 2 “As a result of your work in this program’s classes, how well do you think that you now understand each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Relationship between entrepreneurship and international business” [Item 12]; “The importance of management and marketing” [Item 14]). As the overall mean score (Aspects of Question 2) was 3.12 ($SD = 1.14$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand was neutral in Question 2.

All items regarding Question 3 “How much have this program’s classes added to your skills in each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Answering questions in simple English” [Item 18]; “Comprehending basic concepts of business administration” [Item 22]). As the overall mean score (Aspects of Question 3) was 3.13 ($SD = 1.16$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand was neutral in Question 3.

All items regarding Question 4 “To what extent did you make gains in any of the following as a result of what you did in this program’s classes?” indicated that MBA Chinese students in the Chinese Program Semester 2 held neutral perceptions of learning gains in

relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Ability to think through a problem or argument in business administration” [Item 28]; “Feeling comfortable with complex ideas in business administration” [Item 30]). As the overall mean score (Aspects of Question 4) was 3.20 ($SD = 1.11$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand was neutral in Question 4.

Finally, all items regarding Question 5 “How much of the following do you think you will remember and carry with you into other classes or aspects of your life?” indicated that MBA Chinese students in the Chinese Program Semester 2 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Understanding concepts in business administration” [Item 32]; “The relationship between entrepreneurship and international business” [Item 34]). As the overall mean score (Aspects of Question 5) was 3.31 ($SD = 1.07$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand was neutral in Question 5.

As the overall mean score was 3.15 ($SD = 1.13$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand was neutral.

Findings From Research Objective 2.3. Research Objective 2.3 was to determine the level of perception of learning gains of Chinese MBA students in the Chinese Program

Semester 3 at an international university in Thailand. The data were collected from administering the QSPLG (see Appendix B).

Table 14 displays the overall mean scores, standard deviations and interpretation of the levels of perception of learning gains of Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand.

Table 14

Mean Scores, Standard Deviations and Interpretation of the Perception of Learning Gains of Chinese MBA Students in the Chinese Program Semester 3 at an International University in Thailand

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
1. How much did each of the following aspects of the program's classes help your learning?				
1	The way in which the material was approached	3.13	1.00	Neutral
2	How the class activities, internship, reading and assignments fit together	3.60	1.07	Positive
3	The pace at which you worked	3.65	1.00	Positive
4	The class activities	3.65	1.08	Positive
5	Tests, graded activities, and assignments	3.65	1.12	Positive
6	Resources	3.31	1.17	Neutral
7	The information you were given about	3.29	1.18	Neutral
8	Individual support as a learner	3.44	1.09	Neutral
9	The way the classes were taught overall	3.44	1.05	Neutral
Overall (Aspects of Question 1)		3.46	1.09	Neutral
2. As a result of your work in this program's classes, how well do you think that you now understand each of the following?				
10	Concepts in management	3.44	1.09	Neutral
11	Concepts in marketing	3.35	1.08	Neutral
12	Relationship between entrepreneurship and international business	3.44	1.03	Neutral
13	The importance of business administration	3.63	1.16	Positive

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
14	The importance of management and marketing	3.65	1.19	Positive
15	Global issues in business administration	3.63	1.16	Positive
Overall (Aspects of Question 2)		3.52	1.12	Positive
3. How much have this program's classes added to your skills in each of the following?				
16	Writing communications	3.50	1.15	Neutral
17	Speaking communications	3.60	1.14	Positive
18	Answering questions in simple English	3.52	0.90	Positive
19	Taking class notes	3.33	1.24	Neutral
20	Critically reviewing articles	3.42	0.96	Neutral
21	Participating in class discussions	3.63	1.04	Positive
22	Comprehending basic concepts of business administration	3.65	1.04	Positive
Overall (Aspects of Question 3)		3.52	1.07	Positive
4. To what extent did you make gains in any of the following as a result of what you did in this program's classes?				
23	Understanding the main concepts of business administration	3.58	1.15	Positive
24	Understanding the relationship between concepts of business administration	3.52	1.11	Positive
25	Understanding how ideas in this program's classes relate to those in other fields	3.42	1.09	Neutral
26	Understanding the relevance of this field to real world issues	3.56	1.09	Positive
27	Appreciating this field	3.77	1.12	Positive
28	Ability to think through a problem or argument in business administration	3.75	0.89	Positive
29	Confidence in your ability to work in this field	3.73	1.14	Positive
30	Feeling comfortable with complex ideas in business administration	3.71	1.19	Positive
31	Enthusiasm for subjects in business administration	3.50	1.07	Neutral

(continued)

(continued)

Item	Statement	<i>M</i>	<i>SD</i>	Interpretation
Overall (Aspects of Question 4)		3.62	1.10	Positive
5. How much of the following do you think you will remember and carry with you into other classes or aspects of your life?				
32	Understanding concepts in business administration	3.42	1.05	Neutral
33	Understanding concepts in management and marketing	3.52	1.03	Positive
34	The relationship between entrepreneurship and international business	3.58	1.11	Positive
35	Global issues in business administration	3.48	1.03	Neutral
Overall (Aspects of Question 5)		3.50	1.05	Neutral
Overall		3.53	1.19	Positive

Based on the results shown in Table 14, Items 1, 6, 7, 8, and 9 regarding Question 1 “How much did each of the following aspects of the program’s classes help your learning?” indicated that MBA Chinese students in the Chinese Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “The way in which the material was approached” [Item 1]; “The way the classes were taught overall” [Item 9]). Then, the result of the other rest items regarding Question 1 “How much did each of the following aspects of the program’s classes help your learning?” indicated that MBA Chinese students in the Chinese Program Semester 3 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “How the class activities, internship, reading and assignments fit together” [Item 2]; “Tests, graded activities, and assignments” [Item 5]). As the overall mean score (Aspects of Question 1) was 3.46 ($SD = 1.09$), it can be concluded that the level of perception of learning gains of Chinese

MBA students in the Chinese Program Semester 3 at an international university in Thailand was neutral in Question 1.

Items 10, 11 and 12 regarding Question 2 “As a result of your work in this program’s classes, how well do you think that you now understand each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Concepts in marketing” [Item 11]; “Relationship between entrepreneurship and international business” [Item 12]). Then, the result of the other rest items regarding Question 2 “As a result of your work in this program’s classes, how well do you think that you now understand each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 3 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “The importance of business administration” [Item 13]; “The importance of management and marketing” [Item 14]). As the overall mean score (Aspects of Question 2) was 3.52 ($SD = 1.12$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand was positive in Question 2.

Items 16, 19 and 20 regarding Question 3 “How much have this program’s classes added to your skills in each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Writing communications” [Item 16]; “Critically reviewing articles” [Item

20)). Then, the result of the other rest items regarding Question 3 “How much have this program’s classes added to your skills in each of the following?” indicated that MBA Chinese students in the Chinese Program Semester 3 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Answering questions in simple English” [Item 18]; “Participating in class discussions” [Item 21]). As the overall mean score (Aspects of Question 3) was 3.52 ($SD = 1.07$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand was positive in Question 3.

Items 25 and 31 regarding Question 4 “To what extent did you make gains in any of the following as a result of what you did in this program’s classes?” indicated that MBA Chinese students in the Chinese Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (i.e., “Understanding how ideas in this program’s classes relate to those in other fields” [Item 25]; “Enthusiasm for subjects in business administration” [Item 31]). Then, the result of the other rest items regarding Question 4 “To what extent did you make gains in any of the following as a result of what you did in this program’s classes?” indicated that MBA Chinese students in the Chinese Program Semester 3 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Confidence in your ability to work in this field” [Item 29]; “Feeling comfortable with complex ideas in business administration” [Item 30]). As the overall mean score (Aspects of Question 4) was 3.62 ($SD = 1.10$), it can be

concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand was positive in Question 4.

Finally, Items 32 and 35 regarding Question 5 “How much of the following do you think you will remember and carry with you into other classes or aspects of your life?” indicated that MBA Chinese students in the Chinese Program Semester 3 held neutral perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (i.e., “Understanding concepts in business administration” [Item 32]; “Global issues in business administration” [Item 35]). Then, the result of the other rest items regarding Question 5 “How much of the following do you think you will remember and carry with you into other classes or aspects of your life?” indicated that MBA Chinese students in the Chinese Program Semester 3 held positive perceptions of learning gains in relation to their change of skills, competencies, content, knowledge, work-readiness and personal development made during their time spent in the program at an international university in Thailand (e.g., “Understanding concepts in management and marketing” [Item 33]; “The relationship between entrepreneurship and international business” [Item 34]). As the overall mean score (Aspects of Question 5) was 3.50 ($SD = 1.05$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand was neutral in Question 5.

As the overall mean score was 3.53 ($SD = 1.19$), it can be concluded that the level of perception of learning gains of Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand was positive.

Findings From Research Objective 3

Research Objective 3 was to determine if there was a significant difference in the perception of learning gains between Chinese MBA students in the English Program and Chinese Program, according to their program, at an international university in Thailand.

In order to address this objective, a one-way ANOVA test was performed to make a comparison among Chinese MBA students in Semester 1, Semester 2, and Semester 3, according to their program: English Program and Chinese Program.

Findings in regard to Research Objective 3 are presented in detail, by program, in the following sections.

MBA English Program. The results obtained from the one-way ANOVA test performed to compare the perception of learning gains held by Chinese MBA students in the English Program, at an international university in Thailand, are displayed in Table 15.

Table 15

One-Way ANOVA Analysis of the Perception of Learning Gains in Chinese MBA Students in the English Program at an International University in Thailand

Group	N	M	SD	dfs		F	p
				Between groups	Within groups		
English Program	163	3.13	1.12	2	130	0.33	.72
Semester 1	48	3.19	1.14				
Semester 2	55	3.07	1.15				
Semester 3	60	3.15	1.09				

The results from the one-way ANOVA test showed that there was no a significant difference in the perception of learning gains of Chinese MBA students in the English Program, at an international university in Thailand, $F(2, 130) = 0.33$, $p = .72$. Therefore,

there was no need to run a Scheffe's post hoc multiple comparison test to determine which groups were significantly different.

MBA Chinese Program. The results obtained from the one-way ANOVA test performed to compare the perception of learning gains held by Chinese MBA students in the Chinese Program at an international university in Thailand, are displayed in Table 16.

Table 16

One-Way ANOVA Analysis of the Perception of Learning Gains in Chinese MBA Students in the Chinese Program, at an International University in Thailand

Group	N	M	SD	dfs		F	p
				Between groups	Within groups		
Chinese Program	128	3.43	1.08	2	125	4.75	.01
Semester 1	36	3.64	0.94				
Semester 2	44	3.15	1.13				
Semester 3	48	3.53	1.19				

The results from the one-way ANOVA test showed that there was a significant difference in the perception of learning gains of Chinese MBA students in the Chinese Program, at an international university in Thailand, $F(2, 125) = 4.75$ $p = .01$. Therefore, a Scheffe's post hoc multiple comparison test was performed to determine which groups were significantly different. Table 17 displays the results of the Scheffe's post hoc test.

Table 17

Results of the Scheffe's Post Hoc Analysis to Determine Significant Differences in the Perception of Learning Gains of Chinese MBA Students in the Chinese Program at an International University in Thailand

Group	1	2	3
1. Semester 1	—		
2. Semester 2	-.49* (.02)	—	
3. Semester 3	-.11 (.82)	.38 (.06)	—

Note. *denotes a statistically significant difference (statistical significance level set at $p = .05$, two tailed). p -values appear with parentheses under the mean difference values.

The results from the Scheffe's post hoc multiple comparison test (Table 17) revealed that, in relation to the perception of learning gains held by Chinese MBA students enrolled in the Chinese Program, the Semester 1 group was significantly different from the Semester 2 group ($p = .02$). The post hoc analysis also indicated that the perception of learning gains of Chinese MBA students in the Chinese Program, the one of the Semester 1 group ($M = 3.63$, $SD = 0.57$) was significantly higher than that of the Semester 2 group ($M = 3.15$, $SD = 0.83$).

The post hoc analysis shown in Table 17 failed to reveal a significant difference in the perception of learning gains held by Semester 1 and the Semester 3 group ($p = .82$), and Semester 2 and Semester 3 group ($p = .06$) of the Chinese MBA students in the Chinese Program.

Findings From Research Objective 4

Research Objective 4 was to determine if there was a significant difference in the perception of learning gains between the Chinese MBA students in the English Program and Chinese Program, according to their semester and program, at an international university in Thailand.

In order to address the objective, a statistical hypothesis testing method called independent samples *t*-test was applied, based on the responses to the QSPLG collected from 291 Chinese MBA students in the English and Chinese Programs (Appendixes A and B), at an international university in Thailand.

Findings in regard to Research Objective 4 are presented in detail, by semester, in the following sections.

Semester 1. Table 18 displays the results of the independent samples *t*-test comparing the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, Semester 1, at an international university in Thailand.

Table 18

Results of the Independent Samples t-Test Comparing the Perception of Learning Gains of the Chinese MBA Students in the Chinese and English Programs, Semester 1, at an International University in Thailand

Program	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
English	48	3.19	0.79	-2.87	82	.005
Chinese	36	3.63	0.57			

Note. Significance level was set at $p = .05$.

The independent samples *t*-test results revealed that there was a significant difference in the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, Semester 1, at an international university in Thailand, *t*

(82) = -2.87, $p = .005$. This result showed that, in the Semester 1, the Chinese MBA students in the Chinese Program had a more positive perception of learning gains than those in the English Program, and the perception of learning gains of the Chinese MBA students in the Chinese Program ($M = 3.63$, $SD = 0.57$) was significantly higher than the perception of learning gains held by the Chinese MBA students in the English Program ($M = 3.19$, $SD = 0.79$). Therefore, on average, Chinese MBA students in the Chinese Program had a more positive opinion of the learning gains acquired during their time in the MBA Program than the Chinese MBA students in the English Program in Semester 1 at an international university in Thailand.

Semester 2. Table 19 displays the results of the independent samples t -test comparing the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, Semester 2, at an international university in Thailand.

Table 19

Results of the Independent Samples t -Test Comparing the Perception of Learning Gains of the Chinese MBA Students in the Chinese and English Programs, Semester 2, at an International University in Thailand

Program	N	M	SD	t	df	p
English	55	3.07	0.80	-0.49	97	.63
Chinese	44	3.15	0.83			

Note. Significance level was set at $p = .05$.

The independent samples t -test results revealed that there was no significant difference in the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, Semester 2, at an international university in Thailand. Therefore, the analysis of the results from the independent samples t -test shown in Table 19 failed to reveal a significant difference in the perception of learning gains held

by the Chinese MBA students in the Chinese and English Programs, Semester 2, at an international university in Thailand, $t(97) = -0.49, p = .63$.

Semester 3. Table 20 displays the results of the independent samples t -test comparing the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, Semester 3, at an international university in Thailand.

Table 20

Results of the Independent Samples t -Test Comparing the Perception of Learning Gains of the Chinese MBA Students in the Chinese and English Programs, Semester 3, at an International University in Thailand

Program	N	M	SD	t	df	p
English	60	3.15	0.75	-2.52	106	.013
Chinese	48	3.53	0.82			

Note. Significance level was set at $p = .05$.

The independent samples t -test results revealed that there was a significant difference in the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, Semester 3, at an international university in Thailand, $t(106) = -2.52, p = .013$. This result showed that, in Semester 3, the Chinese MBA students in the Chinese Program had a more positive perception of learning gains than those in the English Program, and the perception of learning gains of the Chinese MBA students in the Chinese Program ($M = 3.53, SD = 0.82$) was significantly higher than the perception of learning gains held by the Chinese MBA students in the English Program ($M = 3.15, SD = 0.75$). Therefore, on average, Chinese MBA students in the Chinese Program had a more positive opinion of learning gains acquired during the time in the MBA Program than the Chinese MBA students in the English Program in Semester 3 at an international university in Thailand.

Semesters 1-3. Table 21 displays the results of the independent samples *t*-test comparing the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, Semesters 1-3, at an international university in Thailand.

Table 21

Results of the Independent Samples t-Test Comparing the Perception of Learning Gains of the Chinese MBA Students in the Chinese and English Programs, Semesters 1-3, at an International University in Thailand

Program	<i>N</i>	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
English	163	3.13	0.77	-3.21	289	.001
Chinese	128	3.43	0.78			

Note. Significance level was set at $p = .05$.

The independent samples *t*-test results revealed that there was a significant difference in the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, Semesters 1-3, at an international university in Thailand, $t(289) = -3.21$, $p = .001$. This result showed that, in Semesters 1-3, the Chinese MBA students in the Chinese Program had a more positive perception of learning gains than those in the English Program, and the perception of learning gains of the Chinese MBA students in the Chinese Program ($M = 3.42$, $SD = 0.78$) was significantly higher than the perception of learning gains held by the Chinese MBA students in the English Program ($M = 3.13$, $SD = 0.77$). Therefore, on average, Chinese MBA students in the Chinese Program had a more positive opinion of learning gains acquired during the time in the MBA Program than the Chinese MBA students in the English Program in Semesters 1-3 at an international university in Thailand.

CHAPTER V

CONCLUSIONS, DISCUSSION AND RECOMMENDATIONS

In the previous chapter, the researcher presented the findings of the current study, a quantitative comparative study of the perception of learning gains of the Chinese MBA students in the Chinese and English Programs, at an international university in Thailand. In this chapter, the researcher presents a summary of the study, a summary of the findings, conclusions, discussion and recommendations for students, professors, administrators and future researchers.

Summary of the Study

The main purpose of this study was to determine whether there was a significant difference in the perception of learning gains between Chinese MBA students in the English Program and Chinese Program, according to their program or semester and program, at an international university in Thailand. A quantitative comparative research design was used for the present study. The sample of the study was comprised of 291 Chinese MBA students in the English Program and Chinese Program at that target university. The Questionnaire on Students' Perceptions of Learning Gains (QSPLG) was administered to measure the perception of learning gains between Chinese MBA students in the English Program and Chinese Program at an international university in Thailand. For data analysis, the researcher employed descriptive statistics (means and standard deviations), one-way ANOVAs (with a Scheffe post-hoc multiple comparison test) and independent samples *t*-tests to address the research objectives and hypotheses of the present study.

The following research objectives were addressed in this study.

1. To determine the level of perception of learning gains of the Chinese MBA students in the English Program at an international university in Thailand.
 - 1.1. To determine the level of perception of learning gains of the Chinese MBA students in the English Program Semester 1 at an international university in Thailand.
 - 1.2. To determine the level of perception of learning gains of the Chinese MBA students in the English Program Semester 2 at an international university in Thailand.
 - 1.3. To determine the level of perception of learning gains of the Chinese MBA students in the English Program Semester 3 at an international university in Thailand.
2. To determine the level of perception of learning gains of the Chinese MBA students in the Chinese Program at an international university in Thailand.
 - 2.1. To determine the level of perception of learning gains of the Chinese MBA students in the Chinese Program Semester 1 at an international university in Thailand.
 - 2.2. To determine the level of perception of learning gains of the Chinese MBA students in the Chinese Program Semester 2 at an international university in Thailand.
 - 2.3. To determine the level of perception of learning gains of the Chinese MBA students in the Chinese Program Semester 3 at an international university in Thailand.
3. To determine if there is a significant difference in the perception of learning gains between the Chinese MBA students in the English Program and

Chinese Program, according to their program, at an international university in Thailand.

4. To determine if there is a significant difference in the perception of learning gains of the Chinese MBA students, according to their semester and program, at an international university in Thailand.

Summary of the Findings

In the following sections, the research findings were summarized and presented according to the research objectives.

Research Objective 1

The following findings were obtained for Research Objective 1.

- Semester 1: It was found that the Chinese MBA students held a neutral perception of learning gains in the English Program Semester 1 at an international university in Thailand.
- Semester 2: It was found that the Chinese MBA students held a neutral perception of learning gains in the English Program Semester 2 at an international university in Thailand.
- Semester 3: It was found that the Chinese MBA students held a neutral perception of learning gains in the English Program Semester 3 at an international university in Thailand.
- Overall English Program: It was found that the Chinese MBA students held a neutral perception of learning gains in the English Program at an international university in Thailand.

Research Objective 1.1. Regarding this objective, it was found that the Chinese MBA students held a neutral perception of learning gains in the English Program Semester 1 at an international university in Thailand.

Research Objective 1.2. Regarding this objective, it was found that the Chinese MBA students held a neutral perception of learning gains in the English Program Semester 2 at an international university in Thailand.

Research Objective 1.3. Regarding this objective, the Chinese MBA students held a neutral perception of learning gains in the English Program Semester 3 at an international university in Thailand.

Research Objective 2

The following findings were obtained for Research Objective 2.

- Semester 1: It was found that the Chinese MBA students held a positive perception of learning gains in the Chinese Program Semester 1 at an international university in Thailand.
- Semester 2: It was found that the Chinese MBA students held a neutral perception of learning gains in the Chinese Program Semester 2 at an international university in Thailand.
- Semester 3: It was found that the Chinese MBA students held a positive perception of learning gains in the Chinese Program Semester 3 at an international university in Thailand.
- Overall Chinese Program: It was found that the Chinese MBA students held a neutral perception of learning gains in the Chinese Program at an international university in Thailand.

Research Objective 2.1. Regarding this objective, it was found that the Chinese MBA students held a positive perception of learning gains in the Chinese Program Semester 1 at an international university in Thailand.

Research Objective 2.2. Regarding this objective, it was found that the Chinese MBA students held a neutral perception of learning gains in the Chinese Program Semester 2 at an international university in Thailand.

Research Objective 2.3. Regarding this objective, it was found that the Chinese MBA students held a positive perception of learning gains in the Chinese Program Semester 3 at an international university in Thailand.

Research Objective 3

The following findings were obtained for Research Objective 3 English Program.

- English Program: The results obtained from the one-way ANOVA analysis of the perceptions of learning gains held by Chinese MBA students in the English Program, at an international university in Thailand, showed that there was no significant difference in the perception of learning gains of the Chinese MBA students in the English Program at an international university in Thailand.

The following findings were obtained for Research Objective 3 Chinese Program.

- Chinese Program: The results obtained from the one-way ANOVA analysis of the perceptions of learning gains held by Chinese MBA students in the Chinese Program, at an international university in Thailand, showed that there was a significant difference in the perception of learning gains of the Chinese MBA students in the Chinese Program at an international university in Thailand.

- Semester 1 and Semester 2: There was a significant difference in the perception of learning gains of the Chinese MBA students in the Chinese Program between Semester 1 and Semester 2 at an international university in Thailand. The independent samples *t*-test showed that the students had a significantly more positive perception of the learning gains in the Chinese Program Semester 1 than Semester 2.
- Semester 1 and Semester 3: There was no significant difference in the perception of learning gains of the Chinese MBA students in the Chinese Program between Semester 1 and Semester 3 at an international university in Thailand.
- Semester 2 and Semester 3: There was no significant difference in the perception of learning gains of the Chinese MBA students in the Chinese Program between Semester 2 and Semester 3 at an international university in Thailand.

Research Objective 4

The following findings were obtained for Research Objective 4.

- Semester 1: The results from the independent samples *t*-test on the difference in perception of learning gains between Chinese MBA students in the Chinese and English Programs, enrolled in the Semester 1 at an international university in Thailand, revealed a significant difference between the two groups. The independent samples *t*-test showed that the students in the Chinese Program had a significantly more positive perception of learning gains than the students in the English Program.
- Semester 2: The results from the independent samples *t*-test on the difference in perception of learning gains between Chinese MBA students

in the Chinese and English Programs, enrolled in the Semester 2 at an international university in Thailand, revealed that there was no significant difference in the perception of learning gains between two groups.

- Semester 3: The results from the independent samples *t*-test on the difference in perception of learning gains between Chinese MBA students in the Chinese and English Programs, enrolled in the Semester 3 at an international university in Thailand, revealed a significant difference between the two groups. The independent samples *t*-test showed that the students in the Chinese Program had a significantly more positive perception of learning gains than the students in the English Program.
- Semesters 1-3: The results from the independent samples *t*-test on the difference in perception of learning gains between Chinese MBA students in the Chinese and English Programs, enrolled in the Semesters 1-3 at an international university in Thailand, revealed a significant difference between the two groups. The independent samples *t*-test showed that the students in the Chinese Program had a significantly more positive perception of learning gains than the students in the English Program.

Conclusions

From the findings, the following conclusions were drawn.

Research Objective 1

Regarding this Research Objective, the following conclusions were drawn.

- Semester 1: It can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time

spent in the English Program Semester 1 at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

- Semester 2: It can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the English Program Semester 2 at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.
- Semester 3: It can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the English Program Semester 3 at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.
- Overall English Program: It can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the English Program at an international university in Thailand. This

indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

Research Objective 1.1. From the findings obtained regarding this objective, it can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the English Program Semester 1 at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

Research Objective 1.2. From the findings obtained regarding this objective, it can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the English Program Semester 2 at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

Research Objective 1.3. From the findings obtained regarding this objective, it can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the English Program Semester 3 at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

Research Objective 2

Regarding this Research Objective, the following conclusions were drawn.

- Semester 1: It can be concluded that the Chinese MBA students held positive beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program Semester 1 at an international university in Thailand. This indicates that the Chinese MBA students experienced satisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.
- Semester 2: It can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program Semester 2 at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.
- Semester 3: It can be concluded that the Chinese MBA students held positive beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program Semester 3 at an international university in Thailand. This indicates that the Chinese MBA students experienced satisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

- **Overall Chinese Program:** It can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

Research Objective 2.1. From the findings obtained regarding this objective, it can be concluded that the Chinese MBA students held positive beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program Semester 1 at an international university in Thailand. This indicates that the Chinese MBA students experienced satisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

Research Objective 2.2. From the findings obtained regarding this objective, it can be concluded that the Chinese MBA students held neutral beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program Semester 2 at an international university in Thailand. This indicates that the Chinese MBA students experienced neither satisfaction nor dissatisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

Research Objective 2.3. From the findings obtained regarding this objective, it can be concluded that the Chinese MBA students held positive beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program Semester 3 at an

international university in Thailand. This indicates that the Chinese MBA students experienced satisfaction about student engagement, understanding concepts, skills, content knowledge and learning attitudes and self-efficacy in this program.

Research Objective 3

From the findings obtained regarding Research Objective 3, the following conclusions were drawn in relation to the English Program.

- English Program: The results obtained from the one-way ANOVA analysis on the perception of learning gains held by the English Program students in the Semesters 1, 2 and 3 at an international university in Thailand. It can be concluded that there was no significant difference in the beliefs and judgments that Chinese MBA students enrolled in Semesters 1, 2 and 3 in the English Program at an international university in Thailand had about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the program.

From the findings obtained, regarding Research Objective 3, the following conclusions were drawn in relation to the Chinese Program.

- Chinese Program. The results obtained from the one-way ANOVA analysis on the perception of learning gains compared held by the Chinese Program students in the Semesters 1, 2 and 3 at an international university in Thailand. It can be concluded that there was a significant difference in the beliefs and judgments that Chinese MBA students enrolled in Semesters 1, 2 and 3 in the Chinese Program at an international university in Thailand had about their change of skills, competencies, content knowledge, work-

readiness and personal development made during their time spent in the program.

- Semester 1 and Semester 2: There was a significant difference in the beliefs and judgments that Chinese MBA students enrolled in Semester 1 and Semester 2 in the Chinese Program at an international university in Thailand had about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program between Semester 1 and Semester 2. The Scheffe's post hoc test showed that the students had a significantly more positive beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development during their time spent in the Chinese Program Semester 1 than those in Semester 2.
- Semester 1 and Semester 3: There was no significant difference in the beliefs and judgments that Chinese MBA students enrolled in Semester 1 and Semester 3 in the Chinese Program at an international university in Thailand had about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the Chinese Program between Semester 1 and Semester 3.
- Semester 2 and Semester 3: There was no significant difference in the beliefs and judgments that Chinese MBA students enrolled in Semester 2 and Semester 3 in the Chinese Program at an international university in Thailand had about their change of skills, competencies, content knowledge, work-readiness and personal development made during

their time spent in the Chinese Program between Semester 2 and Semester 3.

Research Objective 4

From the findings obtained regarding Research Objective 4, the following conclusions were drawn.

- Semester 1: The results from the independent samples *t*-test on the difference in the perception of learning gains held by Chinese MBA students in the Chinese and English Programs, enrolled in the Semester 1, at an international university in Thailand, revealed a significant difference in the beliefs and judgements that these two groups had about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the programs. The independent samples *t*-test showed that the students in the Chinese Program had a significantly more positive beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development than the students in the English Program.
- Semester 2: The results from the independent samples *t*-test on the difference in the perception of learning gains held by Chinese MBA students in the Chinese and English Programs, enrolled in the Semester 2, at an international university in Thailand, revealed that there was no significant difference between the two groups.
- Semester 3: The results from the independent samples *t*-test on the difference in the perception of learning gains held by Chinese MBA students in the Chinese and English Programs, enrolled in the Semester 3, at an international university in Thailand, revealed a significant difference in

the beliefs and judgements that these two groups had about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the programs. The independent samples *t*-test showed that the students in the Chinese Program had a significantly more positive beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development than the students in the English Program.

- Semesters 1-3: The results from the independent samples *t*-test on the difference in the perception of learning gains held by Chinese MBA students in the Chinese and English Programs, enrolled in the Semesters 1-3, at an international university in Thailand, revealed a significant difference in the beliefs and judgements that these two groups had about their change of skills, competencies, content knowledge, work-readiness and personal development made during their time spent in the programs. The independent samples *t*-test showed that the students in the Chinese Program had a significantly more positive beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development than the students in the English Program.

Discussion

This section discusses the findings obtained from the current study, placing such findings in context with previous studies. The discussion is presented and organized by program.

Perception of Learning Gains of the Chinese MBA Students in the English Program

Firstly, it was found that the Chinese MBA students held neutral perceptions of learning gains in the English Program during all semesters at an international university in Thailand. Based on the administration of the QSPLG, some items (e.g., “How much did each of the following aspects of the program’s classes help your learning: the way in which the material was approached” [Item 1]; “How much did each of the following aspects of the program’s classes help your learning: the class activities” [Item 4]; and “How much did each of the following aspects of the program’s classes help your learning: the way the classes were taught overall” [Item 9]), showed that students did not know which aspects of the program’s classes helped or enhanced their learning, and students felt neither satisfaction nor dissatisfaction about the English Program class (see tables 8, 9 and 10). This result is different from Anderson (2006), who found that students were able to determine which areas of the course materials enhanced their learning experiences and those that were not meaningful to them by measuring their perception of learning gains. Moreover, there were some items (e.g., “How much did each of the following aspects of the program’s classes helped your learning: test, graded activities, and assignments” [Item 5]), students experienced neither satisfaction nor dissatisfaction with the English Program’s test and assignments, and then their beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development during their time spent in the English Program at an international university in Thailand did not influence their performance on the examinations. This result is different from Bonney (2015), who found that students’ perceptions of learning gains were positively correlated to both perception and actual values of increased performance on examinations. In addition, there were some items

(e.g., “How much of the following do you think you will remember and carry with you into other classes or aspects of your life: the relationship between entrepreneurship and international business” [Item 34]; and “How much of the following do you think you will remember and carry with you into other classes or aspects of your life: global issues in business administration” [Item 35]), in which students experienced neither satisfaction nor dissatisfaction with the English Program’s practical applicability. Even though students chose this program voluntarily and it seems they were interested in it at the beginning, but the results from items 34 and 35 suggest that they think those knowledges cannot be well applied to other fields or daily life and their perception of learning gains did not increase after Chinese MBA students studied the English Program Semester 1, 2 and 3. This result is different from Süzük et al. (2011), who found that the perception of learning efficiencies was positive for the areas in which students were interested in everyday life, and the perceptions of learning efficiency was more positive for topics that students had learned before, in comparison to new ones. Overall, after three semesters study, the English Program students did not change their perception of learning gains from the first semester to the last semester. This result is different from Cobb et al. (2009), who found that students increased their perception of knowledge and learning gains equally, and were unaffected by physical life.

Perception of Learning Gains of the Chinese MBA Students in the Chinese Program

Firstly, it was found that the Chinese MBA students held positive perceptions of learning gains in the Chinese Program Semester 1 at an international university in Thailand. Based on the administration of the QSPLG result, some items (e.g., “How much did each of the following aspects of the program’s classes helped your learning: how the class activities, internship, reading and assignments fit together” [Item 2]; “How much did each of the following aspects of the program’s classes helped your learning: individual support as a learner” [Item 8]; and “How much did each of the following aspects of the program’s classes helped your learning: the way the classes were taught overall” [Item 9]), students held a positive perception of learning gains of those aspects, and then considered that aspects helped their learning Chinese Program courses. However, in some items (e.g., “How much did each of the following aspects of the program’s classes helped your learning: the way in which the material was approached” [Item 1]; “How much did each of the following aspects of the program’s classes helped your learning: The class activities” [Item 4]), students showed evidence of held a neutral perception of learning gains of those aspects, considering that those aspects did not help their learning Chinese Program courses. Therefore, the results showed which aspects of the program’s classes students considered that helped or enhanced their learning. This result is similar with Anderson (2006), who also found that students were able to determine which areas of the course materials enhanced their learning experiences and those that were not meaningful to them by measuring their perception of learning gains. Moreover, there were some items (e.g., “How much did each of the following aspects of the program’s classes helped your learning: test, graded activities, and assignments” [Item 5]), in which students experienced satisfaction which

the Chinese Program's test and assignments, considering that the beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development during their time spent in the Chinese Program at an international university in Thailand, positively influenced their performance on the examinations. This result is similar with Bonney (2015), who found that students' perceptions of learning gains were positively correlated to both perception and actual values of increased performance on examinations. In addition, there were some items (i.e., "How much have this program's classes added to your skills in each of the following: answering questions in simple English" [Item 18]; How much have this program's classes added to your skills in each of the following: participating in class discussions" [Item 21]). In which students experienced satisfaction with the Chinese Program's class discussions and class language using. In the Chinese Program students learn not only in Chinese, but also use simple English in the classroom. The Chinese Program provides opportunities to combine two languages; therefore, the students can understand courses easier and had positive perceptions of learning gains. This result is similar with Winger et al. (2011) who also found that offering opportunities for students to integrate learning from diverse fields and to develop as holistic thinkers had positive effects on students' perception of their learning gains. Furthermore, there were some items (e.g., "How much of the following do you think you will remember and carry with you into other classes or aspects of your life: the relationship between entrepreneurship and international business" [Item 34]; and "How much of the following do you think you will remember and carry with you into other classes or aspects of your life: global issues in business administration" [Item 35]), in which students experienced satisfaction with the Chinese Program's practical applicability. Students were interested in this program at the beginning, and the students from this study suggest that after Semester 1,

they thought those knowledges can be well applied to other fields or daily life, and their perception of learning gains increased after they finished their Chinese Program Semester 1 study. This result is similar with Süzük et al. (2011), who also found that the perception of learning efficiencies was positive for the areas in which students were interested in everyday life, and the perceptions of learning efficiency was more positive for topics students had learned before, in comparison to new ones.

Secondly, it was found that the Chinese MBA students held neutral perceptions of learning gains in the Chinese Program Semester 2 at an international university in Thailand. Based on the QSPLG results, some items (e.g., “How much did each of the following aspects of the program’s classes helps your learning: the way in which the material was approached” [Item 1]; “How much did each of the following aspects of the program’s classes helped your learning: the class activities” [Item 4]; and “How much did each of the following aspects of the program’s classes helped your learning: the way the classes were taught overall” [Item 9]), showed that students did not know which aspects of program’s classes helped or enhanced their learning, and students experienced neither satisfaction nor dissatisfaction about the Chinese Program Semester 2 classes. This result is different from Anderson (2006), who found that students were able to determine which areas of the course materials enhanced their learning experiences and those that were not meaningful to them by measuring their perception of learning gains. Moreover, there were some items (e.g., “How much did each of the following aspects of the program’s classes helped your learning: test, graded activities, and assignments” [Item 5]), in which students experienced neither satisfaction nor dissatisfaction which the Chinese Program Semester 2’s test and assignments, considering that the beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development during their time spent in

the Chinese Program Semester 2 at an international university in Thailand did not influence their performance on the examinations. This result is different from Bonney (2015), who found that students' perceptions of learning gains were positively correlated to both perceptions and actual values of increased performance on examinations. In addition, there were some items (e.g., "How much of the following do you think you will remember and carry with you into other classes or aspects of your life: the relationship between entrepreneurship and international business" [Item 34]; and "How much of the following do you think you will remember and carry with you into other classes or aspects of your life: global issues in business administration" [Item 35]), in which students experienced neither satisfaction nor dissatisfaction with the Chinese Program Semester 2's practical applicability. Even though students chose this program voluntarily and it seems they were interested in it at the beginning, the neutral from the carried study indicated that they thought those knowledges cannot be well applied to other fields or daily life, and their perception of learning gains did not increase after Chinese MBA students finished Chinese Program Semester 2. This result is different from Süzük et al. (2011), who found that the perceptions of learning efficiencies was positive for the areas in which students were interested in everyday life, and the perception of learning efficiency was more positive for topics students had learned before, in comparison to new ones.

Thirdly, it was found that the Chinese MBA students held positive perceptions of learning gains in the Chinese Program Semesters 3 at an international university in Thailand. Based on the QSPLG results, some items (e.g., "How much did each of the following aspects of the program's classes helped your learning: how the class activities, internship, reading and assignments fit together" [Item 2]; "How much did each of the following aspects of the program's classes helped your learning: the pace at

which you worked” [Item 3]), students held a positive perception of learning gains of those aspects, considering that those aspects helped their learning in the Chinese Program courses. However, some items (e.g., “How much did each of the following aspects of the program’s classes helped your learning: the way in which the material was approached” [Item 1]; “How much did each of the following aspects of the program’s classes helped your learning: the way the classes were taught overall” [Item 9]), students held a neutral perception of learning gains of those aspects, considering that those aspects did not help their learning in the Chinese Program courses. Therefore, the results showed that after 2 semesters’ study, the Chinese MBA students begin to enjoy class activities, and the students know which aspects of program’s classes helped or enhanced their learning (such as class activities and internship). This result is similar with Anderson (2006), who also found that students were able to determine which areas of the course materials enhanced their learning experiences and those that were not meaningful to them by measuring the perception of learning gains. Moreover, there were some items (e.g., “How much did each of the following aspects of the program’s classes helps your learning: test, graded activities, and assignments” [Item 5]), in which students experienced satisfaction with the Chinese Program’s test and assignments, considering that the beliefs and judgments about their change of skills, competencies, content knowledge, work-readiness and personal development during their time spent in the Chinese Program Semester 3 at an international university in Thailand positively influenced their perception of performance on the examinations. This result is similar with Bonney (2015), who found that students’ perceptions of learning gains were positively correlated to both perception and actual value of increased performance on examinations. In addition, there was some items (e.g., “How much have this program’s classes added to your skills in each of the following: answering questions in simple

English” [Item 18]; How much have this program’s classes added to your skills in each of the following: participating in class discussions” [Item 21]). In which students experienced satisfaction with the Chinese Program’s class discussions and class language using. In the Chinese Program students learn not only in Chinese, but also use simple English in the classroom. The Chinese Program provides opportunities to combine two languages; therefore, the students can understand courses easier and have positive perceptions of learning gains. This result is similar with Winger et al. (2011), who also found that offering opportunities for students to integrate learning from diverse fields and to develop as holistic thinkers had positive effects on students’ perception of their learning gains. Furthermore, there was some items (e.g., “How much of the following do you think you will remember and carry with you into other classes or aspects of your life: understanding concepts in business administration” [Item 32]; and “How much of the following do you think you will remember and carry with you into other classes or aspects of your life: global issues in business administration” [Item 35]), in which students experienced neither satisfaction nor dissatisfaction with the Chinese Program Semester 3’s practical applicability. In the current study, it was found that Chinese MBA students enrolled in the Chinese Program held a positive perception of learning gains in the first semester, but after two semester’s study, they think those knowledges cannot be well applied to other fields or daily life, and their perception of learning gains did not increase after Chinese MBA students finished the Chinese Program semester 3 courses. This result is different from Süzük et al. (2011), who found that perception of learning efficiencies was positive for the areas in which students were interested in everyday life, and the perception of learning efficiency was more positive for topics students had learned before, in comparison to new ones.

Difference in the Perception of Learning Gains Between the Chinese MBA

Students in English Program and Chinese Program

The present study found that there was a significant difference between the Chinese MBA students in the English Program and Chinese Program Semester 1 and 3 at an international university in Thailand. The result showed that the students in the Chinese Program had a significantly more positive perception of learning gains than the students in the English Program. Based on the QSPLG results, some items (e.g., “How much did each of the following aspects of the program’s classes helped your learning: how the class activities, internship, reading and assignments fit together” [Item 2]), Chinese MBA students held a neutral perception of learning gains of those aspects, considering that those class activities and assignments did not help their learning in the English Program courses. However, Chinese MBA students experienced those class activities and assignments helped their learning Chinese Program courses, because in Chinese Program classes, they can use Chinese language in the classroom and they can understand class activities and assignments easily. Therefore, the results showed that Chinese MBA students who enrolled in the Chinese Program know which aspects of program’s classes helped or enhanced their learning. This result is similar with Anderson (2006), who also found that students were able to determine which areas of the course materials enhanced their learning experiences and those that were not meaningful to them. The students had same language and education background, but they study in different program, caused the difference in the results of the two programs. Moreover, there were some items (e.g., “How much did each of the following aspects of the program’s classes helped your learning: test, graded activities, and assignments” [Item 5] ; “How much have this program’s classes added to your skills in each of the following: answering questions in simple English” [Item 18]; How much have this program’s classes added to your skills in each of the following: participating in class discussions” [Item 21]), in

which the English Program students held neutral perceptions of learning gains, but the Chinese program students held positive perceptions of learning gains. Because students in the Chinese Program not only use Chinese language, but also use some simple English in the classroom, the Chinese Program provides opportunities to combine the two languages; therefore, the students can understand concepts, activities, assignments and exams easier than English Program students. This result is similar with Winger et al. (2011), who also found that offering opportunities for students to integrate learning from diverse fields and to develop as holistic thinkers had positive effects on students' perception of their learning gains. When MBA Chinese students study the Chinese Program in an international university in Thailand, they can use two languages in the class, so they will have more opportunities to integrate different language and culture, and classroom translation will help students quickly adapt to the foreign environment. However, students in English programs may need to spend more time familiarizing themselves with a foreign environment, which cause them with less time to integrate learning from other fields.

Recommendations

Based on findings of this study, recommendations which shall be beneficial for students, professors, administrators and future researchers are provided.

Recommendations for Students

Based on the results of this study observation of the researcher, Chinese students should think carefully when they choose MBA program at an international university in Thailand. With the development of the relationship between China and Thailand, Chinese program is becoming more and more popular in Thailand. The researcher hopes that more and more students can join the Chinese Program in the future, using the findings of this study

to support their choice. In this program, they can not only learn knowledge in Chinese, but also experience different culture in Thailand. Moreover, if students want to feel a more international environment, they can choose the English Program. There are more international students in the English Program, and students have more opportunities to cooperate and communicate with foreigners in English.

Recommendations for Professors

Based on the results of this study observation of the researcher, professors play an important role in two programs, in the Chinese Program, professors need to understand the basic background and learning habits of Chinese students, and gradually guide students into the learning environment in the international university. Moreover, professors need to provide a translator assistant during class, so that students can better understand the class content and quickly adapt to the bilingual environment. As for professors of the English Program, they should try to improve students' English level, and try to integrate students into English teaching class as soon as possible in various ways, and then try to let Chinese students complete classroom activities together with students from other countries, so that students can get rapid improvement in the English Program. For the two programs, when professors find that the current curriculums are not suitable for current students, they should communicate with administrators and then change curriculums.

Recommendations for Administrators

Based on the results of this study observation of the researcher, administrators should ensure that professors of respective subjects are performing well in the two programs teaching process, as well as providing sufficient support to students. The English Program and Chinese Program's managers, should make different plans for different program

curriculum, administrators should not only provide different language education, but also need to provide different courses for different levels of students. When students have language communication problems, the administrators should provide translation services, so that students can quickly integrate into the university life, so as to improve students' enthusiasm for learning MBA courses. Finally, when Chinese students learn in the English Program, students should be given a strict English test. If students fail to pass the test, they should study English for half a year and then they can study the course, instead of learning English and studying the course at the same time.

Recommendations for Future Researchers

Based on the results of this study observation of the researcher, this is the first Chinese MBA Program for Chinese students at the international university in Thailand targeted in this study. In the future, if more people choose these two programs, the researcher can collect data according to age. If this international university opens Chinese programs in other majors, the researcher can also conduct research comparing the perception of learning gains held by Chinese students enrolled in the Chinese Programs of different majors. In the future, if some researchers want to conduct research on a similar topic, it would be highly recommended to consider other grouping variables, such as gender and age, which were not considered in the present study. Finally, future researchers could conduct similar studies by administering the Questionnaire on Students' Perceptions of Learning Gains before and after a given semester, in order to enhance the methodology used in this study.

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APPENDICES A

Questionnaire on Students' Perceptions of Learning Gains

(English Version)



APPENDICES A

Questionnaire on Students' Perceptions of Learning Gains

Please tick the corresponding boxes below.

Semester: 1 ☐
2 ☐
3 ☐

Program: English ☐
Chinese ☐

Dear student:

The purpose of this questionnaire is to gather information about how you perceive aspects of your learning in the MBA program. To help us understand your thoughts, please answer the items below by placing a checkmark “√” in the box that best describes the extent of your answer to each item. Using the five options provided (1 = *not at all*, 2 = *just a little*, 3 = *somewhat*, 4 = *a lot*, 5 = *a great deal*), please check only one box for each item. Your answers to this questionnaire will be completely anonymous.

Thank you for your cooperation.

1. How much did each of the following aspects of the program's classes help your learning?	Not at all (1)	Just a little (2)	Somewhat (3)	A lot (4)	A great deal (5)
1. The way in which the material was approached					
2. How the class activities, internship, reading and assignments fit together					
3. The pace at which you worked					

1. How much did each of the following aspects of the program's classes help your learning?	Not at all (1)	Just a little (2)	Somewhat (3)	A lot (4)	A great deal (5)
4. The class activities					
5. Tests, graded activities, and assignments					
6. Resources					
7. The information you were given about					
8. Individual support as a learner					
9. The way the classes were taught overall					

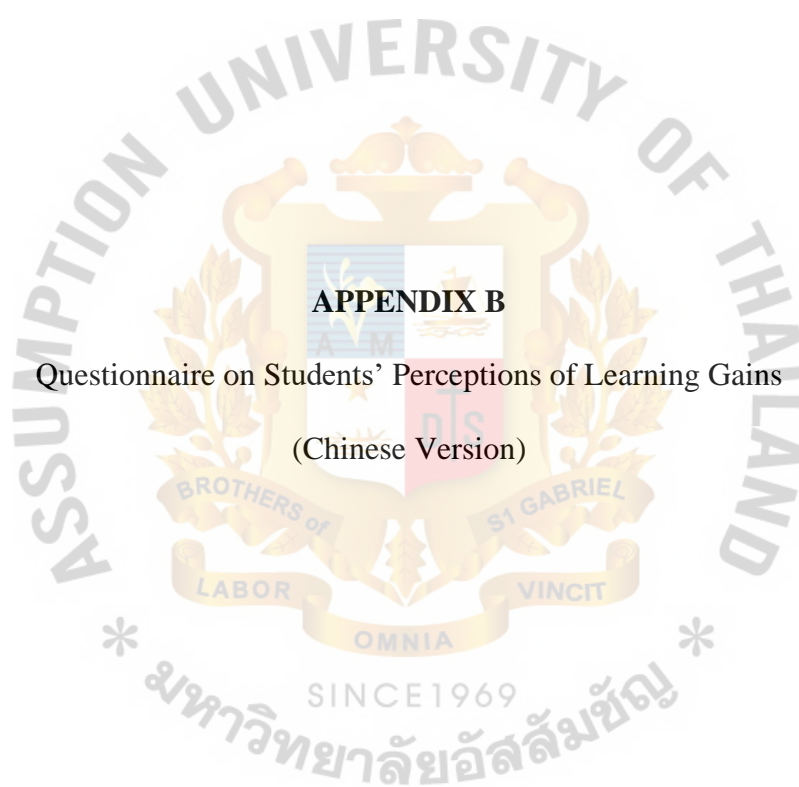
2. As a result of your work in this program's classes, how well do you think that you now understand each of the following?	Not at all (1)	Just a little (2)	Somewhat (3)	A lot (4)	A great deal (5)
10. Concepts in management					
11. Concepts in marketing					
12. Relationship between entrepreneurship and international business					
13. The importance of business administration					

2. As a result of your work in this program's classes, how well do you think that you now understand each of the following?	Not at all (1)	Just a little (2)	Somewhat (3)	A lot (4)	A great deal (5)
14. The importance of management and marketing					
15. Global issues in business administration.					

3. How much have this program's classes added to your skills in each of the following?	Not at all (1)	Just a little (2)	Somewhat (3)	A lot (4)	A great deal (5)
16. Writing communications					
17. Speaking communications					
18. Answering questions in simple English					
19. Taking class notes					
20. Critically reviewing articles					
21. Participating in class discussions					
22. Comprehending basic concepts of business administration					

4. To what extent did you make gains in any of the following as a result of what you did in this program's classes?	Not at all (1)	Just a little (2)	Somewhat (3)	A lot (4)	A great deal (5)
23. Understanding the main concepts of business administration					
24. Understanding the relationship between concepts of business administration					
25. Understanding how ideas in this program's classes relate to those in other fields					
26. Understanding the relevance of this field to real world issues					
27. Appreciating this field					
28. Ability to think through a problem or argument in business administration					
29. Confidence in your ability to work in this field					
30. Feeling comfortable with complex ideas in business administration					
31. Enthusiasm for subjects in business administration					

5. How much of the following do you think you will remember and carry with you into other classes or aspects of your life?	Not at all (1)	Just a little (2)	Somewhat (3)	A lot (4)	A great deal (5)
32. Understanding concepts in business administration					
33. Understanding concepts in management and marketing					
34. The relationship between entrepreneurship and international business					
35. Global issues in business administration					



APPENDICES B

学生对学习收获认知的调查问卷

请在下面相应的方格打勾。

学期: 1 ☐

项目: 英文 ☐

2 ☐

中文 ☐

3 ☐

亲爱的学生:

这份问卷的目的是收集关于你如何看待你在 MBA 课程学习方面的信息。为了帮助我们理解您的想法, 请在你认为最合适的选项的方框中打上(√)。使用所提供的五个选项(1 = 完全没有, 2 = 有一点, 3 = 一般, 4 = 较多, 5 = 非常多), 每个项目只勾选一个框。

这份问卷的回答将完全匿名。

谢谢您的合作。

1. 下列各方面对你学习的课程有多大帮助?	完全没有 (1)	有一点 (2)	一般 (3)	较多 (4)	非常多 (5)
1. 处理材料的方式					
2. 课堂活动、实习、阅读和作业的结合					
3. 工作的效率					

1. 下列各方面对你学习的课程有多大帮助?	完全没有 (1)	有一点 (2)	一般 (3)	较多 (4)	非常多 (5)
4. 课堂活动					
5. 测试、等级评分、课后作业					
6. 资源					
7. 你获得的材料与信息					
8. 学习者的个人支持					
9. 课程的整体教学方式					

2. 你学习了这个课程了以后, 对以下选项你理解多少?	完全没有 (1)	有一点 (2)	一般 (3)	较多 (4)	非常多 (5)
10. 管理的概念					
11. 市场营销的概念					
12. 企业家精神和国际商业的 关系					
13. 企业管理的重要性					
14. 管理和营销的重要性					
15. 企业管理的全球性问题。					

3. 学习了这个项目的课程后, 你的个人技能增加了多少?	完全没有 (1)	有一点 (2)	一般 (3)	较多 (4)	非常多 (5)
16. 写作能力					
17. 沟通能力					
18. 用简单的英语回答问题					
19. 课堂记录能力					
20. 批判性地评论文章					
21. 参与课堂讨论的能力					
22. 理解企业管理的基本概念					

4. 学习了这个项目的课程后， 你获得了多大的收益？	完全没有 (1)	有一点 (2)	一般 (3)	较多 (4)	非常多 (5)
23. 企业管理主要概念的理解					
24. 企业管理关系之间的理解					
25. 这个项目课程的中心思想 与其他领域思想之间的关 系					
26. 理解这一领域与现实世界 问题的相关性					
27. 相关领域的理解					
28. 在企业管理中思考问题或 争论的能力					

4. 学习了这个项目的课程后， 你获得了多大的收益？	完全没有 (1)	有一点 (2)	一般 (3)	较多 (4)	非常多 (5)
29. 对自己在这一领域工作的 能力有信心					
30. 能适应企业管理的复杂思 想					
31. 对工商管理科目的热情					

5. 完成学习这个项目后，你认为你能记住以下的多少内容并将其带入其他课程或生活的方方面面？	完全没有 (1)	有一点 (2)	一般 (3)	较多 (4)	非常多 (5)
32. 企业管理主要概念的理解					
33. 理解管理和市场营销的概念					
34. 企业家精神和国际商业的关系					
35. 商业管理中的全球性问题					

BIOGRAPHY

Personal Information

Name: Xingran Zhao

Nationality: Chinese

Date of Birth: 24th April 1995

Gender: Female



Education

2020 Master's Degree in Curriculum and Instruction, Assumption University of Thailand

2018 Bachelor of Business English, Assumption University of Thailand

Honors and Certificates

International Chinese Teacher's Senior Certificate.

Professional Skills Certificate of Professional Talents.

Work Experience

September 2020 - January 2021	Chinese Language Teacher at Interkids Bilingual School
July 2020 - September 2020	Chinese Language Teacher at Suwit Seree Anusorn School
July 2019 - June 2020	Chinese Translator at Assumption University in Thailand
April 2019 - July 2019	Chinese Teacher, Curriculum and Instruction Specialist in the Thai-Chinese Chamber of Commerce Global Education Institute

