

ABSTRACT**I.D. No.:** 6219513**Key Words:** PERCEPTIONS OF LEARNING GAINS, CHINESE STUDENTS, CHINESE MBA PROGRAM, ENGLISH MBA PROGRAM, CROSS-BORDER EDUCATION**Name:** XINGRAN ZHAO**Thesis Title:** 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**Thesis Advisor:** ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

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

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