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## **Factors Influencing the Management Achievement of the Chinese Students Association in Thailand**

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**Abstract.** The objectives of this research were 1) to inquire about states and problems of the management of the Chinese Students Association in Thailand; key informants were selected by purposive sampling and divided into three groups consisting of 375 respondents from public higher education institutions, students from private higher education institutions, and students from higher education institutions of non-education; and an instrument used was a five-rating scale questionnaire. and standard deviation were used to analyze data and 2) to propose factors influencing the management achievement of the Chinese Students Association in Thailand. Key informants were 33 administrators, staff, and Chinese diplomatic officers participating in connoisseurship. An instrument used was a meeting record form. Content analysis and classification into issues were used to analyze data. Results of inquiring about states for the management of the Chinese Students Association in Thailand were overall at a moderate level; the problems for the management of the Chinese Students Association in Thailand were overall at a high level; and the students' recommendations consisted of five core components. The factors influencing management achievement also consisted of five aspects.

**Keywords.** State of problems, Factors Influencing Management Achievement, Chinese Students Association in Thailand

### **Introduction**

According to Liu (2021), the Chinese education system has been known for its intense competitiveness, with nearly 10 million students taking the National College Entrance Examination (Gaokao) each year. This grueling exam determined university admissions and future career prospects. Because of competition, not everyone could accomplish the goal. Many students and parents are attracted to overseas education as an escape from this fierce competition. Contrary to the stereotype of overly demanding 'tiger parents', some parents send their children abroad to provide them with a more well-rounded education and a broader perspective. They aimed for their children to be bilingual in English and Chinese, maintain a competitive edge, and reduce academic stress. Studying abroad also allowed Chinese students to explore diverse interests, discover new hobbies, and reflect on their personal aspirations and life goals.

Additionally, Zhang (2021, p. 214) gave the importance of the Chinese scientific education philosophy based on higher education philosophy, emphasizing the importance of

shaping the perfect personality and understanding the relationship between humans and the world. It emphasizes practical education and understanding people, as humans are self-generated through practical activities. Education is a self-constructed practice method, focusing on the two-way construction of culture and human beings. Modernization of education starts with people, not things. The requirements for higher education will continuously develop.

Therefore, those foreign countries were highly appealing to Chinese students seeking higher education. These students were attracted by the prospect of obtaining a high-quality education and enhancing their employment opportunities by enrolling in and graduating from globally esteemed institutions. Simultaneously, these prestigious institutions aimed to attract more international students to enhance their global rankings and address global challenges. As a result of this competitive environment for Chinese and other international students in renowned institutions, it became crucial for them to develop strong English language and intercultural communication skills. Nevertheless, Chinese international students faced several challenges in foreign universities, including language anxiety, culture shock, initial adaptation difficulties, psychological adjustments, and academic issues. (Zhai & Razali, 2020, p. 644)

In terms of ICEF monitor (2019), Thailand was identified as the most recent Asian market to intensify its efforts to attract a larger number of Chinese students. The primary motivation behind this move was a familiar one: Thailand had experienced a plateau and subsequent decline in its overall tertiary enrollment over the past few years. Chinese students were particularly drawn to Thai universities due to their affordability. Consequently, Thai universities responded to the increasing demand from Chinese students by introducing additional programs and services tailored to their needs. Moreover, the increase in the number of Chinese students was paralleled by an expanding presence of Chinese scholars within Thai universities and even investments from China in private educational institutions in Thailand.

Thailand stands out as an Asian nation, effectively integrating Chinese immigrants into its society without conflict. The strong bond between Thailand and China has been enduring, particularly in terms of cultural exchange within their communities. Within this Thai social context, numerous universities, colleges, and institutes have embraced the growing interest of Chinese students in pursuing education in Thailand. Furthermore, various initiatives have been launched to foster educational connections and networks between Thai and Chinese universities, paving the way for future collaborations. The demands and expectations for higher education are expected to evolve continually in this dynamic environment.

A recent study identified several reasons behind the substantial influx of Chinese students choosing to study in Thailand, Chinese universities have a restricted number of available seats for students; the cost of studying in Thailand is reasonable and attractive to Chinese students; Thai universities offer a wide range of courses that align with the preferences of Chinese students; Chinese students are drawn to Thailand for its culture, cuisine, and tourist destinations; obtaining visas to study in Thailand is relatively straightforward for Chinese students; and the rising trend of Chinese students in Thailand has prompted adjustments to course offerings in Thai universities to accommodate their preferences and needs. (The Nation, 2023)

Sharma (2023) revealed that the data from the Ministry of Higher Education, Science, Research, and Innovation in Thailand, that there were 14,423 Chinese students enrolled in Thai universities in 2020, prior to the outbreak of the COVID-19 pandemic. Approximately 70% of these students were attending private universities. Chinese students constituted nearly half of the total international student population in Thailand during that period. Thailand's numerous international schools have gained significant popularity, especially among middle-class

Chinese families, who see them as a stepping stone to universities abroad. In the northern city of Chiang Mai, the percentage of Chinese students in these schools has surged to 40%.

Chinese students come to study in Thai universities for various reasons, Thai universities offer quality education, and some programs are conducted in English, making them attractive to international students, including those from China; Tuition fees in Thai universities are often lower compared to Western countries, makes Thailand an appealing destination for Chinese students seeking affordable education; China and Thailand share certain cultural and regional similarities, which can make Chinese students feel more at home and comfortable in Thailand compared to more culturally different countries; Thailand is a popular tourist destination with well-developed infrastructure, making it easy for Chinese students to travel to and from their home country. Chinese students choose Thai universities for a combination of factors, including affordability, quality education, cultural familiarity, and the potential for future career opportunities.

However, Kang, et al. (2020, pp. 343-344) identified that the primary challenges faced by Chinese students during their tenure at universities in the upper northern region of Thailand can be summarized as follows: Struggling to acclimate to Thai campus life; facing difficulties comprehending course materials; experiencing limited job prospects; encountering challenges in integrating into Thai society; struggling to adapt to Thai customs and habits; finding it hard to navigate Thai transportation systems; receiving inadequate support from Thai universities; difficulty in coping with feelings of depression; holding a pessimistic outlook on their overseas education and future; having trouble locating internship opportunities; and struggling to adjust to the Thai teaching style.

Chinese Students Association in Thailand (CSAT) was established in 2010 because Thailand stands out as an Asian nation, effectively integrating Chinese immigrants into its society without conflict. The strong bond between Thailand and China has been enduring, particularly in terms of cultural exchange within their communities. Within this Thai social context, numerous universities, colleges, and institutes have embraced the growing interest of Chinese students in pursuing education in Thailand. Furthermore, various initiatives have been launched to foster educational connections and networks between Thai and Chinese universities, paving the way for future collaborations. The demands and expectations for higher education are expected to evolve continually in this dynamic environment.

The Chinese Students Association in Thailand (CSAT) operates as a non-profit organization with a multifaceted mission that encompasses several objectives 1) to provide support and assistance to Chinese students residing in Thailand. 2) to promote and nurture ongoing and sustainable educational collaborations between Thailand and China, 3) to facilitate the academic pursuits of Chinese students studying in Thailand, 4) To offer valuable information and guidance to students, 5) to safeguard the rights and benefits of Chinese students, and 6) to ensure the safety and well-being of Chinese students living in Thailand.

Achieving effective association management involves various factors that contribute to the success and growth of the organization. According to Herzberg's Two Factor Theory, there is some work that considers that outcome satisfaction while there are other work factors that lead to dissatisfaction. This psychological theory that identifies two categories of factors affecting employee motivation and job satisfaction. Hygiene factors, such as salary and compensation, work states, company policies, supervision, and interpersonal relations, can lead to job dissatisfaction when they are lacking. However, improving hygiene factors can only prevent dissatisfaction. On the other hand, motivational factors, such as recognition, responsibility, achievement, advancement, and intrinsically rewarding tasks, can lead to higher

levels of job satisfaction and motivation. Herzberg's theory suggests that organizations should focus on enhancing motivational factors related to the nature of the work and employees' sense of achievement and growth to motivate and enhance job satisfaction. (Mamgain, 2022)

A research team by a former staff of the Chinese Students Association in Thailand (CSAT) based in Chiang Mai revealed that there was a notable absence of obvious directions and action plans to effectively support the growing population of Chinese students. Therefore, there should be an inquiry into states and problems of the management of the Chinese Students Association in Thailand and propose factors influencing the management achievement of the Chinese Students Association in Thailand. These guidelines will offer concrete management approaches that align with the requirements of CSAT in accordance with higher education standards and the relevant regulations set forth by the Thai Ministry of Education. Ultimately, these recommendations will help address the rising number of Chinese students effectively.

### **Research Objectives**

1. To inquire about states and problems of the management of the Chinese Students Association in Thailand.
2. To propose factors influencing the management achievement of the Chinese Students Association in Thailand.

### **Research methods**

The researcher divided into three phases as follows:

**Phase 1:** The researchers synthesized the management theories, relevant concepts, articles, journals, and related research that were published online regarding the management elements of the Chinese Students Association in Thailand, then classified the management elements of the Chinese Students Association in Thailand by determining the criteria selecting more than 50 percent of the elements to be used in an inquiry questionnaire. The elements derived from the synthesis table were used in the focus group discussion to propose to the five experts to confirm the derived elements and sub-elements. Five experts were determined with the qualifications to be knowledgeable persons, who graduated with a doctoral level, an academic position at least assistant professor, or agency managers connected to the Chinese Students Association in Thailand. After examining and confirming the accuracy, appropriateness, and conclusion of core elements, sub-elements, and sequence the priority of elements for the management of the Chinese Students Association in Thailand, consisting of five core elements with 21 sub-elements as follows: 1) planning with six sub-elements: vision, mission, value, goal, objective, and project, 2) cooperation with four sub-elements: committee, staff, team, volunteers and mentors, knowledge and understanding, and association management, 3) sustainability with four sub-elements: technology, care and support system, activities, and mobilization/sponsors, 4) teamwork with three sub-elements: partnership, network, and public relations, and 5) personnel management with four sub-elements: membership, working environment, staff relationship, and handbook. (Ou, Thong-ngok, Yaboonthong, & Puthaprasert, 2021, p. 9).

**Phase 2:** To inquire about the states and problems of the management of the Chinese Students Association in Thailand. The researchers defined the scope of questions and designed the questionable items from five core elements with 21 sub-elements derived from phase 1 to be covered in the inquiry state of problems and factors for achievement for the management of

the Chinese Students Association in Thailand; construct a five-rating scale questionnaire divided into two parts as follows:

**Part 1:** A five-rating scale questionnaire with thirty-five items regarding the states and problems of the management of the Chinese Students Association in Thailand.

The five-rating scale of the questionnaire was considered content validity by evaluating the Index of Item-Objective Congruence (IOC), in which the researcher determined the criteria for considering the qualifications of five experts selected by purposive sampling, the same experts of phase 1. The Index of Item-Objective Congruence (IOC) was approved of the question items at 0.80, using the determined formula (Srisa-ard, 2020, p. 100). A five-rating scale questionnaire with Google Forms was distributed to 375 respondents. Mean and standard deviation were used to analyze data.

**Part 2:** An open-ended question was regarding additional recommendations for the management of the Chinese Students Association in Thailand. The researchers used five core elements to be five open-ended question items covering 1) planning in terms of vision, mission, value, goal, objective, and project, 2) cooperation in terms of committee, staff, team, volunteers and mentors, knowledge and understanding, and association management, 3) sustainability in terms of technology, care and support system, activities, and mobilization/sponsors, 4) teamwork in terms of partnership, network, and public relations, and 5) personnel management in terms of membership, working environment, staff relationship, and handbook. The content analysis and classification into issues were used to analyze data.

**Phase 3:** To propose factors influencing the management achievement of the Chinese Students Association in Thailand. The researchers provided connoisseurship of 33 administrators, staff, and Chinese diplomatic officers of the association as participants. The results of inquiring about the states and problems for the management of the Chinese Students Association in Thailand and the results of additional recommendations covering 1) planning in terms of vision, mission, value, goal, objective, and project, 2) cooperation in terms of committee, staff, team, volunteers and mentors, knowledge and understanding, and association management, 3) sustainability in terms of technology, care and support system, activities, and mobilization/sponsors, 4) teamwork in terms of the partnership, network, and public relations, and 5) personnel management in terms of membership, working environment, staff relationship, and handbook were distributed in the meeting for considering factors influencing the management achievement. The content analysis and classification into issues were used to analyze data.

### **Research results and discussion**

The research results were as follows:

Results of inquiring about states and problems of the management of the Chinese Students Association in Thailand. Key informants were Chinese students as service recipients with purposive sampling for the states and problems for the management of the Chinese Students Association in Thailand, the research samples were selected by purposive sampling and divided into three groups consisting of students from public higher education institutions, students from private higher education institutions, and students from higher education institutions of non-education, for a total of 375 respondents. An instrument used was a five-rating scale questionnaire with Google Forms. The data were analyzed by mean and standard deviation as shown in Table 1

**Table 1:** Mean and standard deviation of the states and problems of the management of the Chinese Students Association in Thailand

No.	Lists	States			Problems		
		$\bar{X}$	S.D.	Interpret	$\bar{X}$	S.D.	Interpret
1.	Planning.	3.52	1.47	High	3.55	1.42	High
2.	Cooperation.	2.41	1.12	Low	2.50	1.13	Low
3.	Sustainability.	2.42	1.36	Low	2.50	1.37	Low
4.	Teamwork.	4.59	0.72	Highest	4.58	0.75	Highest
5.	Personnel management.	4.49	0.95	High	4.56	0.82	Highest
<b>Total average</b>		<b>3.49</b>	<b>1.12</b>	<b>Moderate</b>	<b>3.54</b>	<b>1.10</b>	<b>High</b>

Table 1 shows that the states of the management of the Chinese Students Association in Thailand were overall at a moderate level ( $\bar{X} = 3.49$ , S.D. = 1.12), teamwork was at the highest level ( $\bar{X} = 4.59$ , S.D. = 0.72), followed by personnel management was at a high level ( $\bar{X} = 4.49$ , S.D. = 0.95), planning was at a high level ( $\bar{X} = 3.52$ , S.D. = 1.47), sustainability was at a low level ( $\bar{X} = 2.42$ , S.D. = 1.36), and cooperation was at a low level ( $\bar{X} = 2.41$ , S.D. = 1.12), respectively.

Moreover, the problems of the management of the Chinese Students Association in Thailand were overall at a high level ( $\bar{X} = 3.54$ , S.D. = 1.10), teamwork was at the highest level ( $\bar{X} = 4.58$ , S.D. = 0.75), followed by personnel management was at the highest level ( $\bar{X} = 4.56$ , S.D. = 0.82), planning was at a high level ( $\bar{X} = 3.55$ , S.D. = 1.42), cooperation was at a low level ( $\bar{X} = 2.50$ , S.D. = 1.13), and sustainability was at a low level ( $\bar{X} = 2.50$ , S.D. = 1.37), respectively. (Ou, Thong-ngok, Yaboonthong, & Puthaprasert, 2021, p. 103).

In terms of the Overseas Chinese Students Association (OCSA) (Office of International and Cross-Strait Affairs, Tamkang University (TKU), 2020), operating under the Office of International and Cross-Strait Affairs at Tamkang University since 1976, aimed to facilitate friendships among international students. Its purpose included organizing events to foster camaraderie among overseas students worldwide. Additionally, OCSA collaborated with the government and Tamkang University to assist international students in overcoming challenges they might encounter in Taiwan, making them feel welcome. Over time, the study and practice of management within the organization evolved from a common-sense approach and art into a more scientific discipline, as indicated by Morphet, Johns, and Reller in their work from 1959 and 1967. Morphet, Johns & Reller (1959, 1967, pp. 14-15),

The results of the students' opinions from the open-ended question regarding additional recommendations covering five core elements; 1) planning 2) cooperation, 3) sustainability, 4) teamwork, and 5) personnel management for the management of the Chinese Students Association in Thailand were classified into priority issues as follows:

1. Planning consists of vision, mission, values, goals, objectives, and project.

1.1 CSAT should review and improve its vision statement.

1.2 CSAT should make sure it encompasses the ambitious long-term aims for assisting Chinese students in Thailand.

1.3 CSAT should involve Chinese students in the development or revision of the vision and mission statements to guarantee that the vision and purpose statements are in line with the needs and ambitions of Chinese students.

1.4 CSAT should encourage ethical conduct and integrity as fundamental associational ideals to sustain transparency and trust.

2. Cooperation consists of committee, staff, team, volunteers and mentors, knowledge and understanding, and association management.

2.1 Committee and staff cooperation should clearly communicate the roles and responsibilities of committee members staff and personnel to reduce overlap of effort and promote efficiency.

2.2 The team and mentors should provide comprehensive orientation and training for volunteers to equip them with the knowledge and skills needed to contribute effectively.

2.3 Committee and staff cooperation should establish feedback mechanisms for volunteers to share their insights, suggestions, and concerns regarding association activities.

2.4 Volunteers should create online resource libraries or databases that contain information, guides, and resources beneficial to Chinese students.

2.5 Committee members, staff, volunteers, and mentors in the association should have collaborative decision-making to ensure inclusivity.

3. Sustainability consists of technology, care and support system, activities, and mobilization/sponsors.

3.1 CSAT should invest in digital resources, such as a dedicated website or mobile app, to provide easy access to information, updates, and resources for Chinese students.

3.2 CSAT should collaborate with university counseling services to offer mental health support and counseling to Chinese students, addressing their emotional well-being.

3.3 CSAT should implement sustainable event planning practices, such as reducing waste, recycling, and minimizing carbon footprint during association activities.

3.4 CSAT should continuously seek diverse funding sources beyond membership dues, such as sponsorships, grants, and fundraising campaigns.

3.5 CSAT should engage alumni for sponsorship opportunities, encouraging them to financially support association initiatives.

4. Teamwork consists of partnership, network, and public relations.

4.1 CSAT should foster strong partnerships with the university administration and various departments to advocate for the needs and interests of Chinese students and to access university resources.

4.2 The Chinese Student Network should participate in and contribute to a global network of Chinese student associations, sharing best practices, resources, and cultural events.

4.3 CSAT should provide technical support services to assist Chinese students with any technology-related challenges they may encounter during their studies.

4.4 CSAT should establish ongoing health and wellness programs that promote physical fitness, stress management, and healthy living among Chinese students.

4.5 CSAT should create a hotline or chat service for Chinese students to seek assistance and support for academic, personal, or cultural matters.

5. Personnel consists of membership, working environment, staff relationship, and handbook.

5.1 CSAT should engage alumni of the association to seek financial and advisory support, as well as create opportunities for mentorship and networking.

5.2 CSAT should develop a network within the local Thai community through cultural events, volunteer activities, and collaborative projects.

5.3 CSAT should launch public awareness campaigns that highlight the positive contributions of Chinese students to Thai society and promote cross-cultural understanding.

5.4 CSAT should encourage association members to participate in public speaking opportunities, conferences, and panels to raise awareness about Chinese students' contributions and experiences.

5.5 CSAT should publish annual reports or newsletters summarizing the association's achievements, events, and contributions to the community.

Similarly, Sun, Yossuck, Panyadee & Ek-lem (2020, pp. 343-344) identified that the primary challenges faced by Chinese students during their tenure at universities in the upper northern region of Thailand can be summarized as follows: Struggling to acclimate to Thai campus life; facing difficulties comprehending course materials; experiencing limited job prospects; encountering challenges in integrating into Thai society; struggling to adapt to Thai customs and habits; finding it hard to navigate Thai transportation systems; receiving inadequate support from Thai universities; difficulty in coping with feelings of depression; holding a pessimistic outlook on their overseas education and future; having trouble locating internship opportunities; and struggling to adjust to the Thai teaching style.

Results of proposed factors influencing the management achievement of the Chinese Students Association in Thailand from interviewing 33 association staff, association administrators, and Chinese diplomatic officers as follows:

1. Planning consists of vision, mission, values, goals, objectives, and project.

1.1 CSAT should engage Chinese students actively in the development of the association's vision, mission, and goals to ensure alignment with their needs and aspirations.

1.2 CSAT should ensure that the vision and mission statements clearly define the association's purpose, values, and commitment to Chinese students.

1.3 CSAT should uphold the core values of inclusivity, diversity, and ethical conduct in all planning efforts to create a welcoming and respectful environment.

1.4 CSAT should conduct thorough risk assessments for projects to identify potential challenges and develop contingency plans.

1.5 CSAT should have strong leadership and commitment among committee members and staff to champion the association's vision and mission.

2. Cooperation consists of committee, staff, team, volunteers and mentors, knowledge and understanding, and association management.

2.1 Effective committee structure with clearly defined roles and responsibilities for each member to maximize collaboration and efficiency.

2.2 Staff expertise and training with the necessary skills and knowledge to lead and support the association's initiatives and ongoing training and development opportunities for committee members, staff, and volunteers to enhance their skills.

2.3 Adoption of effective association management tools and software to streamline administrative tasks and improve communication.

2.4 Encouragement of cross-functional cooperation between different committees or teams within the association to leverage diverse expertise.

2.5 Identification and nurturing of future leaders for leadership development within the association to ensure its long-term success.

3. Sustainability consists of technology, care and support system, activities, and mobilization/sponsors.

3.1 CSAT should provide the availability of up-to-date technological infrastructure and digital tools for efficient communication, event organization, and online support.

3.2 CSAT should assess the digital literacy of association members to effectively utilize technology for communication and engagement.

3.3 CSAT should establish of comprehensive care and support systems that address the diverse needs of Chinese students, including academic, cultural, and mental health support.

3.4 CSAT should collaborate with local businesses, universities, and organizations to secure sponsorship, resources, and support for association activities.

3.5 CSAT should have effective financial planning, including fundraising, sponsorship, and budget management, to ensure the association's financial sustainability.

4. Teamwork consists of partnership, network, and public relations.

4.1 CSAT should have strong leadership and commitment among committee members and staff to champion the association's vision and mission.

4.2 CSAT should seek and establish partnerships with local universities, businesses, cultural organizations, and government agencies to enhance support and resources for Chinese students.

4.3 CSAT should organize networking events and forums that facilitate connections between Chinese students and potential partners, mentors, and staff.

4.4 CSAT should engage association alumni to build a network of experienced individuals who can provide valuable guidance, mentorship, and career opportunities to current Chinese students.

4.5 CSAT should establish relationships with relevant government agencies to advocate for the needs and interests of Chinese students and navigate visa regulations.

5. Personnel consists of membership, working environment, staff relationship, and handbook.

5.1 CSAT should promote inclusive membership policies that welcome all Chinese students, regardless of their background, field of study, or language proficiency.

5.2 CSAT should conduct orientation sessions for new members to introduce them to the association's mission, activities, and how they can get involved.

5.3 CSAT should create a safe space for members to express their ideas, concerns, and opinions openly without fear of discrimination or judgment.

5.4 CSAT should offer training resources and workshops to educate members on association guidelines, procedures, and their rights and responsibilities.

5.5 CSAT should develop and regularly update an association handbook that includes essential information about policies, procedures, and expectations for all members.

In accordance with the findings of Jiakai (2018, pp. 32-33), shed light on several important factors influencing the Chinese students' experience while studying in Thailand. It was evident that the majority of respondents were highly satisfied with the university facilities, emphasizing the perceived value and convenience they offered. Additionally, a significant portion of the respondents cited flexibility in payment time as a key factor in their decision to choose this university, reflecting their ability to afford the costs associated with studying at a Thai university.

Recommendations from family members played a pivotal role in the student's awareness of the university, alongside information from the university's website and brochures. Furthermore, it was noteworthy that a substantial number of respondents expressed strong satisfaction with their choice to study in Thailand, affirming that it was a very positive decision for them. They also indicated a willingness to recommend their university to others. These findings underscore the importance of not only the quality of education but also the overall experience, financial factors, and recommendations in shaping the decisions of Chinese students when selecting a university in Thailand.

It is quite different from Dechkuntod (2015, p. 90) that organizational management factors such as strategy, structure, style, system, and practitioner skill impact staff performance effectiveness in various aspects such as performance achievement, adaptability, work satisfaction, value retention, and collaboration. These factors also contribute to the success of associations. Sustainable factors like high member engagement, financial sustainability, effective governance, strategic planning, responsible resource management, and partnerships for sustainability contribute to the association's success. These factors, along with long-term planning, innovation, and crisis preparedness, contribute to the association's success.

On the other hand, Mangkunegara (2011, p. 6 as cited in Izzah, Samsudin & Supriyono, 2020, p. 324) argued posits that employee performance was influenced by various factors, including psychological ability factors which encompassed the employees' cognitive abilities, including their inherent potential (IQ) and practical capabilities (knowledge + skills), individual factors which encompassed abilities and skills, demographic aspects: This included gender, racial background, cultural diversity, and organizational factors which comprised various components within the workplace, including leadership, compensation, conflict management, power dynamics, organizational structure, job design, organizational layout, and career development.

It can be concluded that the Chinese Students Association in Thailand (CSAT) can be attributed to strategic planning, goal setting, resource planning, budgeting, event and program planning, timelines, risk assessment, stakeholder engagement, communication plan, alignment with mission, feedback loops, adaptability, legal and regulatory compliance, resource allocation, sustainability considerations, collaboration opportunities, and assessment and learning. These factors should be integrated into the association's management processes to maximize the likelihood of successful achievement of its objectives and mission. In terms of cooperation factors, such as university collaboration, local community engagement, alumni engagement, sponsorship and funding partnerships, international relations, local businesses, cross-cultural exchange programs, academic department collaboration, community service organizations, cultural centers, media, and public relations partnerships, peer associations in Thailand, interdisciplinary collaboration, professional associations, online communities, crisis response coordination, and collaboration with educational institutions in China, can provide essential support, resources, and opportunities for the association to succeed. Moreover, sustainable factors, such as high member engagement, financial sustainability, effective governance, strategic planning, responsible resource management, alumni engagement, knowledge transfer, environmental responsibility, partnerships for sustainability, diverse membership base, long-term planning, evaluation and continuous improvement, innovation, legal and regulatory compliance, public relations and outreach, crisis preparedness, strategic alliances, membership training, community engagement, and succession planning, can also contribute to the association's success. Additionally, CSAT is striving to establish inclusivity committees, strengthen connections with the Chinese Embassy, promote community service, and develop a crisis response plan to ensure a supportive environment for Chinese students in Thailand. These recommendations aim to facilitate the academic, cultural, and social success of Chinese students in Thailand.

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