

Proposed Policy for Internationalization Development of the Student Production at Mahachulalongkornrajavidya laya University, Campuses in North Eastern Thailand

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Abstract

The purposes of this research were to study the current situation, problems, and expectations; and to develop the proposed policy for internationalization development of the student production at Mahachulalongkornrajavidyalaya university, campuses in North Eastern Thailand of which comprising vision, mission, goals, strategies, and key performance indicators of students' production. The research consisted of 2 phases; the basic information studies for drafting the proposed policy and the proposed policy examination and development of the proposed policy. The examples were 3 campuses in the North Eastern Thailand i.e. Nong Khai, Khon Khaen, and Surin campuses of Mahachulalongkornrajavidyalaya university. The data were collected by document analysis, questionnaire, focus group discussion, in-depth interview, and public hearing. The results of the research were as follows:

1) The current situation and the problems for internationalization development of the student production at the campuses in North Eastern Thailand were in the moderate level. The expectations were the development of the campuses' personnel in effective English using ability; the research based-learning and teaching; the student development according to desirable characteristics of the

international qualification framework respectively.

2) The proposed policy for internationalization development of student production at the campuses in North Eastern Thailand consisted of the vision in educational management as 'By 2021 C.E., the campuses in North Eastern Thailand would produce the qualified students and would be the center of international Buddhist education by integration of Buddhism to the modern sciences for sustainable mental and social development'; the mission of the student production as 'aiming to produce the accepted Buddhist graduates in the international level with 4 missions comprising 1) the resources of student production consisted of 9 goals, 48 strategies, and 48 indicators 2) the student production process consisted of 3 goals, 18 strategies, and 18 indicators 3) the student quality development consisted of 6 goals, 33 strategies, and 33 indicators and 4) the evaluation of the student production processes consisted of 5 goals, 8 strategies, and 8 indicators.

Keywords: Proposed Policy, Internationalization Development, Student Production, Mahachulalongkornrajavidyalaya University

1. Introduction

An approach of globalization and ASEAN community has driven human activities into the new aspects of economics, society, politics, religions, and cultures. Along with this, it brought up various pros and cons to Thailand. A boundless communication and connection was its advantage. On the other side, there was a collapse in economics, society, and politics. People have become materialistic. Besides, strong competition on the transnational educational service is rapidly increasing due to the ASEAN liberalization policy. This has made a huge boundless market for ASEAN higher educational business (Ministry of Education, 2011, p. 8).

In the near future, foreign educational institutes of ASEAN countries would flow into Thailand both in the aspects of quantity and complexity as a result of cooperation on educational liberalization policy. With this high competition, higher educational institutions are considered to be the most significant organizations to develop the Thai citizens so as to solve Thailand's problems as a whole. They have to push themselves to survive amid a tough competition in doing its four missions as assigned in the National Education Act 1999 of Thailand. They must develop themselves in various aspects such as the vision of the university's leaders, the quality of educational management, and the qualified personnel including the related rules and regulation (Office of the Higher Education Commission, 2010, p. 56-58). As a result, this leads to a significant educational reform in Thailand since 1999 up to the present time so as to compete with other universities in the ASEAN community (Office of the Education Council, Ministry of Education 2009, p. 2).

Mahachulalongkornrajavidyalaya University is one of the higher educational institutes in Thailand. It was founded by His Majesty King Chulalongkorn the Great on September 13, 1896 with the determination of providing Tipitaka studies, and higher education, not only for monks and novices, but also for laypeople. On September 21, 1997, the National Assembly of Thailand enacted a royal Act of Mahachulalongkornrajavidyalaya University to the effect that the University should become a legal entity under the supervision of the state. Its main campus is located at 79 Moo 1 Lam Sai Sub-district, Wang Noi District, Ayutthaya Province. At present, it has been running ten extended campuses throughout Thailand and six overseas affiliated institutes of the university with the vision of "To develop the university to be the international leading center of Buddhist education by integrating Buddhism with modern sciences for sustainably mental and social development." In the North Eastern

Thailand, the university has got five campuses comprising Nong Khai, Khon Kaen, Ubon Ratchathani, Nakhon Ratchasima, and Surin campuses. As being the university campuses, they are also to make use of the said university vision in educational management. To manage education in the international level, the North Eastern campuses have to get themselves ready with a comprehensive long running policy.

Therefore, the researcher is interested in studying the proposed policy for internationalization development of the student production at Mahachulalongkornrajavidyalaya university, campuses in North Eastern Thailand.

2. Materials and Methods

This research was the policy research with the use of mixed methodology. The purposes of the research were to study the current situation, problems, and expectations; to develop the proposed policy for internationalization development of the student production at Mahachulalongkornrajavidyalaya university, campuses in North Eastern Thailand of which comprising vision, mission, goals, strategies, and indicators of student production. The research was divided into 2 main phases with six steps.

2.1 Phase 1: the basic information studies for drafting the proposed policy

This phase consisted of 3 steps.

Step 1 was the study and analysis of the documents. The Eleventh Development Plans (2012-2016) of Nong Khai, Khon Kaen, and Surin campuses were studied and analyzed in 5 issues i.e. philosophy, vision, mission, student productive policy, and administrative policy.

Step 2 was the perspective study of 168 persons by using questionnaire on 3 main issues i.e. current situation, problems, and

expectations for internationalization development of the student production.

Step 3 was the study of 3 model institutes of student production in the international level by analyzing the development plan obtained and interviewing 3 highest administrators of the institutes on 5 main issues i.e. the organization vision, the mission in student production, the input, the process, and the output for internationalization development of the student production.

Having done the three first steps, the proposed policy was drafted.

2.2 Phase 2: the examination and development of the proposed policy

This phase consisted of 3 steps.

Step 1 was the focus group discussion on the drafted proposed policy by 13 campuses' personnel who were in charge with the policy and plan of the campuses.

Step 2 was the study from 6 experts by examination and interview. For the examination, the proposed policy modified from step 1 was examined by the experts in 4 aspects i.e. congruity, propriety, feasibility, and practical utility of the proposed policy. For the interview, the experts were questioned on 2 important issues i.e. (1) agreement or disagreement on the proposed policy and (2) recommendations for improving the proposed policy.

Step 3 was the public hearing with the objective of the proposed policy's acceptance. The improved proposed policy from step 2 was detailed to 30 participants obtained from the campuses and allowed them to express their view of acceptance of the proposed policy.

3. Results

The findings are presented according to the research purposes as follows;

3.1 The current situation and the problems for internationalization development of the student production at Mahachulalongkornrajavidyalaya university, campuses in North Eastern Thailand were at the moderate level ($\bar{x} = 2.03$, S.D. = 0.38), ($\bar{x} = 2.00$, S.D. = 0.32) in the holistic view as seen in the table 1;

Table 1 the current situation and problems

Student Production Mission in the Holistic View	Current Situation			Problems		
	\bar{x}	S.D.	Meaning	\bar{x}	S.D.	Meaning
Input	1.95	0.41	moderate	2.07	0.33	moderate
Process	2.00	0.43	moderate	2.01	0.40	moderate
Output	2.15	0.43	moderate	1.93	0.38	moderate
Total Average	2.03	0.38	moderate	2.00	0.32	moderate

The expectations for internationalization development of student production were the development of the campuses' personnel in terms of effective English using ability, the research based-learning and teaching, and student development according to the desirable characteristics of the international qualification framework respectively.

3.2 The proposed policy for internationalization development of student production at Mahachulalongkornrajavidyalaya university, campuses in North Eastern Thailand consisted of vision, missions, goals, strategies, and indicators as follows; (1) The vision in educational management was "By 2021 C.E., the campuses in North Eastern Thailand would produce the qualified students and would be the center of international Buddhist education by integration of Buddhism to the modern sciences for sustainable mental and social development." (2) The mission of student production was "aiming to produce the accepted Buddhist graduates in the international level with 4 missions comprising the resources of student production, the student production process, the student quality development, and the evaluation of the student production

processions; and each mission carried its goals, strategies, and indicators.” (3) The resources of student production consisted of 9 goals 48 strategies and 48 indicators. (4) The student production process consisted of 3 goals 18 strategies and 18 indicators. (5) The student quality development consisted of 6 goals 33 strategies and 33 indicators. (6) The evaluation of the student production processions consisted of 5 goals 8 strategies and 8 indicators. This can be shown as in figure 1;

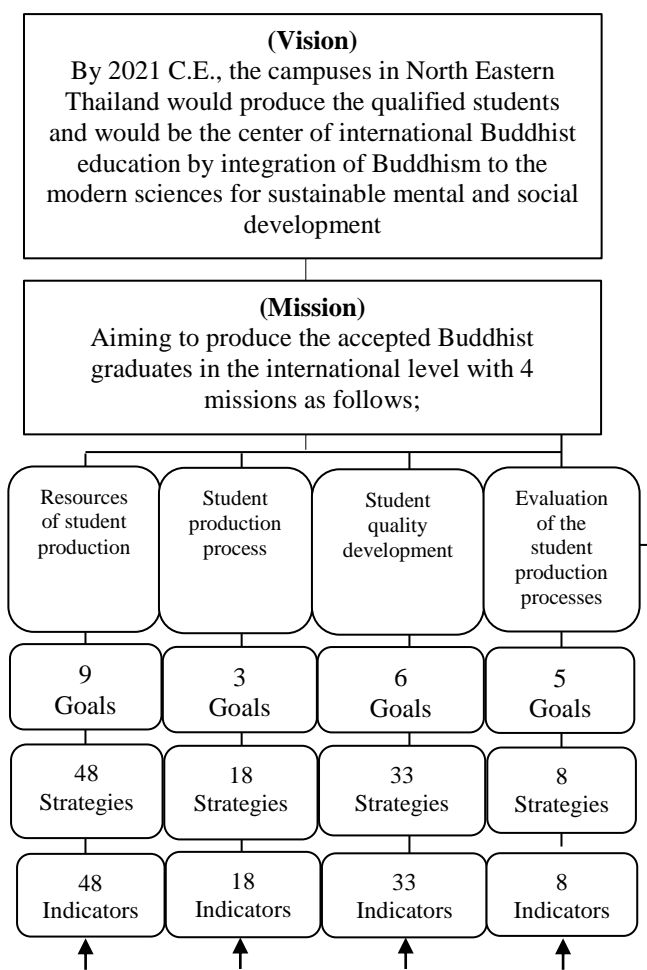


Figure 1 proposed policy

4. Discussions

From the research results, there were significant points to be discussed, as follows;

4.1 The vision to produce qualified students and to be the center of the international

Buddhist education by integration of Buddhism to the modern sciences for sustainable mental and social development of the university campuses in North Eastern Thailand was related to the Eleventh Higher Education Development Plan of 2012-2016 (Office of the Higher Education Commission, 2013, p. 29) of which pointed out the vision that by the year 2016 the higher education of Thailand should be the most qualified international learning and developing center with the help of sufficiency economy philosophy in the ASEAN community.

4.2 The mission to produce the accepted Buddhist graduates in the international level of the university campuses in North Eastern Thailand was related to the report of the third educational assessment by the Office for National Education Standards and Quality Assessment (2011-2015) (Mahachulalongkornrajavidyalaya University, 2013, p. 7) of which pointed out in the executive summary of the assessment report that the university should conduct the international program on Buddhist studies for being the international leading center on Buddhist education in the international levels as said in the university vision.

4.3 The 9 goals, 48 strategies, and 48 indicators of the mission on resources to produce graduates were related to the research article on ‘Internationalization of Higher Education : towards a Conceptual Framework’ (Qiang Z, 2003, p. 249-252) which implied the international elements of universal organizational structure, qualified personnel, foreign students, enough budget, international curriculum, wide range learning source, high media and technology, good environment, and participatory administration.

The resources to produce graduates were also related to the concept on effectively administration and organizational development (the Office for National Education Standards and Quality Assessment (Public Organization), 2012, p.

42) which stated that the higher educational institute should have the effective administration system, a harmonious conveying of the institute's vision and values into action for achievement of the assigned purposes and missions, a directing council, an operation according to the policy and the concerned rules and regulations including the good governance, and providing welfare to the students and personnel.

It is notable that the expectation to have the qualified teaching staff and supporting staff was the significant point obtained from the survey study. The ability of effectively using four skills of English language should have been learnt by the personnel, particularly the teaching staff for being the internationalization standard of the higher institute.

4.4 The 3 goals, 18 strategies, and 18 indicators of the mission on the student production process were related to the international standard criteria of student production of the Office of ASEAN University Network (AUN Secretariat, 2011, p. 10-44) which have shown the ASEAN benchmark for 15 graduate producing criteria comprising expected learning outcomes, programme specification, teaching and learning strategy, student assessment, academic staff quality, support staff quality, student quality, student advice and support, facilities and infrastructure, quality assurance of teaching and learning processes, staff development activities, stakeholders feedback, output, and stakeholders satisfaction.

It is notable that the data obtained from personnel' expectations of the university campuses in North Eastern Thailand had indicated that the campuses should have the teaching staff lecture by way of research based learning. Therefore, the academic staff should have been developed through the technique of research based teaching.

4.5 The 6 goals, 33 strategies, and 33 indicators of the mission on the student

quality development were related to the seven survival skills for career, college, and citizenship (Tony Wagner. 2010, cited in Sanrattana, W., 2013, p. 103) stated that students in the 21st century should have been developed in seven skills; (1) critical thinking and problem-solving (2) collaboration across networks and leading by influence (3) agility and adaptability (4) initiative and entrepreneurialism (5) effective oral and written communication (6) accessing and analyzing information (7) curiosity and imagination.

The student quality development was also related to 5 domains of learning outcomes appeared in Thai Qualifications Framework for Higher Education (Government Gazette, Book No. 126, Special Section 125 G, 2009, p. 18-19) stated that any kinds of learning should at least have the learning outcomes in five domains of learning i.e. (1) Ethical and Moral Development (2) knowledge (3) cognitive skills (4) interpersonal skills and responsibility (5) analytical and communication skills.

4.6 The 5 goals, 8 strategies, and 8 indicators of the mission on the evaluation of the student production processes were related to PDCA Deming Cycle (Deming, W.E., 1986, p. 56-57) which consisted of planning, doing, checking, and acting.

4.7 The goals of the 4 missions in student production are considered to be very significant because they are the key issues to respond to the achievement of the missions, but their strategies and indicators are in accordance each other to indirectly respond to the missions. Therefore, it is valuable to mention the goals in detail and their strategies and indicators in only number as follows;

4.7.1 The 9 goals, 48 strategies, and 48 indicators of the first mission were; (1) the first goal concerned with the organizational structure and contained 5 strategies and 5 indicators, (2) the second goal concerned with the organizational personnel and contained 7 strategies and 7 indicators, (3)

the third goal concerned with the quantity of students and contained 5 strategies and 5 indicators, (4) the fourth goal concerned with the financial strategic plan and contained 5 strategies and 5 indicators, (5) the fifth goal concerned with the international programme on Buddhism and contained 7 strategies and 7 indicators, (6) the sixth goal concerned with the learning sources and contained 4 strategies and 4 indicators, (7) the seventh goal concerned with the media and technology and contained 2 strategies and 2 indicators, (8) the eighth goal concerned with the environmental structure and contained 3 strategies and 3 indicators, (9) the ninth goal concerned with the administration and contained 10 strategies and 10 indicators.

4.7.2 The 3 goals, 18 strategies, and 18 indicators of the second mission were; (1) the first goal concerned with the management of instructor system and learning and teaching system and contained 11 strategies and 11 indicators, (2) the second goal concerned with the usage of learning and teaching aids and contained 2 strategies and 2 indicators, (3) the third goal concerned with the system and mechanism in evaluation and contained 5 strategies and 5 indicators.

4.7.3 The 6 goals, 33 strategies, and 33 indicators of the third mission were; (1) the first goal concerned with the graduates' virtues and ethics and contained 5 strategies and 5 indicators, (2) the second goal concerned with the graduates' knowledge and contained 8 strategies and 8 indicators, (3) the third goal concerned with the graduates' intellectual skill and contained 1 strategy and 1 indicator, (4) the fourth goal concerned with the graduates' interpersonal skills and responsibility and contained 5 strategies and 5 indicators, (5) the fifth goal concerned with the graduates' analytical, communication, and information technology skills and contained 10 strategies and 10 indicators, (6) the sixth goal concerned with

the graduates' professional skill and contained 4 strategies and 4 indicators.

4.7.4 The 5 goals, 8 strategies, and 8 indicators of fourth mission were: (1) the first goal concerned with the system and mechanism of evaluation of student production processes and contained 2 strategies and 2 indicators, (2) the second goal concerned with the personnel' s awareness on student production process evaluation and contained 1 strategy and 1 indicator, (3) the third goal concerned with the coverage of student production process evaluation and contained 3 strategies and 3 indicators, (4) the fourth goal concerned with the implementation of student production process evaluation and contained 1 strategy and 1 indicator, (5) the fifth goal concerned with the development of system and mechanism for student production process evaluation and contained 1 strategy and 1 indicator.

5. Conclusion

The present circumstances and problems for approaching an internationalization development in student production of the campuses in North Eastern Thailand laid in the moderate level. The personnel of the campuses expected to have the qualified academic staff in the effectively English using ability; the research based-learning and teaching; and the student development in accordance with the desirable characteristics of the international qualification framework respectively. The educational vision of the campuses in Northeastern Thailand was 'By 2021 C.E., the campuses in North Eastern Thailand would produce the qualified students and would be the center of international Buddhist education by integration of Buddhism to the modern sciences for sustainable mental and social development'. The mission of student production was 'a strong aim for producing the accepted Buddhist graduates in the international level with 4 missions comprising 1) the resources of student production consisting of 9 goals,

48 strategies, and 48 indicators 2) the student production process consisting of 3 goals, 18 strategies, and 18 indicators 3) the student quality development consisting of 6 goals, 33 strategies, and 33 indicators and 4) the evaluation of the student production processes consisting of 5 goals 8 strategies and 8 indicators.

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